

Academic Program Description Form

Faculty/Institute: Al-Imam Al- Adham University College

Scientific Department: Department of English Islamic studies

Academic or Professional Program Name: Bachelor's degree in English Islamic Studies

Final Certificate Name: Bachelor's degree in English Islamic Studies

Academic System: Annual 1/9/2025

Description Preparation Date: 2025-2026


File Completion Date:

Signature: 

Head of Department Name:

Asst. Prof. Aws Nasri Hamad

Date:

Signature: 

Scientific Associate Name:

Asst. Prof. Dr. Ayman Farouq Muhammed

Date:

The file is checked by:

Department of Quality Assurance and University Performance Director of the Quality Assurance and University Performance Department:

Asst. Prof. Dr. Hameed Younis Hameed

Date:




Approval of the Dean


Program Vision

Enhancing Language Skills: Developing students' reading, writing, listening, and speaking skills to enable them to use English effectively.

Cultivating Critical Thinking: Encouraging students to think critically and analytically through the study of literature and various texts.

Preparing for the Job Market: Equipping students with the necessary skills to compete in the global job market, including effective communication skills.

Cultural Diversity: Enhancing students' understanding of different cultures through the study of global and English literature.

Research and Development: Encouraging academic research in the fields of language, literature, and education.

Technology in Education: Utilizing technology to enhance learning, such as language applications and electronic resources.

Program Mission

The English department aims to provide comprehensive and advanced education in the fields of language and literature through a series of training programs tailored for both undergraduate and graduate levels. The department offers a bachelor's degree program in English language and literature, which includes lectures designed for both morning and evening study. This program aims to develop students' educational capabilities in literature and language, enhancing their foundational language skills.

The master's program is designed to enrich and deepen students' cognitive skills in these fields, providing them the opportunity to explore advanced topics and critically analyze literary texts. The program equips students with the knowledge necessary to excel in academic and professional fields, encouraging critical and creative thinking.

We believe in the English department that education is a continuous process, and we strive to provide a learning environment that promotes research, participation, and personal skill development, preparing graduates to effectively and confidently face global challenges.

Program Objectives

The department works to equip students with the following skills:

- Critical and Creative Thinking: Enhancing the ability to think critically and creatively, helping students analyze texts and understand deeper meanings.
- Sustainable Teaching Methods: Developing successful and long-lasting teaching methods, preparing students to enhance their abilities and skills in line with job market requirements.
- Scientific Research: Conducting unbiased and in-depth research, which enhances students' capacity to contribute to academic and community knowledge.
- Proficiency in English: Training students to master the English language with all its linguistic skills and cultural background.
- Critical Literary Analysis and Translation: Enabling students to excel in critical and literary analysis, translation, and the teaching of both applied and theoretical language.

- Diverse Teaching Methods: Familiarizing students with various modern teaching methods, including films, video tapes, language labs, and phonetics, to effectively and impactfully teach English.
- Refining Critical and Creative Thinking Skills: Sharpening students' critical and creative thinking skills and developing their research capabilities in their field of specialization.
- Conducting Theoretical, Experimental, Applied, and Comparative Research: Engaging in research across English language and literature, linguistics, and various teaching methods.
- Encouraging Critical Understanding: Promoting an understanding of the thoughts and cultures of the English-speaking world and opening channels for cultural dialogue with English-speaking nations and peoples.

Program Accreditation

The department has not yet obtained accreditation for its programs.

Other external influences

Sunni Endowment , Ministry of Higher Education and Scientific Research

Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	8	16	15.3	/
College Requirements	8	16	15.3	/
Department Requirements	36	80	69.2	/
Summer Training	/	/	/	/
Other	School Practicum	/	/	/

* This can include notes whether the course is basic or optional.

Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
First stage	EAL121	Arabic Language اللغة العربية	2	0
	ERW115	Comprehension & Compositions الاستيعاب والإنشاء	1	1
	EACS105	Computer Science علوم الحاسبات	1	1
	EFE113	أسس التربية Foundations of Education	2	0
	EAA117	Fundamentals of Call أصول الدعوة	2	0
	EGR109	Grammar النحو	3	0
	EHR120	Human Rights حقوق الإنسان والديمقراطية	2	0
	ELI112	Introduction to Literature المدخل إلى الأدب	2	0
	EPH114	Phonetics التلفظ	2	0
	EPS119	علم النفس psychology	1	0
	ELS111	المحادثة conversation	2	1
	EQS116	علوم القرآن Sciences of the Quran	1	0
	EJU118	الفقه Islamic Jurisprudence	1	0
hours=22 units=20 curriculum =13				
Second stage	EMAS210	Morphology & Syntax الصرف والنحو	3	0
	EPHY211	Phonology النظام الصوتي	2	0
	ERLI212	Literature II الأدب	2	0
	EAL220	Arabic Language اللغة العربية	2	0

	EITE221	Islamic Terms in English مصطلحات إسلامية بالإنجليزية	2	0
	ELS213	Dialogue محادثة	2	0
	ERW214	Comprehension and Composition استيعاب وإنشاء	2	0
	EPB216	Biography سيرة	2	0
	EPSJ218	Personal Status Jurisprudence فقه الأحوال الشخصية	2	0
	EEX215	Exegesis and Quran حفظ القرآن والتفسير	2	0
	EETH226	Ethics أخلاق إسلامية	2	0
	ERC223	Religion Comparison مقارنة الأديان	2	0
	ECBP224	جرائم حزب البعث Crimes of the Ba'ath Part	1	0
	EACS208	علم الحاسوب computer sciences	1	0
	EDP225	علم نفس النمو Developmental Psychology".	2	0
	Hours= 29 units=41 curriculum =15			
Third stage	ECG309	Grammar النحو	3	0
	EIL310	Linguistics علم اللغة	2	0
	EVLI308	Literature الأدب	2	0
	ETTR312	Text Translation I الترجمة	2	0
	EAW311	Essay Writing مقالة	2	0
	ELS3116	Dialogue محادثة	2	0
	EAMT306	Curriculum Methods of Teaching مناهج وطرائق تدريس	2	0
	EARM340	Research Approach	1	0

		منهج بحث		
	EFI307	Fiqh الفقه	2	0
	EAQM301	Exegesis and Quran حفظ القرآن والتفسير	2	0
	EAID304	Doctrine العقيدة	2	0
	EEX314	Hadith Explanation شرح الحديث	2	0
	EBAB315	سيرة اهل البيت Biography of the Ahl al-Bayt	1	0
	ECMH3117	ارشاد و صحة نفسية Counseling and Mental Health	2	0
28=hours 34=units 14= curriculums				
Fourth stage	ECFG409	Grammar النحو	3	0
	ELIN410	Linguistics علم اللغة	2	0
	EMLI416	Literature الأدب	2	0
	EQT412	Text Translation ترجمة نصوص	2	0
	EAOP408	Practicum & EFL Classroom Practices مشاهدة وتطبيق	0	4
	EAME411	Measurements & Evaluation القياس والتقويم	2	0
	EIM415	Islamic Media إعلام إسلامي	2	0
	EOR417	Orientalism الاستشراق	2	0
	EJA418	Fundamentals of Jurisprudences أصول الفقه	2	0
	EAQM402	Quran Recitation حفظ القرآن	2	0
	Hours= 24 Units =36 Curriculums =11			

Expected learning outcomes of the program

A - Cognitive Objectives

- A1. Knowledge and understanding of grammatical rules and pronunciation of words in English.
- A2. Knowledge and understanding of common linguistic and literary expression methods in English and the analysis of its texts.
- A3. Awareness of famous writers, thinkers, and linguists from both ancient and contemporary English literature, along with an understanding of their significant literary and intellectual contributions.
- A4. Knowledge and understanding of modern teaching methods and important assessment tools and language tests used in evaluating and teaching English.

B - Specific Skills Objectives of the Program

- B1. Training students in essential language skills, such as precise sentence writing.
- B2. Developing students' speaking and listening skills to enable them to handle specific communication situations.
- B3. Providing reading skills and strategies, including reading mechanics, techniques, and vocabulary usage.
- B4. Enhancing students' writing skills for research and report writing, focusing on fact citation and the ability to distinguish between viewpoints and established facts.

C - Affective and Value Objectives

- C1. Students should describe the importance of learning English.
- C2. Students should participate in department activities.
- C3. Students should encourage their peers to maintain classroom decorum.
- C4. Students should appreciate the contributions of scholars and theorists in the development of the language.

D - General, Transferable, and Employability Skills

- D1. Ability to work collaboratively, manage teams, and communicate positively with others.
- D2. Ability to express ideas succinctly, organize, and present information appropriately.

D3. Ability to propose suitable solutions to any problems encountered in their field of work.

D4. Ability to utilize information technology effectively in their area of specialization.

Teaching and Learning Strategies

Active Learning

Group Discussions: Encouraging students to participate in discussions about literary texts.

Interactive Activities: Using games and interactive activities to enhance understanding.

Project-Based Learning

Research Projects: Assigning students to research literary or linguistic topics.

Presentations: Motivating students to present on books or specific topics.

Technology in Education

Using Multimedia: Integrating videos, podcasts, and presentations.

Online Learning: Utilizing e-learning platforms to enhance content.

Diverse Assessment

Quizzes: Conducting periodic quizzes to assess understanding.

Self-Assessment: Encouraging students to evaluate their performance and review their progress.

Collaborative Learning

Study Groups: Forming small groups to work on common tasks.

Peer Teaching: Encouraging students to teach each other.

Continuous Feedback

Immediate Feedback: Providing quick feedback on assignments and projects.

Advisory Sessions: Organizing individual sessions to discuss progress and challenges.

Developing Reading and Writing Skills

Reading Diverse Texts: Analyzing literary texts from various genres.

Writing Essays: Assigning students to write critical and analytical essays.

Understanding-Based Learning

Text Analysis: Encouraging students to analyze texts rather than just memorize them.

Connecting Content to Real Life: Using real-life examples to enhance understanding.

Language Skill Development

Conversation Practice: Organizing sessions to practice speaking in English.

Language Exercises: Using various exercises to enhance grammar and vocabulary.

Creating a Stimulating Learning Environment

Fostering a Creative Atmosphere: Encouraging students to express their opinions freely.

Organizing Cultural Events: Hosting workshops and seminars that promote literary culture.

3. Evaluation methods

Continuous Assessment

Quizzes: Conducting periodic quizzes to assess students' understanding.

Homework: Evaluating written assignments and projects.

Oral Assessment

Discussions: Assessing student participation in class discussions.

Presentations: Evaluating speaking and communication skills.

Written Assessment

Essays: Evaluating analytical and critical writings.

Reports: Assessing research reports and projects.

Self-Assessment

Surveys: Encouraging students to evaluate their progress.

Learning Journals: Using journals to document goals and progress.

Peer Assessment

Peer Reviews: Encouraging students to evaluate their peers' work.

Small Groups: Working in groups to assess collective performance.

Performance-Based Assessment

Performance Tasks: Evaluating students through practical tasks such as writing texts or giving presentations.

Group Projects: Assessing teamwork and collaboration.

Formative Assessment

Immediate Feedback: Providing quick feedback on assignments and quizzes.

Periodic Assessment Sessions: Organizing sessions to review progress and challenges.

Final Assessment

Final Exams: Conducting comprehensive exams at the end of the semester.

Final Project: Assigning students to prepare a comprehensive project that tests all skills.

Language Skills Assessment

Grammar and Vocabulary Tests: Evaluating students' understanding of grammar and vocabulary.

Listening and Speaking Tests: Assessing listening and speaking skills.

Interactive Learning Assessment

Using Technology: Utilizing online assessment tools such as surveys and electronic tests.

Faculty						
Faculty Members						
Academic Rank	Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
		General	Special		Staff	Lecturer
Assistant Professor	Aws Nasri Hamad	English Language	Linguistics		✓	
Professor	Sidiq Khalil Salih	Islamic Sciences	Tafsir (Quranic Exegesis)		✓	
Professor	Lubna Riyad Abdul Jabbar	English Language	Language Analysis		✓	
Professor	Mohammed Abdul Qadir Ajaj	English Language	Social Linguistics		✓	
Assistant Professor	Ahmed Hamid Khalaf	Psychology	Educational Guidance		✓	
Assistant Professor	Ali Dawood Khalaf	Islamic Sciences	Religions		✓	
Assistant Professor	Raed Latif Uglah	English Language	Teaching English Language		✓	
Assistant Professor	May Hassan Sreesih	English Language	Literature		✓	
Assistant Professor	Amal Mamdouh Iyada	Foundations of Religion	Foundations of Jurisprudence		✓	
Assistant Professor	Saddam Abbas Hasaka	Agriculture	Communication		✓	
Assistant Professor	Amal Mohammed Ahmed	Islamic Sciences	Creed		✓	
Assistant Professor	Thabit Shihab Ahmed	English Language	Literature		✓	
Assistant Professor	Othman Mahjoub Khalaf	Physical Education	Sports Psychologist		✓	

			y			
Assistant Professor Doctor	Qabas Jameel Rashed	English Language	Teaching Methods		✓	
Instructor	Abeer Adel Mohey	English Language	Linguistics		✓	
Instructor	Sumaya Nadhar Ali	English Language	Teaching Methods		✓	
Instructor	Hafsa Omar Ibrahim	Arabic Language	Abbasid Literature		✓	
Instructor	Kawthar Abdul Rahman Mahmoud	Foundations of Religion	Tafsir (Quranic Exegesis)		✓	
Instructor	Thaer Abbas Hussain	English Language	Teaching Methods		✓	
Assistant Instructor	Arwa Adnan Abdul Rahman	English Language	Teaching Methods		✓	
Assistant Instructor	Tayyiba Imad Najm	Arabic Language	Arabic Language		✓	
Assistant Instructor	Ghada Majid Ahmed	English Language	Teaching Methods		✓	
Assistant Instructor	Yasmin Anas Ismail	Arabic Language	Language		✓	
Assistant Instructor	Zena Fadhil Ali	English Language	Literature		✓	

Professional Development

Mentoring new faculty members

The orientation process for new, visiting, full-time, and part-time faculty members in the English Language Department involves several key steps:

Preparation for Welcome

Developing an orientation program.

Introductory Sessions

Organizing sessions to introduce the institution, the department, and the educational vision.

Academic Guidance

Providing workshops on teaching strategies, assessment techniques, and the use of technology in education.

Individual Orientation

Assigning mentors or supervisors to assist new members in adapting to the academic environment.

Regular Meetings

Organizing regular meetings to discuss challenges, exchange ideas, and provide ongoing support.

Evaluation and Feedback

Collecting feedback from new members to assess the program's effectiveness and make necessary improvements.

Professional development of faculty members

Accredited Training: Implementing training programs accredited by recognized educational bodies, focusing on enhancing pedagogical and psychological skills.

Evidence-Based Education: Encouraging teachers to use research and scientific studies to inform their teaching practices, thereby enhancing teaching effectiveness.

Formative Assessment: Utilizing formative assessment tools to identify strengths and weaknesses in teaching strategies, allowing for immediate adjustments.

Academic Fellowship Programs: Establishing fellowship programs that enable teachers to collaborate with researchers or academics to develop joint research projects.

Differentiated Instruction: Training teachers in differentiated teaching strategies to meet the needs of all students, including those with special needs.

Critical and Creative Thinking: Promoting critical and creative thinking skills through interactive workshops that focus on developing these abilities.

Acceptance Criterion

Iraqi nationality.

Holder of a high school diploma (scientific or literary) from Iraq, validated by the Directorate General of Education or the governorate, or an equivalent certificate.

Successful in the medical examination according to specific conditions.

Devoted to studying; it is not permitted to combine work and study simultaneously in morning colleges and institutes, including employees of government institutions. Continuing education requires obtaining a study leave.

The most important sources of information about the program

- Teaching staff.
- Curriculum.
- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Suitability of learning resources for the specialization.
- Effective use of learning resources in the educational process.
- Availability, variety, and modernity of books and journals, covering all areas of knowledge within the specialization.
- Provision of a comprehensive library with information resources, equipment, and specialized technical staff to support the specialization.

- Subscription to electronic databases in the field of specialization.
- Existence of an electronic system for managing educational content and providing electronic materials.
- Availability of an electronic information search system in the library, in addition to electronic libraries.

Program Development Plan

Current Situation Assessment

Content Analysis: Reviewing current curricula and identifying strengths and weaknesses.
Student and Graduate Surveys: Gathering feedback on the educational experience and skills acquired.
Faculty Performance Evaluation: Reviewing the effectiveness of faculty members and their teaching methods.

Setting Goals

Short-Term Goals: Improving current curricula and increasing student engagement.
Long-Term Goals: Developing new programs and achieving academic accreditation.

Curriculum Development

Content Update: Introducing new materials that align with labor market needs.
Diversifying Teaching Methods: Utilizing innovative teaching techniques such as project-based learning.

Faculty Training

Training Workshops: Providing training courses for faculty members on modern teaching methods.
Encouraging Academic Research: Supporting research initiatives and participation in conferences.

Enhancing Student Activities

Organizing Cultural Events: Workshops, lectures, and seminars related to literature and culture.
Encouraging Language Activities: Such as literary clubs and discussion groups.

Performance Evaluation

Monitoring Outcomes: Conducting regular evaluations of students and faculty members.
Gathering New Feedback: Continuously collecting student comments to improve the program.

Collaboration with External Entities

Partnerships with Educational Institutions: Sharing experiences and resources with other universities.

Collaboration with the Job Market: Consulting companies about required skills to update programs.

Infrastructure Development

Improving Facilities: Updating classrooms and libraries.

Utilizing Technology: Implementing e-learning tools to enhance learning.

Developing an Implementation Plan

Identifying Required Resources: Determining the budget and human resources needed.

Timeline: Establishing a timeline for implementing each phase of the plan.

Continuous Evaluation

Periodic Review: Evaluating outcomes and analyzing data to determine if goals have been achieved.

Plan Adjustment: Making modifications based on results and ongoing feedback.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First stage	EGR109	Grammar	basic	*			*	*	*			*			*
	EPH114	Pronunciation	basic	*			*	*		*	*	*		*	*
Second stage	ERLI214	Comprehension and composition	basic		*	*		*	*		*	*		*	*
	ERW212	Literature	basic		*	*		*		*		*	*	*	
Third stage	EVL1308	Literature	basic	*		*			*	*			*	*	
	EAMT306	Methodology	basic		*		*	*	*		*	*		*	
Fourth stage	ELIN410	Linguistics	basic	*	*	*				*	*	*	*	*	
	EAME411	Grammar	basic	*			*	*	*			*			*

Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

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First stage

Courses

Arabic Language

1. Course Title:
Arabic Language
2. Course Code: EAL121
3. Semester / Academic Year:
2025–2026
4. Date of Preparation of This Description:
1/12/2025
5. Available Attendance Format:
Weekly
6. Total Study Hours / Total Units:
30 hours / 60 units
7. Name of the Course Coordinator (if more than one, all should be mentioned):
Name: Dr. Hafsa Omar Ibrahim
Email: hafssaomar@imamaladam.edu.iq
8. Course Objectives:
Course Objectives:
<ul style="list-style-type: none"> • Providing the Ministry of Education with qualified personnel specialized in teaching Arabic language in secondary schools. • Enabling students to acquire a solid grounding in the fundamentals of Arabic language and literature. • Developing students' diverse linguistic skills in teaching Arabic language subjects.
9. Teaching and Learning Strategies:
Strategies:
<ul style="list-style-type: none"> • Deductive Method • Text-Based Method • Inductive (Inferential) Method • Problem-Solving Method

10. Course Structure:

Assessment Method	Teaching Method	Unit / Topic Title	Intended Learning Outcomes	Hours	Week
General questions and	Theoretical teaching,	Speech and its components	—	1	First

discussion	student interaction and discussion				
General questions and discussion	Theoretical teaching, student interaction and discussion	Classification of words in terms of construction and inflection	—	1	Second
General questions	Theoretical teaching, student interaction and discussion	Signs of construction and inflection	—	1	Third
General questions	Theoretical teaching, student interaction and discussion	Indeclinable nouns	—	1	Fourth
Group assignments	Theoretical teaching, student interaction and discussion	Indeclinable nouns	—	1	Fifth
General questions and discussion	Theoretical teaching, student interaction and discussion	Verb construction and inflection	—	1	Sixth
General questions	Test	Verb construction and inflection	—	1	Seventh
General questions and discussion	Theoretical teaching, student interaction and discussion	Verb construction and inflection	—	1	Eighth
General questions	Theoretical teaching, student interaction and discussion	Declined nouns and their classifications	—	1	Ninth
General questions and discussion	Theoretical teaching, student interaction and discussion	Declined nouns and their classifications	—	1	Tenth
General questions	Theoretical teaching, student interaction and discussion	Definite and indefinite nouns	—	1	Eleventh
General questions and discussion	Theoretical teaching, student interaction and	Pronouns	—	1	Twelfth

	discussion				
—	Spring break	Definite nouns	—	1	Thirteenth
General questions and discussion	Theoretical teaching, student interaction and discussion	Classification of nouns according to grammatical case	—	1	Fourteenth
General questions and discussion	Theoretical teaching, student interaction and discussion	Nouns in the nominative case	—	1	Fifteenth
General questions and discussion	Theoretical teaching, student interaction and discussion	Nouns in the nominative case	—	1	Sixteenth
General questions and discussion	Theoretical teaching, student interaction and discussion	Nouns in the nominative case	—	1	Seventeenth
General questions and discussion	Theoretical teaching, student interaction and discussion	Nouns in the nominative case	—	1	Eighteenth
General questions and discussion	Theoretical teaching, student interaction and discussion	Nouns in the nominative case	—	1	Nineteenth
General questions	Test	Nouns in the nominative case	—	1	Twentieth
General questions and discussion	Theoretical teaching, student interaction and discussion	Nouns in the accusative case	—	1	Twenty-first
General questions and discussion	Theoretical teaching, student interaction and discussion	Nouns in the accusative case	—	1	Twenty-second
General questions and discussion	Theoretical teaching, student interaction and discussion	Nouns in the accusative case	—	1	Twenty-third
General questions and discussion	Theoretical teaching, student interaction and discussion	Nouns in the accusative case	—	1	Twenty-fourth

Group assignments	Theoretical teaching, student interaction and discussion	General and intensive revision: definition of speech according to grammarians, the minimum structure of speech, definition of noun and verb and their distinctive markers	—	1	Twenty-fifth
General questions and discussion	Theoretical teaching, student interaction and discussion	Subject (Agent)	—	1	Twenty-sixth
General questions and discussion	Theoretical teaching, student interaction and discussion	Rules governing the subject	—	1	Twenty-seventh
General questions and discussion	Theoretical teaching, student interaction and discussion	Passive subject (agent substitute)	—	1	Twenty-eighth
General questions and discussion	Theoretical teaching, student interaction and discussion	Subject and predicate	—	1	Twenty-ninth
General questions and discussion	Theoretical teaching, student interaction and discussion	Objects: direct object, absolute object, adverbial object (of time and place), object of purpose, object of accompaniment	—	1	Thirtieth

11. Course Assessment:

The total score (100 marks) is distributed according to the tasks assigned to the student, such as daily preparation, daily tests, oral examinations, monthly examinations, written examinations, reports, etc.

12. Learning and Teaching Resources:

Required Prescribed Books (Curricular, if available):

- *Al-Qawā'id al-Asāsiyyah* by Sayyid Ahmad al-Hashimi

Main References:

- *Sharḥ Ibn 'Aqīl 'alā Alfīyyat Ibn Mālik* by Ibn 'Aqīl, 'Abdullah ibn 'Abd al-Raḥmān al-'Aqīlī al-Hamdānī al-Miṣrī (d. 769 AH), Volume One

Recommended Supporting Books and References (journals, reports, etc.):

Electronic References and Internet Websites:

Comprehension and composition

1. Course Name:	
Comprehension and composition	
2. Course Code:	
ERW115	
3. Semester / Year:	
2025/2026	
4. Description Preparation Date:	
1-10-2025	
5. Available Attendance Forms:	
weekly	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Sumaya N. Al Shareef Email: sumayasharif@gmail.com	
8. Course Objectives	
Course Objectives	<p>..... The course aims to develop students' ability to write academic paragraphs in an organized and clear manner by focusing on sentence construction, coherence, types of paragraphs, and how to formulate main and supporting ideas.</p> <p>It also aims to develop students' reading skills through selected international texts that consider cultural and linguistic diversity. The textbook helps develop comprehension and inference skills,</p>

	vocabulary acquisition, and analytical thinking.
	• • •

9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> • Reading and reviewing the text • Explaining and clarifying main ideas and vocabulary • Encouraging students to think about the text and express their opinions and critical ideas • Engaging students in explaining and clarifying information in front of their peers • Avoiding limiting students to fixed answers • Explaining grammar with examples and solving exercises • Answering grammar questions and sentence construction • Having students write and present text summaries
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	2	Recognize skills	Are you getting enough sleep	Analyze the text and identify key ideas and details	
		Analytical and explanatory reading		Reading	
		Recognize skills	Mika's Homestay in London	The text	
		Correct reading and writing		And its translation and analysis	
		Write a sentence			
		Correct and coherent according to academic standards	What is a sentence?	Give a variety of examples and make the student write them correctly	
		Understand the basics of writing		Using vocabulary and context to write the paragraph correctly	
		Academic paragraph	What is a paragraph?		
		Analyze various texts and identify ideas		Reading	
		Home and details		The text	
		Recognize skills	It's not always Black White.	And translate it and analyze the ideas in it	
		Correct reading and writing		Reading	
		Recognize skills		The text and its translation	
		Academic writing	Helping Others		
		Recognize skills		And solve the exercises	
		Creative writing			

	<p>Analyzing texts and finding key ideas</p> <p>Reading and absorbing the text</p> <p>Recognize skills</p> <p>Academic writing</p> <p>Correct reading</p> <p>And understand the text</p> <p>Writing sentences and paragraphs, taking into account the correct potting and academic writers</p> <p>Reading and absorbing the text</p> <p>General review</p> <p>Exam</p> <p>Mid-year exams</p> <p>And the spring break</p> <p>Mastering academic writing</p> <p>Reading and analyzing the text</p> <p>Reading and analyzing the text</p> <p>Mastering the correct writing</p> <p>Reading and analyzing</p> <p>Reading and analyzing the text</p> <p>Reading and translation</p> <p>Review</p> <p>Theoretical exam</p> <p>Practical exam</p>	<p>Punctuation</p> <p>Brainstorming</p> <p>Generation Z: Digital Nativ</p> <p>How to be a Success Business man</p> <p>Practice using adjectives in sentences</p> <p>The growth of Urban Farming</p> <p>Write about People</p> <p>Can you live for ever ?</p> <p>Write a paragraph About a trend</p> <p>Baseball Fans Around the World</p> <p>Mobile phones: Hang up or keep</p>	<p>Using symbols and drip tools in sentence writing</p> <p>And the paragraph</p> <p>Make the student writes a paragraph Using brainstorming</p> <p>Reading, translating and analyzing the text</p> <p>Read and explain</p> <p>Reading and applying</p> <p>Practical</p> <p>Reading</p> <p>Translation and explanation</p> <p>Student's writing</p> <p>Paragraph</p> <p>Reading and translation</p> <p>Writing</p> <p>The student</p> <p>For the subject</p> <p>Reading and translation</p> <p>The text</p> <p>Reading and translation</p> <p>The text</p> <p>Student's writing</p> <p>For the</p>
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			Talking	paragraphs	
				Reading and understanding	
				Reading and explaining	
			Free writing	Reading and translation	
			White Lies	The text	
			Vanessa- Mae: A 21 st Century Musician		
			A day in the Life of a Freshman		

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Select Readings – Linda Lee & Erik Gundersen
Recommended books and references (scientific journals, reports...)	Writing in Paragraphs – Dorothy E. Zemach & Carlos Islam Oxford Dictionary of Contemporary English
Electronic References, Websites	All available books, e-books, and research that address comprehension and composition skills.

Computer Sciences

1. Course Title:

computer science

2. Course Code:

EACS105

3. Semester / Academic Year:

2025–2026

4. Date of Preparation of This Description:

1/10/2025

5. Available Attendance Format:

Weekly

6. Total Study Hours / Total Units:

60 hours / 120 units

7. Name of the Course Coordinator (if more than one, all should be mentioned):

Asst. Inst. Teeba Imad
Teeba.edam@imamaladham.edu.iq

Course Objectives-9

Definition of the student to be familiar with the basic rules for dealing with the computer and preparing statistics and graphs, ,In project implementation, printing matters•managing it to assist .and creating presentations in the future

Due to the emergence of the internet as a communication medium available to everyone, it has f the become very necessary for students to learn how to use computers because of the role o internet in many fields, including education, scientific research, commerce, and marketing through electronic correspondence, web pages, and electronic communication

Learning outcomes and methods of teaching, learning, and assessment

and understanding Knowledge -A

.The student's comprehension of the material -

..The ability to analyze and apply what is learned practically on the calculator -

-ThatThe evaluation is done by presenting the material to the students in the laboratory and then .applied by them

specific skills-Topic -B

.Direct questions and answers about the previous material -

h theAnalyzing the student's ability to comprehend through -home work It is implemented at home and stored on disks to be displayed directly in front of the students to assess what they have .learned from the previous lecture

Teaching and learning methods

.the material on the program The theoretical method and explanation by presentingpower point in the form of charts and pictures to attract the student's attention and help him not feel bored0

The practical method represented by applying what has been presented on the computer and .exams conducting daily and monthly

Methods of evaluation

2. Course Structure

Week	Hours	Required learning outcomes	Name of the unit / course or subject	Teaching method	Evaluation method
1	1	Chapter One: An overview of the computer and its components	The computer and its components	Theoretical Practical	General questions and discussion
2	1	The advantages of the computer and its components	The computer and its components	Theory + Practical	General questions and discussion
3	1	Onwards My applications are related to the reality of daily life. The student is capable of understanding and analysis material with some activities and the importance of using computers in our daily lives and using them communication among.	The computer and its components	Theory + Practical	General questions and discussion
4	1	How to buy a computer	The computer and its components	Theory + Practical	General questions and discussion
5	1	The specified components of hardware and non hardware computer	The computer and its components	Theory + Practical	General questions and discussion
6	1	The student On Dealing With Means .Technology	The computer and its components	Theory + Practical	General questions and discussion
7	1	Operating Systems	widows10	Theoretical Practical +	General questions
8	1	Applications	widows10	Theoretical Practical +	Duties Collective
9	1	Units of data measurement	widows10	Theoretical Practical +	General questions
10	1	Lock screenlock screen	widows10	Theoretical Practical +	Monthly exam
11	1	Welcome screenwelcome screen	widows10	Theoretical Practical +	General questions
12	1	Desktopdesktop	widows10	Theoretical Practical +	Discussion .and exam
13	1	Icons (symbols)icons	widows10	Theoretical Practical +	General questions
14	1	Taskbartaskbar	widows10	Theoretical Practical +	

15	1	Cortana the personal assistant Cortana	widows10	Theoretical Practical +	Monthly exam
16	1	Task display button task view button	widows10	Theoretical Practical +	General questions and discussion
17	1	Start menu start menu	widows10	Theoretical Practical +	General questions and discussion
18	1	Folder list folder list	widows10	Theoretical Practical +	General questions and discussion
19	1	The middle application list apps list	widows10	Theoretical Practical +	General questions and discussion
20	1	installed The tiles pinned Tiles	widows10	Theoretical Practical +	General questions and discussion
21	1	Operating system settings windows setting	widows10	Theoretical Practical +	General questions and discussion
22	1	Completion of settings	widows10	+ Theory Practical	General questions and discussion
23	1	Windows windows 10	widows10	Theoretical Practical +	General questions and discussion
24	1	Window arrangement arrange windows	widows10	Theoretical Practical +	General questions and discussion
25	1	the Shut down .computer end computer session	widows10	Theoretical Practical +	Monthly exam
26	1	Shut down the computer shutdown the computer	widows10	Theoretical Practical +	General questions and discussion

27	1	To lock the computer	widows10	Theoretical Practical +	General questions and discussion
28	1	Files and foldersfiles and folders	widows10	Theory + Practice	General questions and discussion
29	1	Knowing the specifications of a specific computer	widows10	Theoretical Practical +	General questions and discussion
30	1	Test		Theoretical Practical +	

Infrastructure

:The required readings Course books others	The prescribed book:Basics of computers and their - office applications / Ministry of Higher Education and Scientific Research
Special requirements	

Foundations of Education

13.Course Name:					
Foundations of Education					
14.Course Code:					
EFE113					
15.Semester / Year:					
2025/2026					
16.Description Preparation Date:					
7/9/2025					
17.Available Attendance Forms:					
In person					
18.Number of Credit Hours (Total) / Number of Units (Total)					
30					
19.Course administrator's name (mention all, if more than one name)					
Name: Dr. Ahmed Hamid Al-Harbi Email: ahmedalharbi@imamaladham.edu.iq					
20.Course Objectives					
Course Objectives			<ul style="list-style-type: none"> To enhance students' understanding of educational and social realities throughout history, and to grasp the essential nature of the educational process. To understand educational theories across various cultures, both ancient and modern. 		
21.Teaching and Learning Strategies					
Strategy	<ul style="list-style-type: none"> Dialogue, discussion, brainstorming, and questioning – collaborative learning. Educational sessions (seminars). Group instruction and individual student training on basic assessment skills. Using projectors (transparent and opaque) to display lectures and student performance examples. 				
22. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	1	The meaning, goals, and necessity of education	The meaning, goals, and necessity of education	dialogue discussion	General question and discussion
2.	1	Its theories and fields	Its theories and fields	dialogue discussion	General question and discussion

3.	1	The historical basis of education	The historical basis of education	dialogue discussion	General question and discussion
4.	1	Ancient education	The historical basis of education	dialogue discussion	General question and discussion
5.	1	Chinese education	The historical basis of education	dialogue discussion	General question and discussion
6.	1	Greek education	The historical basis of education	dialogue discussion	General question and discussion
7.	1	Medieval education	The historical basis of education	dialogue discussion	questions General and discussion
8.	1	Arab education before and after Islam	The historical basis of education	dialogue discussion	General question and discussion
9.	1	Modern education	The historical basis of education	dialogue discussion	General question and discussion
10.	1	The relationship between education and society	The social basis of education	dialogue discussion	General question and discussion
11.	1	The relationship between the individual and the environment	The social basis of education	dialogue discussion	General question and discussion
12.	1	Moral education	The social basis of education	dialogue discussion	General question and discussion
13.	1	Family education	The social basis of education	dialogue discussion	General question discussion and
14.	1	National education	The social basis of education	dialogue discussion	General question and discussion
15.	1	Health education	The social basis of education	dialogue discussion	General question and discussion
16.	1	Education and its impact on economic development and the exploitation of natural resources	The economic basis of education	dialogue discussion	General question and discussion
17.	1	Education and methodology in research	The scientific basis of education	dialogue discussion	General question and discussion
18.	1	National and social foundations	National and social foundations	dialogue discussion	General question and discussion
19.	1	The relationship between education and society	Education in the Islamic Perspective	dialogue discussion	General question and discussion
20.	1	Education in the Islamic Perspective	The Comprehensive School	dialogue discussion	General question and discussion
21.	1	The Comprehensive School	Systematic Education	dialogue discussion	General question and discussion
22.	1	Systematic Education	Primitive Education	dialogue discussion	General question and discussion
23.	1	The Individual's Acceptance of the Primitive Environment and How Education Shaped It	Primitive Education	dialogue discussion	General question and discussion

24.	1	The Individual's Acceptance of the Primitive Environment and How Education Shaped It	Social Education	dialogue discussion	General question and discussion
25.	1	The Individual Having a Specific Social Need	Education Throughout History	dialogue discussion	General question and discussion
26.	1	Establishing Harmony Between Civilizations	Islamic Education	dialogue discussion	General question and discussion
27.	1	Means Similarity and Consistency in Thought and Action According to What Our Religion Demands	Social Control	dialogue discussion	General question and discussion
28.	1	Means Social Control and Positive Control	Culture and Education	dialogue discussion	General question and discussion
29.	1	The Practices We Perform Throughout Our Lives	Education in the Islamic Perspective	dialogue discussion	General question and discussion
30.	1	The individual must have a specific social need.	Social education	dialogue discussion	General question discussion and

11. Course Evaluation

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.

Written exam

Homework and classroom activities

- Assignments and applications at the end of each stage.
- Discussions with students.
- General and transferable skills (other skills related to employability and personal development).
- The student should analyze the branches of educational studies throughout history.
- By asking a question, for example: Define education.
- A description of the interpersonal skills and the ability to take responsibility that need to be developed (developing communication skills through group work during the direct production of course requirements).
- Teaching strategies used to develop these skills and abilities (lectures, presentations accompanying lectures using a data projector, and practical applications).
- Practical demonstration of designing and producing various thinking skills lessons.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Foundations of Education
Main references (sources)	Dr. Mahmoud El-Sayed, Studies in Education : Society
Recommended books and references (scientific journals, reports...)	Al-Nadeem, Cairo, 1988
Electronic References, Websites	Dr. Ibrahim Othman, Education, Kaz Publishing House, Kuwait, 983

Fundamentals of Call

1. Course Title:
Fundamentals of Call
2. Course Code:
EAA117
3. Semester / Academic Year:
2025–2026
4. Date of Preparation of This Description:
1/10/2025
5. Available Attendance Format:
Weekly
6. Total Study Hours / Total Units:

60 hours / 120 units	
7. Name of the Course Coordinator (if more than one, all should be mentioned):	
Asst. Inst. Mustafa Hussain Ghazzai	
e-mail: mustafaalnbarry90@gmail.com	
Course objectives	
<ul style="list-style-type: none"> Students knowThe book outlines the general features of calling to God throughout human history, mentioning some examples from the calls of previous prophets (peace be upon them). It also clarifies the fundamentals of Islamic da'wah (calling to Islam), which include: - The subject matter of the da'wah and its methods that address the intellect, emotions, and senses. - The da'i (caller to Islam) who undertakes the transmission and application of the message, describing his qualities and how to prepare him to fulfill his duty of da'wah effectively. - The different types of people being called to Islam, their rights and obligations, and how to approach each group. - Finally, the means and methods of da'wah through which the message reaches those being called. educationThe methods of preaching: intellectual, sensory, and emotional. This study also discussed some problems related to the pillars of preaching, mentioned their causes, and proposed solutions that can contribute to addressing them. 	
	outputsCurriculum, teaching and learning methods, and assessment
	i. Cognitive objectives <ul style="list-style-type: none"> Defining the student's understanding of the call to Islam and the principles under which it falls. Demonstrating knowledge of the conceptIslamIts definitions andpHis intentions and objectives. Clarifying everything related to the caller and the one being called It identifies the most important legitimate methods and means of calling to Islam.
	forThe skills-based objectives of the course. <ul style="list-style-type: none"> He uses what he has learned in this course in his call to God in his life in general and in his daily life in particular.. He evaluates the approaches of some preachers today and the general public when they call people to God in life and reality today. A report is written on the most important benefits gained from studying and understanding the principles of Da'wah (Islamic propagation)..
	❖ Teaching and learning methods <ul style="list-style-type: none"> The methodStandard (delivering lectures). roadThe text. roadBrainstorming. someModern strategies
	❖ Assessment methods <ul style="list-style-type: none"> CalendarFormative assessment involves daily exams, observing student performance in class discussions and homework assignments, and classroom evaluation. CalendarDiagnostic assessment through midterm and final exams to determine pass/fail status
	CAffective and value-based objectives <ul style="list-style-type: none"> It connects the various definitions of Islam with the characteristics and

	<p>objectives of Islam.</p> <ul style="list-style-type: none"> • He lists the morals that a preacher should possess, and the morals that a preacher possesses..
	<p>dGeneral and transferable skills (other skills related to employability and personal development).–</p> <ul style="list-style-type: none"> • He uses what he has learned in this course in his call to God in his life in general and in his daily life in particular. • He evaluates the approaches of some preachers today and the general public when they call people to God in life and reality today.. • A report is written on the most important benefits gained from studying and understanding the principles of Da'wah (Islamic propagation).. • He interacts positively and works efficiently with his colleagues, especially in group research assignments.. • Providing practical solutions to potential problems that students and people in this field may face..

11 Course structure						
month	A	S	Required learning outcomes	Unit/Subject Name	Learning method	Evaluation Method
October	1	2	Introduction to Islam	Definitions of Islam	Standard method brainstorming	Classroom performance and exams
October	2	2	Getting to know Pillars of Islam	Pillars of Islam	The standard method: brainstorming	Classroom performance and exams
October	3	2	Recognizing good deeds	good work	Standard method brainstorming	Classroom performance and exams
October	4	2	Getting to know Characteristics of Islam	Characteristics of Islam	Standard method brainstorming	Classroom performance and exams
November	5	2	Getting to know Islamic systems	Islamic systems	Standard method Text	Classroom performance and exams
November	6	2	Getting to know Ethical system	Ethical system	Standard method Text	Classroom performance and exams
November	7	2	Getting to know social system	social system	Standard method Text	Classroom performance and exams
November	8	2	Understanding the Fatwa System	Fatwa system	Standard text method	Classroom performance and exams
December	9	2	Understanding the Hisbah system	Hisbah system	Standard method brainstorming	Classroom performance and exams
December	10	2	Getting to know regime	regime	Standard method brainstorming	Classroom performance and exams
December	11	2	Getting to know	economic system	Standard	Classroom

			economic system		method brainstorming	performance and exams
December	12	2	Getting to know Jihad system	Jihad system	Standard method brainstorming	Classroom performance and exams
January	13	2	Understanding the crime and punishment system	Crime and Punishment System	Standard method brainstorming	Classroom performance and exams
January	14	2	Getting to know The objectives of Islam	The objectives of Islam	Standard method	Classroom performance and exams
January	15	Mid-year exams				
January	16					
February	17	Spring break				
February	18					
February	19	2	Getting to know The preacher	The preacher	Standard method	Classroom performance and exams
February	20	2	Getting to know The caller's tools	The caller's tools	Standard method	Classroom performance and exams
March	21	2	Getting to know The ethics of the preacher	The ethics of the preacher	Standard method	Classroom performance and exams
March	22	2	Getting to know The so-called	The so-called	Standard method Text	Classroom performance and exams
March	23	2	Getting to know Categories of invitees	Categories of invitees	Standard method brainstorming	Classroom performance and exams
March	24	2	Identifying methods and means of Da'wah (Islamic propagation).	Methods and means of Da'wah (Islamic propagation)	Standard method Text	Classroom performance and exams
April	25	2	Getting to know Methods of Da'wah	Methods of Da'wah	Standard method	Classroom performance and exams
Mays	Final exams					
Mays						

12.	Infrastructure
Required textbooks	Principles of Da'wah by Dr. Abdul Karim Zaidan
Main references (sources)	Principles of Da'wah and Literature by Abd al-Rahman Habanka al-Maydani
Recommended books and references (scientific journals)	
Electronic references	

13.	Course Development Plan (Article)
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RequiresThe course on the Principles of Da'wah (Islamic Propagation) requires additional hours beyond its current allocation, as it is fundamental to understanding the methodologies of preachers, the da'wah itself, the one being preached to, and the preacher. It plays a major role in achieving the objectives of the academic program. The course development plan also necessitates considering the appropriate teaching methods and visual aids for each subject.

Grammar

23. Course Name:	
Grammar in use	
24. Course Code:	
EGR109	
25. Semester / Year:	
Annual	
26. Description Preparation Date:	
14-12-2025	
27. Available Attendance Forms:	
Lectures	
28. Number of Credit Hours (Total) / Number of Units (Total)	
3 hours weekly	
29. Course administrator's name (mention all, if more than one name)	
Name: Tabarak Mohammad Qassim Email: Email: tabarak98mq@gmail.com	
30. Course Objectives	
Course Objectives	a. Knowledge & Understanding It is hoped that by the end of this course, students would be aware of the main

	<p>principles and concepts of grammar.</p> <p>b. Cognitive skills (Thinking and Analysis) Students should be able to recognize and analyze The main rules of grammar.</p> <p>c. The student's ability to think and differentiate. Developing critical thinking. Making decisions regarding the correct applicati of grammatical rules. Fostering teamwork skills.</p>
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31. Teaching and Learning Strategies

Strategy	<p>lectures</p> <ul style="list-style-type: none"> - Discussion - Presentations - The internet - Educational videos - Self-learning - Collaborative learning
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10. : report the of Structure

Evaluation Method	Teaching method	Name Unit/Topic	learning Required esoutcom	Hours	Week
theoretical	Explanation discussion and	its and Grammar language in importance	topic the to Introduction	3	first the
Theoretical practical and	Explanation discussion and	Continuous Present	present the Using tense continuous	3	second the
Theoretical calpracti and	Explanation discussion and	Simple Present	simple the Using rule tense present	3	third the
Theoretical practical and	Explanation discussion and	and Continuous Present Level) Simple Present (1	and Comparing the between choosing and continuous present (1 Level) tenses simple	3	Fourth
Theoretical practical and	Explanation discussion and	Continuous Present The Simple Present the and (Two Level)	choice and Preference present the between simple and continuous (2 Level) tenses	3	Fifth
Theoretical practical and	Explanation discussion and	Simple Present	simple the Using rule tense present	3	Sixth
Theoretical practical and	Explanation discussion and	Perfect Present The (1 Level)	present the Using (1 Level) tense perfect	3	Seventh
Theoretical practical and	Explanation discussion and	Perfect Present The (Two Level)	present the Using (two level) tense perfect	3	Eighth
-----	-----	test a	test First	3	Ninth
Theoretical practical and	Explanation discussion and	past continuous The	past the Using enset continuous	3	tenth
Theoretical practical and	Explanation discussion and	Perfect Present Continuous	present the Using tense continuous tperfec	3	eleventh
Theoretical practical and	Explanation discussion and	For and Since	Use rulefor and since	3	twelfth
-----	-----	test a	test Second	3	thirteenth
Theoretical practical and	Explanation discussion and	review	review Comprehensive	3	fourteenth
-----	-----	test a	exam year-Mid	3	fifteenth
		Second	Term		
Theoretical practical and	Explanation discussion and	the and past simple The Level) perfect present (1	simple the Comparing the with tense asp tense perfect present (1 Level)	3	Sixteenth
Theoretical practical and	Explanation discussion and	the and past simple The level) perfect present (two	simple the Comparing the with tense past tense perfect present (2 Level)	3	seventeenth

Theoretical practical and	Explanation discussion and	perfect Past	perfect past the Using tense	3	eighteenth
Theoretical practical and	Explanation discussion and	continuous perfect Past	perfect past the Using continuous	3	nineteenth
Theoretical practical and	Explanation discussion and	Have and Have got	expressions the Using Have and Have got	3	Twenty
Theoretical practical and	Explanation discussion and	Used to	" expression the Using Used to	3	first-Twenty
Theoretical practical and	Explanation discussion and	and present simple The continuous present the refer to used are tenses .future the to	simple the Using present the and esentpr to tenses continuous future the to refer	3	-Twenty second
Theoretical practical and	Explanation discussion and	Future Simple The (1 Level)	future simple the Using (1 Level) tense	3	-Twenty third
-----	-----	test a	second the for test First semester	3	-Twenty fourth
Theoretical practical and	Explanation discussion and	Future Simple The (Two Level)	seten future the Using (two level)	3	fifth-Twenty
Theoretical practical and	Explanation discussion and	future continuous The future rfectpe the and	future the Using future and tinuouscon tenses perfect	3	-Twenty sixth
Theoretical practical and	Explanation discussion and	auxiliary Directive verbs	verb yauxiliar the Using rule directive	3	-Twenty seventh
-----	-----	test a	the for test Second semester second	3	-Twenty eighth
Theoretical practical and	tionExplana discussion and	review	review Comprehensive	3	-Twenty ninth
-----	-----	exam	exam Final	3	thirty

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

Course Evaluation: Distribution of the 40-point grade based on the tasks assigned to the student, such as:

Daily preparation (5 points)

Daily quizzes (5 points)

Monthly exams (30 points)

12.Learning and Teaching Resources

Curriculum Development Plan Exposure to new sentences and texts in order to cover achieve the greatest possible amount of practice training.	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Human rights

32. Course Name:					
Human rights					
33. Course Code:					
EHR120					
34. Semester / Year:					
2025-2026					
35. Description Preparation Date:					
1/9/2025					
36. Available Attendance Forms:					
30 hours					
37. Number of Credit Hours (Total) / Number of Units (Total)					
30 Hours					
38. Course administrator's name (mention all, if more than one name)					
Name:M.A.Teeba Emad najim Email:: imamaladham.edu.iq@teeba.emad					
39. Course Objectives					
Course Objectives	<p>1) To familiarize the student with human rights and to make him aware of their importance, scope, elements, and the extent of the need for them.</p> <p>2) Shedding light on the historical development of the various human rights, and linking them to the modern contemporary field.</p> <p>3) To equip the student with an understanding of the basic principles of human rights</p> <p>4) Developing the capacity to keep pace with human rights</p>				
40. Teaching and Learning Strategies					
Strategy	<ul style="list-style-type: none"> • throw Lectures The face and use means Technology Modern. • education participatory The row, Participation And the expression on Ideas • education Interactive, and dialogue And the discussion. • Learning on road Cases academic, and review on Research Office, and review Information Modern Incoming in The Internet Private With the material The scheduled one. 				
41. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1	Chapter 1: A General Introduction to the Concepts of Human Rights	Chapter 1: A General Introduction to the Concepts of Human Rights	Theoretical lectures, discussions, and case studies	Direct questions and oral exams
2	1	Chapter One: Introduction to Man	Chapter One: Introduction to Man	Theoretical lectures, discussions, case studies, and dialogues	Direct questions and oral exams
2	1	Chapter One: Defining the Right	Chapter One: Defining the Right	Theoretical lectures, discussions, case studies, and dialogues	Direct questions and oral exams
3	1	the chapter the second identification rights man	the chapter the second identification rights man	Theoretical lectures, discussions, case studies, and dialogues	Questions, Direct examinations, tests, discussions
4	1	Chapter Two: Features and Characteristics of Human Rights	Chapter Two: Features and Characteristics of Human Rights	Theoretical lectures, discussions, case studies, and dialogues	Direct questions and oral exams
5	1	Chapter Two: Categories (Types) of Human Rights	Chapter Two: Categories (Types) of Human Rights	Theoretical lectures, discussions, case studies, and dialogues	Direct questions and oral exams
6	1	Chapter Two: The Importance of Human Rights	Chapter Two: The Importance of Human Rights	Theoretical lectures, discussions, case studies, and dialogues	Discussions, questions In-person and oral exams
7	1	Chapter Three: The Role of Human Rights	the chapter the third Rights	Theoretical lectures, discussions, and dialogues	Discussions

		and Development of Human Rights in Human History	man in Civilizations Old	discussions, case studies, and dialogues	questions In-per and oral exams
8	1	Chapter Three: The Role and Development of Human Rights in Human History	Chapter Three: Civilization of Mesopotamia	Theoretical lectures, discussions, case studies, and dialogues	Direct questions and oral exams
9	1	Chapter Three: The Role and Development of Human Rights in Human History	Chapter Three: Indian Chinese Civilizations	Theoretical lectures, discussions, case studies, and dialogues	Direct questions and oral exams
10	1	Chapter Three: The Role and Development of Human Rights in Human History	Chapter Three: The Greek and Roman Civilizations the Civilization of the Valley	Theoretical lectures, discussions, case studies, and dialogues	Direct questions and oral exams
11	1	Chapter Three: The Role and Development of Human Rights in Human History	Chapter Three: Human Rights in Religions Divine Laws	Theoretical lectures, discussions, case studies, and dialogues	Discussions and questions Oral tests
12	1	Chapter Four: The Evolution of the Idea of Protecting Human Rights the Modern Era	Chapter Four: Evolution of the Idea of Protecting Human Rights the Modern Era	Lectures and group discussions	Direct questions
13	1	Chapter Four: The Evolution of the Idea of Protecting Human Rights the Modern Era	Chapter Four: International and Global Advertising Phase	Lectures and group discussions	Discussions questions
14	1	Chapter Four: The Evolution of the Idea of Protecting Human Rights the Modern Era	Chapter Four: The French Declaration of the Rights of Man and of the Citizen	Lectures, discussions, case studies, and dialogues	direct observation Oral tests
15	1	First semester exam	First semester exam	First semester exam	First semester exam
16	1	Chapter Four: The Evolution of the Idea of Protecting Human Rights the Modern Era	Chapter Governmental Organization	Lectures, discussions, case studies, and dialogues	direct observation Oral tests
17	1	the chapter Fifth Democracy	the chapter Fifth Or Democracy	Lectures, discussions, case studies, and dialogues	direct observation Oral tests
18	1	the chapter Fifth Democracy	the chapter Fifth Cond Democracy	Lectures, discussions, case studies, and dialogues	direct observation Oral tests
19	1	the chapter Fifth Democracy	the chapter Fifth Ty Democracy	Lectures, discussions, case studies, and dialogues	direct observation Oral tests
20	1	the chapter Fifth Democracy	the chapter Fifth : condition application Democracy	Lectures, discussions, case studies, and dialogues	direct observation Oral tests
21	1	the chapter Fifth Democracy	the chapter Fifth Cond Democracy	Lectures, discussions, case studies, and dialogues	direct observation Oral tests

22	1	the chapter Sixth: Features of order Democratic and its components	the chapter Sixth : features of order Democratic	Lectures, discussions, case studies, and dialogues	direct observation Oral tests
23	1	the chapter Sixth: Features of order Democratic and its components	the chapter Six Advantages Democracy	Lectures, discussions, case studies, and dialogues	direct observation Oral tests
24	1	the chapter Seventh Evolution Historical Foundation of democracy	the chapter Seven Democracy in Ages Old	Lectures, discussions, case studies, and dialogues	direct observation Oral tests
25	1	the chapter Seventh Evolution Historical Foundation of democracy	the chapter Seventh : L Heavily and principles Democracy	Lectures, discussions, case studies, and dialogues	direct observation Oral tests
26	1	the chapter Seventh Evolution Historical Foundation of democracy	the chapter Seventh Ideas and the idea Democracy	Lectures, discussions, case studies, and dialogues	direct observation Oral tests
27	1	the chapter Eighth Electoral	the chapter Eight Adaptation Legal For election	Lectures, discussions, case studies, and dialogues	direct observation Oral tests
28	1	the chapter Eighth Electoral	the chapter Eighth System Election	Lectures, discussions, case studies, and dialogues	direct observation Oral tests
29	1	the chapter Eighth Electoral	the chapter Eighth System electoral mixed	Lectures, discussions, case studies, and dialogues	direct observation Oral tests

42. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

Preparation Daily =5 degrees, Exams Daily Oral =5 degrees, Exams Monthly =15 degrees At a rate Two exams, Collects student Seeking from 40 degrees , The exam Final from 60 degrees

43. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The book Democracy and Human Rights202
Main references (sources)	The book Democracy and Human Rights202
Recommended books and references (scientific journals, reports...)	Research, journals, and information technology via Internet
Electronic References, Websites	Depending on the nature of the assigned topics Everything related to risk management insurance from internet sites

Course Name:
English Literature
45. Course Code:
ELI112
46. Semester / Year:
2024-2025
47. Description Preparation Date:
Sep.2025
Available Attendance Forms:
3 hours per week
Number of Credit Hours (Total) / Number of Units (Total)
3 x 30 = 90 hours
Course administrator's name (mention all, if more than one name)
Name: Asst. Prof. Dr. May Hassan Sraisah Al-Kubaisi. Email: mayhassan@imamaladham.iq
Course Objectives
Course Objectives
Goals Course: Introducing students to a selection of examples of English poetry and prose.
That The goal behind teaching an introduction to literature course is to introduce students to the different literary genres (Fictional Literature, Poetry, and Drama) Students learn about the characteristics, qualities, and techniques of each literary genre through studying various literary texts, through which they learn important skills in writing, research, and developing language skills in general, as well as developing critical thinking and acquiring a cultural and human perspective on literature through... Read and analyze texts selected in the program.
Outputs Course, teaching, learning and evaluation methods
a. Cognitive goals 1. Know the varieties Various literary works (fiction, poetry, and play) 2. Developing critical and creative thinking skills 3. Gaining a cultural and human perspective on literary texts by examining the global cultures that appear in the texts 4. Introducing students to modern technology and research methods in the field of literature and how to employ them in their field of study For varieties Different literature in the future
B. Objectives Marathi For the course B1. Use technical and sound language to express ideas B2. Developing literary and critical analysis capabilities B3. Develop the ability to conclude and compare B4. Developing the ability to speak and interact in class
Methods Evaluation: the exam Editorial. the exam Oral and daily during class.
C. Emotional and value goals C1. Gaining the ability to link ideas in literary text to life experiences C2. Developing the ability to absorb cultural and human experiences and concepts C3. Develop the ability to use information.

Teaching and Learning Strategies
<p>Throw Lectures</p> <p>Sharing Female students in dialogue and interaction in class</p> <p>the demand Students search sources for terms and texts</p> <p>Questions Answers in class.</p>

10. Course structure					
Evaluation method	road education	nameUnit/course or topic	Required learning outcomes	hours	the weekHours Learning Outcomes
Oral exam	a lecture	Introduction to Literature		2	1
the test Oral And the editorial	LecturesAnd search the sources	Fiction and Non-fiction Poetry and prose genre		4	2-3
Oral and written test	Lectures And sharein DialogueAnd searchin Sources	Elements of Fiction Plot, Theme, Character, Point of View, Setting, Mood and Language		14	4-10
Oral and written test	Lectures and participationIn dialogue and research into sources	Poetry Discussion of selected poems		18	11-19
Oral and written test	Lectures and participationIn dialogue and research Sources	Drama Discussion of selected plays		18	20-28

Course Evaluation	
the exam Editorial.	
the exam Oral and daily during class.	
Learning and Teaching Resources	
Required textbooks (curricular books, if any)	

LG Alexander, Poetry and Prose Appreciation for Overseas Students. Longman Group Ltd., 1963 George Whitfield, An Introduction to Drama. Oxford University Press, 1963. Sequeira, Amy, Shake Ashjian and Mayyada Al-Gailani. Types of Literature. St. Paul Press Ltd., 1967. Collection of Plays: The Oedipus Tyrannus of Sophocles, Everyman, Macbeth and Waiting for Godot Meyer, Michael. The Bedford Introduction to Literature. Bedford Books of St. Martin's Press, 1990.

R. Eaglestone, Doing English: A Guide for Literature Students (London: Routledge, 2002) A. Bennett and N. Royle, An Introduction to Literature, Criticism and Theory (Harlow: Pearson, 2004) T. Young, Studying Modern Literature: A Practical Guide (Cambridge University Press, 2008). J. Culler, Literary Theory: A Very Short Introduction, 2nd edition (Oxford: Oxford University Press, 2011) M. Wallis & S. Shepherd, Studying Plays, 3rd edition (London: Bloomsbury Academic, 2010)

Phonetics

1. Course Name:					
Phonetics					
2. Course Code:					
Phonetics 1 st Stage / EPH114					
3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
1-10-2024					
5. Available Attendance Forms:					
Classes					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 hours weekly/ 60 Hours					
7. Course administrator's name (mention all, if more than one name)					
Name: Aws Nasri Hamad Email: awsnasri5@imamaladham.edu.iq					
8. Course Objectives					
Course Objectives	<ul style="list-style-type: none"> ● The student should be able to distinguish all basic phonetic patterns. ● They should analyze speech according to its sound structures. ● They should differentiate between the word system in their native language and the foreign language they are learning. 				
9. Teaching and Learning Strategies					
Strategy	<ul style="list-style-type: none"> ● Lectures ● Online studies ● Classroom activities ● Screening educational films in the sound lab 				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Introductory lecture		Lecture	
2	3	Speech organs	One	Lecture discussion	test
3	3	Speech organs	One	Lecture discussion	Lecture discussion
4	3	Consonants and Vowel Differences	Two	Lecture discussion	Lecture discussion
5	3	=	Two	Lecture discussion	Lecture discussion
6	3	English consonants	three	Lecture discussion	Lecture discussion
7	3	=	Three	Lecture discussion	Lecture discussion
8	3	Description of English Consonant	Three	Lecture discussion	Lecture discussion

9	3	=	Three	Lecture discuss	Lecture discussion
10	3	Consonant Sequences	Three	Lecture discuss	Lecture discussion
11	3	Initial Consonant Sequences	Three	Lecture discuss	Lecture discussion
12	3	Medial Consonant Sequences	Three	Lecture discuss	Lecture discussion
13	3	Final Consonant Sequences	Three	Lecture discuss	Lecture discussion
14	3	Examination	-	Lecture discuss	Lecture discussion
15	3	Midyear Vacation	-	Lecture discuss	Lecture discussion
16	3	English Vowels : Introduction	Four	Lecture discuss	Lecture discussion
17	3	Description of English Cardinal vowels	Four	Lecture discuss	Lecture discussion
18	3	Short vowels	Four	Lecture discuss	Lecture discussion
19	3	Long vowels	Four	Lecture discuss	Lecture discussion
20	3	Diphthongs	Four	Lecture discuss	Lecture discussion
21	3	Diphthongs: Definit description, and types.	Four	Lecture discuss	Lecture discussion
22	3	Triphthongs ;Types Characteristics	Four	Lecture discuss	Lecture discussion
23	3	Syllables	Four	Lecture discuss	Lecture discussion
24	3	Syllabic words	Four	Lecture discuss	Lecture discussion
25	3	Examination	-	Lecture discuss	Lecture discussion
26	3	Transcription exercise	Selected words	Lecture discuss	Lecture discussion
27	3	Transcription exercise	Selected words	Lecture discuss	Lecture discussion
28	3	Transcription exercise	Selected words	Lecture discuss	Lecture discussion
29	3	Transcription exercise	Selected words	Lecture discuss	Lecture discussion
30	3	Revision		Lecture discuss	Lecture discussion

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	J. D. O Conner BetterEnglish Pronunciation
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Educational Psychology

1. Course Title:
Educational Psychology
2. Course Code:
EPS119
3. Semester / Academic Year:
2025–2026
4. Date of Preparation of This Description:
1/10/2025
5. Available Attendance Format:
Weekly
6. Total Study Hours / Total Units:
60 hours / 120 units
7. Name of the Course Coordinator (if more than one, all should be mentioned):
Asst. Prof. Dr. Othman Mahjoub othman79iraq@gmail
9. Course Outcomes and Teaching, Learning, and Evaluation Methods
A- Cognitive Objectives
<ul style="list-style-type: none">• That the student be knowledgeable and capable of using principles and laws that help them solve expected problems in the educational process.• To be familiar with how to deal with educational objectives.• To be capable of knowing the applications of learning theories in the learning field.• The ability to create motivation within students toward learning and to organize their behavior.
Teaching and Learning Methods:
1. Explaining the study material in the lecture hall to students and discussing the theoretical frameworks of educational psychology.
2. Providing and using multiple examples presented during the lesson on the board using PowerPoint.
3. Reviewing a number of experiments and theories in psychology.
Evaluation Methods:
1. Discussions inside the lecture hall.
2. Written exams.
3. Effective participation and involving students in discussing the study material, theoretical frameworks, and experiments.
C- Affective and Value Objectives:
<ul style="list-style-type: none">• Emphasizing the value-based importance of the subject of educational psychology.

- Providing students with numerous methods to increase their levels of knowledge in educational psychology.
- Encouraging students to work within their own environment to develop their leadership skills.

Teaching and Learning Methods:
1. Discussions inside the lecture hall.
2. Written exams.
3. Effective participation and involving students in discussing the study material, theoretical frameworks, and experiments.

Evaluation Methods:
1. Discussions with students regarding the concept of counseling and mental health, and weekly evaluation of their participation.
2. Using feedback with students.
3. Written exams.

D - General and Transferable Skills (Other skills related to employability and personal development):
1. Using the theoretical frameworks of educational psychology in practical life.
2. Reviewing practical experiments of educational psychology theories in the field of learning.
3. Preparing students as future teachers by granting them the opportunity to practice their role as teachers.
4. Developing the ability to work in the field of teaching.

Course Structure

Week	Hours	Required Learning Outcomes	Unit / Topic Name	Teaching Method	Evaluation Method
1st-2nd	4	Explaining the subject of General Psychology: Definition, Importance, and Objectives	General Psychology: Definition, Importance, and Objectives	Explanation + Discussion	Questions and Answers
3rd-4th	4	Explaining Human Behavior: Definition and Types	Human Behavior: Definition and Types	Explanation + Discussion	Questions and Answers
5th-6th	4	Clarification and Definition of: 1- Educational Psychology: Definition, 2- Objectives of Educational Psychology	1- Educational Psychology: Definition, 2- Objectives of Educational Psychology	Explanation + Discussion	Questions and Answers

Week	Hours	Required Learning Outcomes	Unit / Topic Name	Teaching Method	Evaluation Method
7th-8th	4	Clarifying: 1- Educational Psychology and its importance in the educational process, 2- Its relationship with other sciences	1- Educational Psychology and its importance in the educational process, 2- Its relationship with other sciences	Explanation + Discussion	Questions and Answers
9th	2	Explaining Motivation	Motivation	Explanation + Discussion	Discussion + Questions and Answers
10th	2	Addressing the concept of Emotions	Emotions	Explanation + Discussion	Discussion and Questions and Answers
11th-12th	6	Explaining Learning and its styles, Conditions of Learning, Maturation	Learning and its styles, Conditions of Learning, Maturation	Explanation + Discussion	Discussion and Questions and Answers
13th-14th	2	Clarifying Learning Theories: 1- Classical Conditioning Theory (Pavlov) and its applications in the field of learning	Learning Theories: 1- Classical Conditioning Theory (Pavlov) and its applications in the field of learning	Explanation + Discussion	Discussion and Questions and Answers
15th-16th	2	Trial and Error Learning Theory (Thorndike) and its applications in the field of learning	Trial and Error Learning Theory (Thorndike) and its applications in the field of learning	Explanation + Discussion	Discussion and Questions and Answers
17th	2	Monthly Exam	Monthly Exam	Monthly Exam	Written Exam
18th	4	Explaining Reinforcement Theory (Skinner) and its applications in the field of learning	Reinforcement Theory (Skinner) and its applications in the field of learning	Explanation + Discussion	Discussion and Questions and Answers
19th-20th	4	Explaining 4- Insight Learning Theory and its applications in the field of learning	4- Insight Learning Theory and its applications in the field of learning	Explanation + Discussion	Discussion and Questions and Answers
21st-22nd	2	Clarifying Intelligence and Mental Abilities	Intelligence and Mental Abilities	Explanation + Discussion	Discussion and Questions and Answers

Week	Hours	Required Learning Outcomes	Unit / Topic Name	Teaching Method	Evaluation Method
23rd	4	Cognitive Mental Processes, Remembering and Forgetting	Cognitive Mental Processes, Remembering and Forgetting	Explanation + Discussion	Discussion and Questions and Answers
24th	4	Identifying the Transfer of Learning Impact	Transfer of Learning Impact	Explanation + Discussion	Discussion and Questions and Answers
25th-26th	4	Explaining Feedback - Thinking	Feedback - Thinking	Explanation + Discussion	Discussion and Questions and Answers
27th-28th	4	Educational Objectives	Educational Objectives	Explanation + Discussion	Discussion and Questions and Answers
29th	2	Explaining Bloom's Taxonomy of Educational Objectives	Bloom's Taxonomy of Educational Objectives	Explanation + Discussion	Discussion and Questions and Answers
30th	2	Monthly Exam	Monthly Exam	Written Exam	

11. Infrastructure

- 1. Required Textbooks:

- 2. Main References (Sources): Educational Psychology - Authored by Assist. Prof. Dr. Raouf Al-Qaisi - Tikrit University, First Edition 2008.

- A - Recommended Books and References (Scientific Journals, Reports, ...):

Conversation

Course Name:
(conversation) Situational Dialogues
Course Code:
ELS111
Semester / Year:
2025-2024
Description Preparation Date:

14-5-2024					
Available Attendance Forms:					
Lectures					
Number of Credit Hours (Total) / Number of Units (Total)					
Two hours weekly					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Ahmed Hatham					
Email: ahmedhaitham@imamaladham.edu.iq					
Course Objectives					
Course Objectives		The aim of this subject matter is to develop the students' speaking and listening skills through dramatizing conversational exchanges that take place among students as a fundamental part of the course. So The learners are expected to have the ability to listen, understand, and speak i.e. to achieve the recognition and production process.			
Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> -lectures - Discussion - Dialogue - Presentations - The internet - Educational videos - Self-learning - Collaborative learning <p>The direct practical application of the daily lectures</p>			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Reception, understanding, discussion	Transport	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
2	2	Reception, understanding, discussion	Transport	The lecture method using the whiteboard Examples of external models Using	The question and answer method Classroom discussion Working in groups and peer assessment between the groups

				the internet	themselves Homework Quick daily quiz/exam
3	2	Reception, understanding, discussion	Transport	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
4	1	Exam	Exam	Exam	Exam
5	2	Reception, understanding, discussion	Food and Drink	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
6	2	Reception, understanding, discussion	Food and Drink	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
7	2	Reception, understanding, discussion	Food and Drink	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
8	2	Reception, understanding, discussion	In Town	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
9	2	Reception, understanding, discussion	In Town	The lecture method using the whiteboard Examples of external	The question and answer method Classroom discussion Working in groups and peer assessment

				models Using the internet	between the groups themselves Homework Quick daily quiz/exam
10	1	Exam	Exam	Exam	Exam
11	2	Reception, understanding, discussion	In Town	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
12	2	Reception, understanding, discussion	In Town	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
13	2	Reception, understanding, discussion	Communication	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
14	2	Reception, understanding, discussion	Communication	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
15	1	Exam	Exam	Exam	Exam
16	2	Reception, understanding, discussion	Health	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
17	2	Reception, understanding, discussion	Health	The lecture method using the whiteboard	The question and answer method Classroom discussion

				Examples of external models Using the internet	Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
18	2	Reception, understanding, discussion	Health	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
19	2	Reception, understanding, discussion	Greetings	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
20	1	Reception, understanding, discussion	Greetings	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
21	2	Reception, understanding, discussion	Greetings	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
22	2	Exam	Exam	Exam	Exam
23	2	Reception, understanding, discussion	At Home	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
24	2	Reception, understanding,	At Home	The lecture method using	The question and answer method

		discussion		the whiteboard Examples of external models Using the internet	Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
25	2	Reception, understanding, discussion	At Home	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
26	2	Reception, understanding, discussion	General	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
27	2	Reception, understanding, discussion	General	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
28	2	Reception, understanding, discussion	General	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
29	2	Exam	Exam	Exam	Exam
30	1	review	review	review	review
31	2	review	review	review	review
32	2	review	review	review	review

Course Evaluation

Course Evaluation:

Distribution of the 40-point grade based on the tasks assigned to the student, such as:

Daily practical preparation (5 points)

Daily oral quizzes (5 points)

Monthly practical exams (5 points)

Monthly written exams (10 points)

Reports/projects (15 points)"	
Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Sciences of the Quran

1- Course Name
Quranic Sciences
2-Course Code
EQS116
3-Semester/Year
2025
4- Date this description was prepared
2025/9/1
5- Available forms of attendance
Weekly in-person schedule (attendance is mandatory)
6- Total number of study hours / Total number of units)
Hours: 30 hours
7- Name of the course coordinator(If more than one name is mentioned)
name:Asst. Inst. Mustafa Ghazi Hussein email: mustafaalnbar90@gmail.com
8-Course Objectives

Course objectives:

The students will learn the fundamentals of Quranic sciences, understand the difference between the Quran, Hadith Qudsi, and Hadith Nabawi, and learn about revelation, Meccan and Medinan verses, the reasons for revelation, how the Quran was compiled and arranged, and the arrangement of its verses.

The chapters, knowledge of readings and readers, rules needed by the interpreter, the clear and the ambiguous, the general and the specific, the difference between them, the abrogating and the abrogated, the absolute and the restricted, the spoken and the understood, the miraculous nature of the Qur'an, and other topics related to this science and its origin.

The material also aims to make students attached to the Book of God, to instill love for it in their hearts, and to make them aware of the extent of the care that scholars have given to this great book.

9- Teaching and learning strategies**Strategy:**

Lecture Interrogation (question and answer), dialogue and discussion, problem-solving

10-Course Structure

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
oral exams	Lecture and discussion	Defining the science and explaining its origins	The student should become familiar with the sciences of the Quran.	1	the first
oral exams	Lecture and discussion	The Quran	The student should understand the meaning of the Quran, its names and attributes, the Hadith Qudsi, the Hadith Nabawi, and the difference between them and the Quran.	1	the second
oral exams	Lecture and discussion	Revelation	The student should learn the meaning of revelation and how God Almighty reveals to His angels and messengers.	1	the third
oral exams	Lecture and discussion	Meccan and Medinan	The student should understand the meaning of Meccan and Medinan verses, their characteristics, and their rules.	1	Fourth
Written or oral tests	Lecture and discussion	Knowing what was first revealed and what was last revealed	The student should learn about the first and last verses revealed in the Book of God.	1	Fifth
Written or oral tests	Lecture and discussion	Review of the above	Review and evaluation of the above	1	Sixth
oral exams	Lecture and discussion	Reasons for revelation	To understand the meaning of the reasons for revelation	1	Seventh

oral exams	Lecture and discussion	Revelation of the Quran	To learn about how the Quran was revealed, the wisdom behind its gradual revelation, and how this can be used in education and upbringing.	1	Eighth
oral exams	Lecture and discussion	Compilation and arrangement of the Quran	To understand how the Quran was compiled	1	Ninth
oral exams	Lecture and discussion	The arrangement of verses and chapters and the Uthmani script	To understand the scholars' approaches to arranging verses and chapters, and to become familiar with the Uthmani script.	1	tenth
oral exams	Lecture and discussion	The Quran was revealed in seven modes of recitation.	To understand the meaning of the Quran being revealed in seven modes of recitation	1	eleventh
oral exams	Lecture, discussion, and concept maps	Readings and Readers	The student should become familiar with Quranic readings and reciters.	1	twelfth
oral exams	Lecture and discussion	Pausing and starting, proper recitation (Tajweed), and the etiquette of recitation	To learn the rules of pausing and starting, the science of Tajweed, and the etiquette of recitation.	1	thirteenth
oral exams	Lecture and discussion	The difference between clear and ambiguous verses	To understand the meaning of the clear and the ambiguous verses	1	fourteenth
Written or oral tests	discussion	Review and evaluation	Review and evaluation	1	fifteenth
oral exams	Lecture and discussion	Public and private	To recognize the general and its forms, and the specific and its forms	1	Sixteenth
oral exams	Lecture and discussion	Abrogating and abrogated verses	To learn about abrogation, its conditions, categories, types in the Qur'an, its wisdom, and examples of it.	1	seventeenth
oral exams	Lecture and discussion	absolute and relative	To understand the meaning of absolute and relative	1	eighteenth

oral exams	Lecture and discussion	The miraculous nature of the Quran	Understanding the miraculous nature of the Quran in general and its linguistic aspects in particular	1	nineteenth
oral exams	Lecture and discussion	The miraculous nature of the Quran	To understand the scientific and legislative miracles of the Holy Quran	1	Twenty
oral exams	Lecture and discussion	Quranic parables	To understand the parables of the Quran	1	Twenty-first
Written or oral tests	discussion	Review and evaluation	Review and evaluation	1	the second The twentieth
oral exams	Lecture and discussion	Sections of the Quran	To understand the oath in the Quran and its types	1	the third The twentieth
oral exams	Lecture and discussion	Quran controversy	To understand the method of debate in the Qur'an and its types	1	Fourth The twentieth
oral exams	Lecture discussion	Quranic stories	To understand Quranic stories, their benefits, and their impact on education.	1	Twenty-fifth
oral exams	Lecture and discussion	Translation of the Quran	To understand the meaning and ruling regarding the translation of the Quran	1	Twenty-sixth
oral exams	Lecture and discussion	Interpretation and Exegesis	To understand the meaning of interpretation and the meaning of exegesis	1	Seventh The twentieth
oral exams	Lecture	Conditions and etiquette of the interpreter	To become familiar with the conditions	1	Eighth
	and discussion		The interpreter and his etiquette		The twentieth
The tests	Lecture and discussion	The emergence and development of interpretation	To learn about the origins and development of interpretation and the different classes of interpreters	1	Twenty-ninth
oral exams	Lecture and discussion	Interpretation based on transmitted knowledge and interpretation based on opinion	To understand the meaning of traditional interpretation and interpretation based on opinion, and to be introduced to the most famous books of interpretation.	1	thirty

11-Course Evaluation

The grade is distributed from 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, etc.

N- Chapter One:)20 marks (5 marks for attendance and preparation, and 15 marks for the test). Chapter Two:)20 marks (5 marks for attendance and preparation, and 15 marks for the test). Final exam:)60 degrees.

Islamic Jurisprudence

1- Course Name
Islamic Jurisprudence
2-Course Code
EJU118
3-Semester/Year
2024
4- Date this description was prepared
2024/10/1
5- Available forms of attendance
Mandatory attendance / Absence
6- Total number of study hours / Total number of units)

Hours:)28 hours (Units: 56 units)

7- Name of the course coordinator (if there is more than one name, mention it)

Name: Dr. Kawthar Abdul Rahman

Email:

8-Course Objectives

Course objectives:The teaching of jurisprudence aims to enlighten students about the importance of the scientific aspect of religion, represented in acts of worship, while emphasizing that it is an integral part of the faith. It acquaints students with all acts of worship, their conditions and rulings, and everything related to them, in order to make the servant knowledgeable, aware and cognizant of his religion and its rulings so that students can be trained to practice acts of worship and become accustomed to performing them, so that they become part of their behavior and an obligation that they feel the need to perform whenever its time comes. The lesson of jurisprudence also contributes to students acquiring many virtues and manners such as order, obedience, cleanliness, good appearance, nobility of soul, endurance of hardships and compassion for others.

9- Teaching and learning strategies

Strategy:Working to refine students' minds, develop their skills, and guide them in an academic and scientific manner based on developing a positive spirit by enhancing confidence in individual and collective skills through scientific means directed towards students through scientific participation and skill-based activities through seminars, discussion panels, and attending discussions to benefit from the experiences of elders, and working to achieve and clarify academic and scientific goals for students, as well as using learning tools for clarification, for example: the blackboard, the display screen, clippings, and urging students to visit libraries and how to access information in a short time.

10-Course Structure

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
Written or oral tests	Discussion and presentation	Book of Purification: Waters that may be used for purification	theoretical	1	the first
Written or oral tests	Discussion and presentation	Chapter: On the rulings concerning leftover food; Chapter on investigation	theoretical	1	the second
Written or oral tests	Discussion and presentation	Chapter on well issues, Chapter on cleansing after relieving oneself	theoretical	1	the third
Written or oral tests	Discussion and presentation	Chapter on ablution, section on the rulings of ablution	theoretical	1	Fourth

Written or oral tests	Discussion and presentation	A chapter on the complete rulings and recommended practices of ablution.	theoretical	1	Fifth
Written or oral tests	Discussion and presentation	A chapter on the etiquette of ablution and on disliked acts	theoretical	1	Sixth
Written or oral tests	Discussion and presentation	Chapter: Ten things that do not invalidate ablution. Chapter: What necessitates ritual bathing and what is recommended during ritual bathing.	theoretical	1	Seventh
Written or oral tests	Discussion and presentation	Chapter on Tayammum in wiping over the socks	theoretical	1	Eighth
Written or oral tests	Discussion and presentation	Chapter on Menstruation, Postpartum Bleeding, and Irregular Bleeding		1	Ninth
Written or oral tests	Discussion and presentation	The Book of Prayer: Rulings on Prayer	theoretical	1	tenth
Written or oral tests	Discussion and presentation	Chapter on times that are disliked	theoretical	1	eleventh
Written or oral tests	Discussion and presentation	Chapter on the conditions and pillars of prayer	theoretical	1	twelfth
Written or oral tests	Discussion and presentation	Chapter on the obligation of prayer	theoretical	1	thirteenth
Written or oral tests	Discussion and presentation	A chapter on its Sunnahs	theoretical	1	fourteenth
Written or oral tests	Discussion and presentation	Chapter on Imamate: Section on Who is Most Deserving of Leading the Prayer and the Arrangement of Rows	theoretical	1	fifteenth
Written or oral tests	Discussion and presentation	Chapter on what invalidates prayer and what does not invalidate prayer	theoretical	1	Sixteenth
Written or oral tests	Discussion and presentation	A section on what is not disliked for the worshipper and what necessitates interrupting the prayer.	theoretical	1	seventeenth

Written or oral tests	Discussion and presentation	Chapter on voluntary prayers, on voluntary prayers performed while seated, and on prayer upon	theoretical	1	eighteenth
		The animal and a section on prayer on a ship			
Written or oral tests	Discussion and presentation	Chapter on Prayer in the Kaaba, Chapter on the Prayer of the Traveler and the Prayer of the Sick	theoretical	1	nineteenth
Written or oral tests	Discussion and presentation	Chapter on making up missed prayers and chapter on prostration of forgetfulness	theoretical	1	Twenty
Written or oral tests	Discussion and presentation	Chapter on Friday and Eid prayers, eclipse prayers	theoretical	1	Twenty-first
Written or oral tests	Discussion and presentation	Chapter on the Prayer of Fear; Chapter on the Rulings of Funerals	theoretical	1	the second The twentieth
Written or oral tests	Discussion and presentation	The Book of Fasting, Chapter on What Does Not Invalidate the Fast	theoretical	1	the third The twentieth
Written or oral tests	Discussion and presentation	Chapter on what invalidates the fast and requires expiation along with making it up	theoretical	1	Fourth The twentieth
Written or oral tests	Discussion and presentation	Chapter on I'tikaf	theoretical	1	Twenty-fifth
Written or oral tests	Discussion and presentation	Book of Zakat, Chapter on the recipients, Chapter on Zakat al-Fitr	theoretical	1	Twenty-sixth
Written or oral tests	Discussion and presentation	The Book of Hajj, Chapter on Crimes	theoretical	1	Seventh The twentieth
Written or oral tests	Discussion and presentation	A chapter on visiting the Prophet, peace and blessings be upon him, presented in brief, following what was stated in Al-Ikhtiyar.	theoretical	1	Eighth The twentieth

11-Course Evaluation

The grade is distributed from 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.

Kh- Chapter One:)20 marks (5 marks for attendance and preparation, and 15 marks for the exam). (D- Chapter Two:)20 marks (5 marks for attendance and preparation, and 15 marks for the test). Final exam:)60 degrees.

12- Sources of education and teaching

Second Stage

Courses

Morphology & Syntax

Course Name:					
Morphology & Syntax					
Course Code:					
EMAS210					
Semester / Year:					
Annual					
Description Preparation Date:					
11/06/2024					
Available Attendance Forms:					
Lectures					
Number of Credit Hours (Total) / Number of Units (Total)					
Three hours weekly					
Course administrator's name (mention all, if more than one name)					
Name: Asst . Inst. Ghada Majid Ahmed Email: ghadamajid@imamaladham.edu.iq					
Course Objectives					
Course Objectives		by the end of the course ,students can Identify the smallest linguistic units of a word. Recognize the change in the meaning and grammatical function of words due to adding new linguistic units. Recognize the English morphological structure, Analyze words into their roots ,affixes and Parts of speech Comprehend the correct word order in a sentence. Know how to teach the basics of English language morphology and syntax.			
Teaching and Learning Strategies					
Strategy		The teaching strategies and methods adopted in the general implementation of this program			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

k					
1	3	Receiving, Understanding, and then Discussing	Morphemes	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework
1	3	Receiving, Understanding, and then Discussing	Morphemes: types	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework
3	3	Receiving, Understanding, and then Discussing	Words: types	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework

4	3	Receiving, Understanding, and then Discussing	Processes of Word Formation.	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework
5	3	Receiving, Understanding, and then Discussing	Processes of Word Formation	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework
6	3	Exam	Exam	Exam	Exam
7	3	Receiving, Understanding, and then Discussing	Inflectional Paradigms	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework
8	3	Receiving,	Inflectional	White Board	Daily

		Understanding, and then Discussing	Paradigms	Sample Sentences External Examples of Common Errors	Questions, Question- and- Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homewor k
9	3	Receiving, Understanding, and then Discussing	Parts of Speech: Form Classes	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question- and- Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homewor k
10	3	Receiving, Understanding, and then Discussing	Parts of Speech: Form Classes	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question- and- Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homewor k
11	3	Receiving, Understanding, and then Discussing	Parts of Speech: Form Classes	White Board Sample Sentences External Examples	Daily Questions, Question-

				of Common Errors	and- Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homewor k
1 2	3	Receiving, Understanding, and then Discussing	Parts of Speech: Structure Classes	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question- and- Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homewor k
1 3	3	Receiving, Understanding, and then Discussing	Parts of Speech: Structure Classes	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question- and- Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homewor k
1 4	3	Receiving, Understanding, and then Discussing	Parts of Speech: Structure Classes	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question- and- Answer

					Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework
15	3	Exam	Exam	Exam	Exam
16	3	Receiving, Understanding, and then Discussing	Nouns and verb phrases and grammatical Functions.	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework
17	3	Receiving, Understanding, and then Discussing	Nouns and verb phrases and grammatical Functions.	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework
18	3	Receiving, Understanding, and then Discussing	Basic sentence patterns.	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer

					Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework
19	3	Receiving, Understanding, and then Discussing	Basic sentence patterns.	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework
20	3	Exam	Exam	Exam	Exam
21	3	Receiving, Understanding, and then Discussing	Basic sentence patterns	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework
22	3	Receiving, Understanding, and then Discussing	Basic Sentence patterns	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer

					Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework
2 3	3	Receiving, Understanding, and then Discussing	Parts of Speech : Positional Classes	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework
2 4	3	Receiving, Understanding, and then Discussing	Parts of Speech : Positional Classes	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework
2 5	3	Receiving, Understanding, and then Discussing	Modification	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom

					Discussion . Group Work and Peer Evaluation Between Groups. Homework
2 6	3	Receiving, Understanding, and then Discussing	Modification	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework
2 7	3	Receiving, Understanding, and then Discussing	Usage	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework
2 8	3	Receiving, Understanding, and then Discussing	Usage	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom Discussion . Group

					Work and Peer Evaluation Between Groups. Homework
29	3	Exam	Exam	Exam	Exam
30	3	Receiving, Understanding, and then Discussing	Review	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework
31	3	Receiving, Understanding, and then Discussing	Review	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom Discussion . Group Work and Peer Evaluation Between Groups. Homework
32	3	Receiving, Understanding, and then Discussing	Review	White Board Sample Sentences External Examples of Common Errors	Daily Questions, Question-and-Answer Method. Classroom Discussion . Group

					Work and Peer Evaluation Between Groups. Homework
Course Evaluation					
Course Evaluation: Distribution of the 40-point grade based on the tasks assigned to the student, such as: Daily preparation (5 points) Daily oral quizzes (5 points) Monthly oral exams (5 points) Monthly written exams (10 points) Reports/projects (15 points)"					
Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Stageberg, N. c. & Oals, D. O. (2000). An Introductory English Grammar. 5th Ed. Boston: Thomson Heinle.		
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Phonology

1. Course Name					
Phonology					
2. Course code					
EPHY211					
3. Semester/Year					
2025-2026					
4. Date this description was prepared					
23/10/2025					
5. Available forms of attendance					
presence					
6. Total number of study hours / Total number of units					
60hours					
7. Name of course coordinator					
Thaer Abbas Hussain					
8. Course objectives					
Course objectives:	<ul style="list-style-type: none"> • to understand Terminology and rules Sound Private In the language English To develop Skills cognitive For students • strengthening pronunciation In the language English on road Training oral and editorial and strengthening device pronunciation I have Students 				
1. Teaching and learning strategies					
strategy	<ol style="list-style-type: none"> 1. to explain Terminology and rules Sound In a way clear and basic. 2. presentation Examples and exercises 3. Training Continuous and condenser on pronunciation Words and camels and Texts 4. presentation feeding Return Correction mistakes Students 5. Allocation minutes First from Lecture For review what It was completed His study in Lectures Previous and Link it Topics New 				
2. Course structure					
Theoretical vocabulary					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
2-1	6	to understand Deeper rules PhoneticsEnglish term recognition The clip audio, Its types and parts.	Phonetic and phonological terms.	solution Book exercises and exam preparation Daily oral supplement to strengthenpronunciation	Attending the lecture 2. Posts Daily exams 3. Monthly exams
4-3	6	review Topics I	Exercises on		

		studied in the year Previous Solving a number of exercises.	phonemic transcription.		
6-5	6	Getting to know term severity audio And its types And he underwent intensive training and testing.oral	Stress.		
8-7	6	Exercises to practice Pronunciation of intensity audio For the word and the sentence And conducting training exercises On pronunciation	Exercises on Word and sentence stress.		
10-9	6	to explain concept Rhythm audio Its linguistic importance.	Rhythm.		
12-11	6	Explanation of the concept of stress audio Its importance In linguistic communication social.	Intonation.		
14-13	6	Explanation of the term "verbal tact".	Fluency.		
16-15	6	to explain concept delete Hamza al-qat'.	Omission of the glottal stop.		
18-17	6	Delete duplicate valid votes And the sounds of illness in Long words to make pronunciation easier. with Training Examples	Elision of consonants and vowels.		
20-19	6	to explain topic Assimilation of both types With solved exercises and training	Assimilation.		
22-21	6	Explanation of the topic Shapes strong and weak	Weak and strong forms.		

		For grammatical words.			
25-23	6	Training on weak forms and strong in camel	Exercises on weak and		
26-27	6	alongwithOral testsMultiple	strong forms in separate sentences		
28-26	6	Training on pronunciation dialogue text (1) With Tests oral Frequent	Passage (1)		
30-29		Training on pronunciation dialogue text (2) With TestsFrequent oral	Passage (2)		
3. Course evaluation					
distribution Degree from 100 on according to Tasks The assigned In it student like Preparation Daily and exams Daily oral and monthly and liberation and reports....etc Exams monthly 30 Posts Daily and attendance 10 exam verbal 10 exam end Year 50					
4. Learning and teaching resources					
	English phonetics and phonology Better English pronunciation				

Literature II

1. Course Title
Literature – Second Stage
2. Course Code
ERLI212
3. Semester / Year
Annual
4. Date of Preparing This Description
20 – 9 – 2025
5. Available Attendance Modes
In-person only
6. Total Credit Hours / Units
3 hours per week
7. Name of Course Instructor (List all if more than one)
Name: Asst. Prof. Dr. Thabit Shihab Ahmed Email: thabitshehab@imamalahdam.edu.iq
8. Course Objectives

Course Objectives

Introducing students to the world of the short story and Old English poetry, and developing their ability to conduct literary and critical analysis through reading selected texts that combine narrative structure and poetic symbolism.

9. Teaching and Learning Strategies

The course includes the study of prose and poetic texts from English literature. It aims to develop students' reading comprehension and critical analysis skills.

It covers three main units:

1. **The Open Window – Saki (H. H. Munro):** Focus on irony, imagination, and reality.
2. **The Happy Prince – Oscar Wilde:** Study of symbolism and human values.
3. **Selected Old English Poems (6th–7th centuries):** Understanding ancient poetic language and religious/heroic themes.

10. Course Structure

Below is the weekly breakdown (translated exactly as in the file):

Week	Hours	Intended Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	3	Critical text analysis	The Open Window – Introduction & author background	Reading various texts, class discussions, writing essays	Written essays, class debates, exams
2	3	Understanding different theories	Plot analysis and characters	Same as above	Same as above
3	3	Comparative analysis of different works	Themes of deception and irony	Same as above	Same as above
4	3	Critical text analysis	Narrative techniques and humor	Same as above	Same as above
5	3	Understanding different theories	Symbolism and tone analysis	Same as above	Same as above
6	3	Comparative analysis of different works	Setting and psychological realism	Same as above	Same as above

Week	Hours	Intended Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
7	3	Critical text analysis	Moral implications and reader perception	Same as above	Same as above
8	3	Understanding different theories	Language and stylistic features	Same as above	Same as above
9	3	Comparative analysis	Comparative discussion with modern short fiction	Same as above	Same as above
10	3	Critical text analysis	Review and evaluation activity	Same as above	Same as above
11	3	Understanding theories	The Happy Prince – Introduction & author background	Same as above	Same as above
12	3	Comparative analysis	Plot and characters overview	Same as above	Same as above
13	3	Critical analysis	Themes of sacrifice and compassion	Same as above	Same as above
14	3	Understanding theories	Symbolism of the Prince and the Swallow	Same as above	Same as above
15	3	Comparative analysis	Moral and philosophical interpretation	Same as above	Same as above
16	3	Critical analysis	Review	Same as above	Same as above
17	3	Understanding theories	Social critique and emotional appeal	Same as above	Same as above
18	3	Comparative analysis	Language and imagery analysis	Same as above	Same as above
19	3	Critical analysis	Class discussion and comparison with fables	Same as above	Same as above
20	3	Understanding theories	Review and written exercise	Same as above	Same as above
21	3	Comparative analysis	The Open Window – Introduction & author background	Same as above	Same as above
22	3	Critical analysis	The Sixteenth Century – Historical Background	Reading poetic texts, discussions, essays	Same as above
23	3	Understanding theories	The Sixteenth Century – Cultural Background	Same	Same

Week	Hours	Intended Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
24	3	Comparative analysis	The Sixteenth Century – Poetry	Same	Same
25	3	Critical analysis	The Passionate Shepherd to His Love – Christopher Marlowe	Same	Same
26	3	Understanding theories	Analyzing characters, themes, and style	Same	Same
27	3	Comparative analysis	I Find No Peace – Sir Thomas Wyatt	Same	Same
28	3	Critical analysis	Analyzing characters, themes, and style	Same	Same
29	3	Understanding theories	Night – Henry Howard	Same	Same
30	3	Comparative analysis	Analyzing characters, themes, and style	Same	Same

11. Course Assessment

Grades are distributed as follows (total **40 marks**):

• Daily participation: 5 marks
• Oral exams: 5 marks
• Written exams: 15 marks
• Written exams: 15 marks

The remaining **60 marks** are for the **final exam** at the end of the year.

12. Learning Resources

Required Textbooks (Syllabi)

1. Saki (H. H. Munro), *The Open Window*, in **Collected Short Stories**
2. Oscar Wilde, *The Happy Prince and Other Tales*
3. *English Poetry: 6th and 7th Century Poetry*

Main References

1. Abrams, M. H., *A Glossary of Literary Terms*
2. Kennedy, X. J., *Literature: An Introduction to Fiction, Poetry, and Drama*
3. Greenblatt, Stephen, *The Norton Anthology of English Literature*

Arabic Language

1. Course Title:
Arabic Language
2. Course Code:
EAL220
3. Semester / Academic Year:
2025–2026
4. Date of Preparation of This Description:
1/12/2025
5. Available Attendance Modes:
Weekly
6. Total Study Hours / Total Units:
60 hours / 120 units
7. Name of the Course Coordinator:
Name: Dr. Hafsa Omar Ibrahim Email: hafssaomar@imamaladam.edu.iq
8. Course Objectives:
<ul style="list-style-type: none">• Supplying the Ministry of Education with qualified personnel specialized in teaching Arabic language in secondary schools.• Enabling students to acquire a solid understanding of the fundamentals of Arabic language and literature.• Developing students' diverse linguistic skills in teaching Arabic language subjects.
9. Teaching and Learning Strategies:
Strategies:
<ul style="list-style-type: none">• Deductive Method• Text-Based Method• Inductive (Inferential) Method• Problem-Solving Method

10. Course Structure:

Week	Hours	Intended Learning Outcomes	Unit / Topic Title	Teaching Method	Assessment Method
First	2	—	Subject and Predicate	Theoretical instruction, student interaction and discussion	General questions and discussion
Second	2	—	Subject and Predicate	Theoretical instruction, student interaction and discussion	General questions and discussion
Third	2	—	Exception (Al-Istithnā')	Theoretical instruction, student interaction and discussion	General questions
Fourth	2	—	Exception (Al-Istithnā')	Theoretical instruction, student interaction and discussion	General questions
Fifth	2	—	The negative particle Lā of absolute negation	Theoretical instruction, student interaction and discussion	Group assignments
Sixth	2	—	Grammatical cases of the noun governed by Lā of absolute negation	Theoretical instruction, student interaction and discussion	General questions and discussion
Seventh	2	—	Grammatical cases of the noun governed by Lā of absolute negation	Theoretical instruction, student interaction and discussion	General questions and discussion
Eighth	2	—	Grammatical cases of the noun governed by Lā of absolute negation	Theoretical instruction, student interaction and discussion	General questions and discussion
Ninth	2	—	Dependent elements	Theoretical instruction,	General questions and

			(Adjectives, Emphasis, Apposition, Coordination)	student interaction and discussion	discussion
Tenth	2	—	Dependent elements: Adjective	Theoretical instruction, student interaction and discussion	General questions and discussion
Eleventh	2	—	Dependent elements: Adjective	Test	General questions
Twelfth	2	—	Dependent elements: Adjective	Theoretical instruction, student interaction and discussion	General questions and discussion
Thirteenth	—	—	Spring Break	—	—
Fourteenth	2	—	Dependent elements: Emphasis	Theoretical instruction, student interaction and discussion	General questions and discussion
Fifteenth	2	—	Dependent elements: Emphasis	Theoretical instruction, student interaction and discussion	General questions and discussion
Sixteenth	2	—	Dependent elements: Emphasis	Theoretical instruction, student interaction and discussion	General questions and discussion
Seventeenth	2	—	Dependent elements: Emphasis	Theoretical instruction, student interaction and discussion	General questions and discussion
Eighteenth	2	—	Dependent elements: Apposition	Theoretical instruction, student interaction and discussion	General questions and discussion
Nineteenth	2	—	Dependent elements: Apposition	Theoretical instruction, student interaction and discussion	General questions and discussion
Twentieth	2	—	Dependent elements:	Test	General questions

			Coordination		
Twenty-first	2	—	Dependent elements: Coordination	Theoretical instruction, student interaction and discussion	General questions and discussion
Twenty-second	2	—	Dependent elements: Coordination	Theoretical instruction, student interaction and discussion	General questions and discussion
Twenty-third	2	—	Dependent elements: Coordination	Theoretical instruction, student interaction and discussion	General questions and discussion
Twenty-fourth	2	—	Dependent elements: Coordination	Theoretical instruction, student interaction and discussion	General questions and discussion
Twenty-fifth	2	—	Abrogative particles: <i>Kāna</i> and its sisters; <i>Inna</i> and its sisters	Theoretical instruction, student interaction and discussion	General questions and discussion
Twenty-sixth	2	—	Abrogative verbs: <i>Kāna</i> and its sisters	Theoretical instruction, student interaction and discussion	General questions and discussion
Twenty-seventh	2	—	Abrogative particles: <i>Inna</i> and its sisters	Theoretical instruction, student interaction and discussion	General questions and discussion
Twenty-eighth	2	—	Abrogative particles: <i>Inna</i> and its sisters	Theoretical instruction, student interaction and discussion	General questions and discussion
Twenty-ninth	2	—	General revision	Theoretical instruction, student interaction and discussion	General questions and discussion
Thirtieth	2	—	General revision and exercises	Theoretical instruction, student interaction and	General discussion

				discussion	
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11. Course Assessment:

The total mark (100) is distributed according to the tasks assigned to the student, such as daily preparation, daily quizzes, oral examinations, monthly examinations, written examinations, reports, etc.

12. Learning and Teaching Resources:

Required Prescribed Books (Curricular, if available):

- *Al-Qawā'id al-Asāsiyyah* by Sayyid Ahmad al-Hashimi

Main References:

- *Sharḥ Ibn 'Aqīl 'alā Alfiyyat Ibn Mālik* by Ibn 'Aqīl, 'Abdullah ibn 'Abd al-Raḥmān al-'Aqīlī al-Hamdānī al-Miṣrī (d. 769 AH), Volume One

Recommended Supporting References (journals, reports, etc.):

Electronic References and Internet Websites:

Islamic Terms in English

1. Course Title:						
Islamic Terms in English						
2. Course Code:						
EITE221						
3. Semester / Academic Year:						
2025–2026						
4. Date of Preparation of This Description:						
1/12/2025						
5. Available Attendance Modes:						
Weekly						
6. Total Study Hours / Total Units:						
60 hours / 120 units						
7. Name of the Course Coordinator:						
Asst .Inst. Dr. Ahmed Haitham ahmedhaitham@imamaladham.edu.iq						
Learning Objectives						
The student must be able						
1. To clarify the science of the term Hadith.						
2. Comprehend the most important literature in hadith science.						
3. Explain the types of hadith with different considerations, and examples.						
4. learn the different terms that are used in hadith formation						
11	Course Structure					
Month	on	Going to	Required Learning Outcomes	Unit / Subject Name	Learning method	Evaluation method
October	1	2	Al-Mustalah Science	Al-Mustalah Science	Standard method Brainstorming	Classroom performance and exams
October	2	2	Hadith Vs. Sunnah	Al-Mustalah Science	Standard method brainstorming	Classroom performance and exams
October	3	2	Hadith Components	Al-Mustalah Science	Standard method Brainstorming	Classroom performance and exams
October	4	2	Evaluating Hadith	Al-Mustalah Science	Standard method Brainstorming	Classroom performance and exams
November	5	2	Classification of Hadith	Al-Mustalah Science	Standard method Text	Classroom performance and exams
November	6	2	The Reference to a Particular Authority	Al-Mustalah Science	Standard method Text	Classroom performance and exams
November	7	2	Hadith Qudsi	Al-	Standard method	Classroom

				Mustalah Science	Text	performance and exams
November	8	2	Marfu	Al-Mustalah Science	Standard text method	Classroom performance and exams
December	9	2	Ma'oof	Al-Mustalah Science	Standard method Brainstorming	Classroom performance and exams
December	10	2	Maqtu	Al-Mustalah Science	Standard method Brainstorming	Classroom performance and exams
December	11	2	Number of Reporters in Each Stage of Isnad	Al-Mustalah Science	Standard method brainstorming	Classroom performance and exams
December	12	2	Mutawtar	Al-Mustalah Science	Standard method Brainstorming	Classroom performance and exams
January	13	2	Mutawatir in Wording	Al-Mustalah Science	Standard method Brainstorming	Classroom performance and exams
January	14	2	Mutwatir in Meaning	Al-Mustalah Science	Standard method	Classroom performance and exams
January	15	Mid-Year Exams				
January	16					
February	17	Spring break				
February	18					
February	19	2	Gharib, 'Aziz & Mash'hur	Al-Mustalah Science	Standard method	Classroom performance and exams
February	20	2	References to Links of Isnad Interrupted or Uninterrupted	Al-Mustalah Science	Standard method	Classroom performance and exams
March	21	2	Musnad	Al-Mustalah Science	Standard method	Classroom performance and exams
March	22	2	Mutassil	Al-Mustalah Science	Standard method Text	Classroom performance and exams
March	23	2	Munqati	Al-Mustalah Science	Standard method Brainstorming	Classroom performance and exams
March	24	2	Mu'allaq	Al-Mustalah Science	Standard method Text	Classroom performance and exams
April	25	2	Reliability	Al-	Standard method	Classroom

			and memory of the reporters	Mustalah Science		performance and exams
Mace	Final Exams					
Mace						

Dialogue

Course Name:

Person to person-book1 (conversation)					
Course Code:					
ELS213					
Semester / Year:					
Annual					
Description Preparation Date:					
11/06/2024					
Available Attendance Forms:					
Lectures					
Number of Credit Hours (Total) / Number of Units (Total)					
Two hours weekly					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Ahmed Haitham Email: ahmedhaitham@imamaladham.edu.iq					
Course Objectives					
		<ol style="list-style-type: none"> 1. Enhance Communication Skills 2. Build Confidence 3. Promote Critical Thinking 4. Encourage Empathy and Understanding 5. Develop Social Skills 6. Facilitate Cultural Awareness 7. Practice Language Proficiency 8. Encourage Collaborative Learning 			
Teaching and Learning Strategies					
Strategy		<ol style="list-style-type: none"> 1. Role-Playing 2. Structured Discussions 3. Active Listening Exercises 4. Open-Ended Questions 5. Feedback and Reflection 6. Peer Interaction 7. Use of Multimedia 8. Cultural Exchange 9. Vocabulary Building 10. Games and Icebreakers 			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Improve speaking skills	Unit 1/ dialogues	Oral conversation	Personal judgment

2	2	Improve speaking skills	Unit1 / exercise	Solving on board	Personal judgment
3	2	Improve speaking skills	Unit 2/ dialogues	Oral conversation	Personal judgment
4	2	Improve speaking skills	Unit2 / exercise	Solving on board	Personal judgment
5	2	Improve speaking skills	Unit 3/ dialogues	Oral conversation	Personal judgment
6	2	Improve speaking skills	Unit 3 / exercise	Solving on board	Personal judgment
7	2	Improve speaking skills	Review units 1,2,3	/	/
8	2	Improve speaking skills	Unit 4/ dialogues	Oral conversation	Personal judgment
9	2	Improve speaking skills	Unit 4 / exercise	Solving on board	Personal judgment
10	2	Improve speaking skills	Unit 5/ dialogues	Oral conversation	Personal judgment
11	2	Improve speaking skills	Unit 5 / exercise	Solving on board	Personal judgment
12	2	Improve speaking skills	Unit 6 / dialogues	Oral conversation	Personal judgment
13	2	Improve speaking skills	Unit 6 / exercise	Solving on board	Personal judgment
14	2	Improve speaking skills	Review units 4,5,6	/	/
15	2	Student level test	1st term exam		Written exam
16	2	Improve speaking skills	Unit 7/ dialogues	Oral conversation	Personal judgment
17	2	Improve speaking skills	Unit7 / exercise	Solving on board	Personal judgment
18	2	Improve speaking skills	Unit 8/ dialogues	Oral conversation	Personal judgment
19	2	Improve speaking skills	Unit 8 / exercise	Solving on board	Personal judgment
20	2	Improve speaking skills	Unit 9/ dialogues	Oral conversation	Personal judgment
21	2	Improve speaking skills	Unit 9 / exercise	Solving on board	Personal judgment
22	2	Improve speaking skills	Review units 7,8,9	/	/
23	2	Improve speaking skills	Unit 10/ dialogues	Oral conversation	Personal judgment
24	2	Improve speaking skills	Unit 10 / exercise	Solving on board	Personal judgment
25	2	Improve speaking skills	Unit 11/ dialogues	Oral conversation	Personal judgment
26	2	Improve	Unit 11 / exercise	Solving on	Personal judgment

6		speaking skills		board	
2	2	Improve speaking skills	Unit 12/ dialogues	Oral conversation	Personal judgment
7					
2	2	Improve speaking skills	Unit 12 / exercise	Solving on board	Personal judgment
8					
2	2	Improve speaking skills	Review units 10,11,12	/	/
9					
3	2	Student level test	2nd term exam		Written exam
0					
3	2		Oral activity		Personal judgment
1					
3	2		Final exam		Written exam
2					

Course Evaluation

Course Evaluation: Distribution of the 40-point grade based on the tasks assigned to the student, such as:

Daily preparation (5 points)

Daily oral quizzes (5 points)

Monthly oral exams (15 points)

Monthly written exams (10 points)

Reports/projects (5 points)"

Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

Recommended books and references (scientific journals, reports...)

Electronic References, Websites

Comprehension and Composition

9. Course Name
Comprehension and Composition
10. Course code
ERW214
11. Semester/Year
annual
12. Date this description was prepared
01/09/2025
13. Available forms of attendance
My presence and communication via electronic communication channels
14. Total number of study hours / Total number of units
60 study hours / 120 study units
15. Name of course coordinator
Instructor: Dr.Qabas Rashid Jamil.
16. Course objectives

Course objectives:	<p>4. Promoting critical thinking: The book encourages students to think critically by providing analytical materials and discussions about the topics presented in the texts.</p> <p>5. Stimulating interest and participation: The book is designed in a way that attracts students' attention and encourages them to actively participate in the reading and thinking processes.</p>
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5. Teaching and learning strategies	
strategy	<ol style="list-style-type: none"> 1. Guided teaching 2. Constructive argumentative dialogue 3. Scientific research and inquiry 4. Group discussions 5. In-depth analysis 6. Active participation

6. Course structure					
Theoretical vocabulary					

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2	-The student should understand the purpose and general content of the book. - Identifying the organizational structure of the book.	the introduction	-listening - reading -Dialogue questions	Self-assessment to identify weaknesses and strengths
2	2	-The student should understand the role of YouTube. Its impact on people's lives and popular culture through reading and understanding. Understanding technology in the field of media and entertainment through reading articles	YOUTUBE 1	-listening - reading -Dialogue questions	Self-assessment to identify weaknesses and strengths

3	2	-The student should understand the role of YouTube. Its impact on people's lives and popular culture through reading and understanding. Understanding technology in the field of media and entertainment through reading articles	YOUTUBE 2	Practical exercises in pronouncing difficult words and phrases, listening to audio files, and watching presentations.PPP	discussion
4	2	-The student should understand the role of YouTube. Its impact on people's lives and popular culture through reading and understanding. Understanding technology in the field of media and entertainment through reading articles	YOUTUBE 3	Practical exercises in pronouncing difficult words and phrases, listening to audio files, and watching presentations.PPP	Solve the exercises with feedback
5	2	review		exam	exam
6	2	- Expanding the student's vocabulary related to feminine nouns through reading and interacting with the text being read. -The student should understand the grammatical rules and sentence structures related to feminine nouns by reading the examples mentioned, their applications, and their differences between languages around the world.	FEMALE NOUNS 1	-Reading the text and listening to the speaker via audio recording to train students on correct pronunciation in English, in addition to Explanation of the rules for feminine nouns	Performance evaluation Communication test
7	2	- Expanding the student's vocabulary related to feminine nouns through reading and interacting with the text being read. -The student should understand the grammatical rules and sentence structures related to feminine nouns by reading the examples mentioned, their applications, and their differences between languages around the world.	FEMALE NOUNS 2	After completing the practical exercises of reading, listening, discussion, and solving chapter exercises, comprehension is tested through questions, interaction is developed, and discussion is enhanced.	Performance evaluation through feedback
8	2	- Expanding the student's vocabulary related to feminine nouns through reading and interacting with the text being read.	FEMALE NOUNS 3	After completing the practical exercises of reading, listening, discussion, and	Performance evaluation through feedback

		-The student should understand the grammatical rules and sentence structures related to feminine nouns by reading the examples mentioned, their applications, and their differences between languages around the world.		solving chapter exercises, comprehension is tested through questions, interaction is developed, and discussion is enhanced.	
8	2	review		exam	exam
10	2	-Analyzing negative trends and their impact on individuals and societies by reading and studying articles and discussing the ideas contained therein.	NEGATIVE ATTITUDE1	Practical exercises in pronouncing difficult words and phrases, listening to the audio file and presentation.PPP	Evaluate performance by asking questions and discussing the lesson.
11	2	-To learn effective ways to deal with negative attitudes and situations by studying strategies to overcome negative views and negative people, and how to deal with similar situations.	NEGATIVE ATTITUDE2	Practical exercises in pronouncing difficult words and phrases, listening to the audio file and presentation.PPP	Peer assessment
12	2	-Analyzing negative trends and their impact on individuals and societies by reading and studying articles and discussing the ideas contained therein.	NEGATIVE ATTITUDE3	Solve the exercises	Evaluate performance by asking questions and discussing the lesson.
13	2	review		exam	exam
14	2	Understanding the concept of sensory association and analyzing its impact on feeling and perception through reading scientific articles and studies.	SYNESTHE SIA 1	Reviewing new vocabulary and giving students the opportunity to discuss and express their opinions on the article's topic	Performance evaluation through feedback
15	2	Understanding the concept of sensory association and analyzing its impact on feeling and perception through reading scientific articles and studies.	SYNESTHE SIA 2	Reviewing new vocabulary and giving students the opportunity to discuss and express their opinions on the article's topic	discussion

feedback	Practical exercises involving the words and phrases used	SYNESTHE SIA 3	- The ability to directly describe sensory enhancement experiences And metaphorically, through reading and interacting with texts.	2	16
exam	exam		review	2	17
discussion	Lecture presentation with Discussions about	CREATIVE THINKING1	-Enhancing creative thinking skills through reading and interacting with creative texts.	2	18

		the difficulty of expressing ideas				
Peer assessment		Tests on creative thinking	CREATIVE THINKING2	-Applying creative thinking strategies to problem-solving and idea generation by reading studies and articles on creative thinking.	2	19
Homework within the scope of the class		Solve the exercises	CREATIVE THINKING3	-Applying creative thinking strategies to problem-solving and idea generation by reading studies and articles on creative thinking.	2	20
Written exam		Questions	exam	review	2	21
Discussion		Lecture presentation	LISTEN UP1	Student's knowledge of vocabulary New and exclusive to this piece With some difficulties and special linguistic structures piece	2	22
Feedback		Exercises and problem-solving	LISTEN UP2	Student's knowledge of vocabulary New and exclusive to this piece With some difficulties and special linguistic structures piece	2	23
Homework		discussion	LISTEN UP3	Student's knowledge of vocabulary New and exclusive to this piece With some difficulties and special linguistic structures piece	2	24
Written exam		exam		review	2	25

discussion	Lecture presentation	French Fries 1	Student's knowledge of vocabulary New and exclusive to this piece With some difficulties and special linguistic structures piece	2	26
Dialogue questions	Lecture presentation	French Fries 2	Student's knowledge of vocabulary New and exclusive to this piece With some difficulties and special linguistic structures piece	2	27
feedback	Discussion and solving exercises	French Fries 3	Student's knowledge of vocabulary New and exclusive to this piece With some difficulties and special linguistic structures piece	2	28
General questions	General review		General review	2	29
exam	exam	exam	exam	2	30

7. Course evaluation

The curriculum is effective as the book aims to improve students' abilities in reading, comprehension and critical thinking, by providing specific texts and varied exercises that enhance their learning comprehensively.

8. Learning and teaching resources

Required textbooks (methodology)	online Young+ Damoun the Art of Reading/articles, research works and videos besides debates and discussions
Recommended supporting books and references (scientific journals, reports, websites, and electronic resources)	Courses.lumenlearning.com writingcenter.unc.edu>resources

<ul style="list-style-type: none"> • some strategyTModern
<ul style="list-style-type: none"> ❖ Assessment methods <ul style="list-style-type: none"> • CalendarFormative assessment involves daily exams, observing student performance in class discussions and homework assignments, and classroom evaluation. • CalendarDiagnostic assessment through midterm and final exams to determine pass/fail status
<p>Affective and value-based objectives</p> <ul style="list-style-type: none"> • It connects each ofAspects of the Prophet's biography in all its stages • Highlighting the humanitarian, ethical, missionary, and social aspects of the Prophet's biography
<p>General and transferable skills (other related skills) With the abilityEmployment and personal developmentY)</p> <ul style="list-style-type: none"> • Write a report on the most important benefits gained from studying and learningThe Prophet's Biography • He interacts positively and works efficiently within the team.NoEspecially in group research assignments. • Providing practical solutions to problemsnoPossible challenges that students and people in this field may face.

11	Course structure					
month	A	S	Required learning outcomes	Unit/Subject Name	Learning method	Evaluation Method
October	1	2	Introducing the importance of studying the Prophet's biography, its sources and objectives.	The Prophet's Biography	Standard method brainstorming	Classroom performance and exams
October	2	2	The political, social and religious situation of the Arabian Peninsula before Islam.	The Prophet's Biography	The standard method: brainstorming	Classroom performance and exams
October	3	2	The lineage of the Prophet Muhammad (PBUH), his birth, upbringing and childhood.	The Prophet's Biography	Standard method brainstorming	Classroom performance and exams
October	4	2	Insults against the Prophet Muhammad (PBUH), his journey with Abu Talib to Syria, and the Hilf al-Fudul.Characteristics of Islam	The Prophet's Biography	Standard method brainstorming	Classroom performance and exams
November	5	2	His trade with Khadija's (PBUH) money, his marriage	The Prophet's Biography	Standard method Text	Classroom performance and exams

			to her, and the building of the Holy Kaaba.			
November	6	2	The Prophetic mission, the signs of revelation, its descent, and his seclusion in the cave of Hira.	The Prophet's Biography	Standard method Text	Classroom performance and exams
November	7	2	The beginning of the call and the first people to embrace Islam and to openly proclaim the call.	The Prophet's Biography	Standard method Text	Classroom performance and exams
November	8	2	The stance of the Quraysh towards the call to Islam and the first and second migration of Muslims to Abyssinia.	The Prophet's Biography	Standard text method	Classroom performance and exams
December	9	2	The siege of the Muslims in the valley of Abu Talib and the year of sorrow.	The Prophet's Biography	Standard method brainstorming	Classroom performance and exams
December	10	2	The journey to Taif, the invitation to pilgrims and Arabs from outside Mecca, the first and second pledges of Aqaba, and the Night Journey and Ascension.	The Prophet's Biography	Standard method brainstorming	Classroom performance and exams
December	11	2	Migration to Medina, the establishment of the state, the building of the mosque, and the brotherhood between the migrants and the helpers.	The Prophet's Biography	Standard method brainstorming	Classroom performance and exams
December	12	2	The constitutional document (the treaty between Muslims and others), jihad and its rules, and the order to fight.	The Prophet's Biography	Standard method brainstorming	Classroom performance and exams
January	13	2	The miracles of the	The	Standard method	Classroom

			prophets.	Prophet's Biography	brainstorming	performance and exams
January	14	2	The Battle of Badr.	The Prophet's Biography	Standard method	Classroom performance and exams
January	15	Mid-year exams				
January	16					
February	17	Spring break				
February	18					
February	19	2	The Battles of Uhud and the Trench	The Prophet's Biography	Standard method	Classroom performance and exams
February	20	2	The conflict between Muslims and Jews.	The Prophet's Biography	Standard method	Classroom performance and exams
March	21	2	The conflict between Muslims and Jews.	The Prophet's Biography	Standard method	Classroom performance and exams
March	22	2	The Treaty of Hudaibiyah and the Umrah of Qada'.	The Prophet's Biography	Standard method Text	Classroom performance and exams
March	23	2	The reasons for the conflict with the Jews and the battles of Khaybar, Qaynuqa, and Banu Nadir.	The Prophet's Biography	Standard method brainstorming	Classroom performance and exams
March	24	2	The conflict with the Christians: the Battle of Mu'tah.	The Prophet's Biography	Standard method Text	Classroom performance and exams
April	25	2	Hypocrisy, hypocrites, and the incident of Al-Afak in the Battle of Bani Al-Mustaliq.	The Prophet's Biography	Standard method	Classroom performance and exams

Mays	Final exams
Mays	

12.	Infrastructure
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Required textbooks	The Sealed Nectar: A Study of the Prophet's Biography, by Safi-ur-Rahman al-Mubarakpuri
Main references (sources)	The Biography of the Prophet Muhammad Abu Zahra
Recommended books and references (scientific journals)	
Electronic references	

13.	Course Development Plan
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RequiresThe course on the Prophet's biography (Seerah) requires additional hours beyond its current allocation, as it is fundamental to understanding the methodologies of preachers and Islamic

propagation, and plays a major role in achieving the academic program's objectives. The course development plan also necessitates considering the most suitable teaching methods and visual aids for each subject.

Personal Status Jurisprudence

1. Course Title:
Personal Status Jurisprudence
2. Course Code:
EPSJ218
3. Semester / Academic Year:
2025–2026
4. Date of Preparation of This Description:
1/10/2025
5. Available Attendance Format:
Weekly
6. Total Study Hours / Total Units:
60 hours / 120 units
7. Name of the Course Coordinator (if more than one, all should be mentioned):
Asst. Inst. Mustafa Hussain Ghazzai E-Mail: Mustafaalanbary90@gmail.com

1.	Course objectives
	<ul style="list-style-type: none"> • Teaching the legal rights and obligations related to marriage, divorce, and maintenance, including the rights and duties of each spouse towards the other, to build and maintain a marital life as God Almighty intended when He ordained the marriage contract, defined its rulings, and explained its conditions, pillars, and effects, including the dowry. And expenses, the obligation of waiting, and other things • Understanding the legal rulings and specific implications related to matters falling under the category of personal status, which encompasses the set of natural and familial characteristics that distinguish a person from others and upon which the law has established legal consequences in their social life. For example, the fact that a person Male or female, whether a husband, widow, divorcee, or legal father, whether he is fully competent or partially competent due to minority or insanity, or whether he has full or limited legal capacity due to any of its legal causes.
2.	outputsCurriculum, teaching and learning methods, and assessment
	<p>i. Cognitive objectives</p> <ul style="list-style-type: none"> ▪ Introducing the student to the meaning of personal status and the laws that fall under it. ▪ EnablingThe student fromKnowing the legal rights and obligations related to the rulings on marriage, divorce, and expenses, and what he has and what he has in terms of rights and obligations towards the other party. ▪ Understanding the legal rulings and special implications related to matters that fall under the title of personal status, such as whether a person is male or female, and whether he is a husband, widower, divorced, or legal father.
	<p>forThe skills-based objectives of the course.</p> <ul style="list-style-type: none"> ✚ developmentskillStudents will learn about the requirements of the marriage contract and its effects, whether in its continuation or when it is dissolved by annulment, divorce, or the death of one of the spouses, the amounts of the dowry and its requirements, the types of expenses, and what is due to the wife and husband after divorce, such as the waiting period and other things. ✚ AvailabilityOpportunities for students to work independently, collaborate with other students, or workIn judicial institutions and Sharia courts and application Personal status laws regarding marriage and divorce,Expenses and other things.

<ul style="list-style-type: none"> ❖ Teaching and learning methods <ul style="list-style-type: none"> • The methodStandard (delivering lectures). • roadThe text. • roadBrainstorming. • someModern strategies
<ul style="list-style-type: none"> ❖ Assessment methods <ul style="list-style-type: none"> • CalendarFormative assessment involves daily exams, observing student performance in class discussions and homework assignments, and classroom evaluation. • CalendarDiagnostic assessment through midterm and final exams to determine pass/fail status
<p>CAffective and value-based objectives</p> <ul style="list-style-type: none"> • AwarenessThe student emphasized the importance of developing his skills, including the skill ofJudicial work • the jobOn the linkPersonal status provisions Which is stipulated by Islamic law in the provisions stipulated by law and judiciary, and an explanation of the relationship between them and linking them to practical reality.
<ul style="list-style-type: none"> ❖ Teaching and learning methods ❖ The methodStandard (delivering lectures). ❖ roadThe text. ❖ roadBrainstorming.
<ul style="list-style-type: none"> ❖ MethodsEvaluation ❖ CalendarFormative assessment involves daily exams, observing student performance in class discussions and homework assignments, and classroom evaluation. ❖ CalendarDiagnostic assessment through midterm and final exams to determine pass/fail status
<p>dGeneral and transferable skills (other skills related to employability and personal development). –</p> <ul style="list-style-type: none"> • .–acquisitionKnowledgePersonal status laws that have an impact on social life • acquisitionKnowledgeRegarding the legal rights and duties related to a person, whether he is fully competent or partially competent due to young age or insanity, or whether he is fully competent or restricted due to one of its legal causes.

11 Course structure						
month	A	S	Required learning outcomes	Unit/Subject Name	Learning method	Evaluation Method
October	1	2	Definition of personal status	Personal Status	Standard method brainstorming	Classroom performance and exams
October	2	2	Learn how to create a marriage contract	The marriage contract: its creation and effects	The standard method: brainstorming	Classroom performance and exams
October	3	2	Understanding the preliminaries of the marriage contract and engagement	Introduction to the marriage contract: the engagement	Standard method brainstorming	Classroom performance and exams
October	4	2	Understanding the pillars of a marriage contract	Pillars of a marriage contract	Standard method brainstorming	Classroom performance and exams
November	5	2	Identifying the legal conditions of the contract	Legal conditions of the contract	Standard method Text	Classroom performance and exams
November	6	2	Identifying the authority and agency in the contract	Guardianship and agency in the contract	Standard method Text	Classroom performance and exams
November	7	2	Identifying competence, its	Competence: its requirements and definition	Standard method Text	Classroom performance

			requirements and definition			and exams
November	8	2	Understanding prohibitions and marriage to women of the People of the Book	Prohibitions and marriage to women of the People of the Book	Standard text method	Classroom performance and exams
December	9	2	Identifying prohibited breastfeeding	Prohibited breastfeeding	Standard method brainstorming	Classroom performance and exams
December	10	2	Getting to know Prohibitions based on timing	Prohibitions based on timing	Standard method brainstorming	Classroom performance and exams
December	11	2	Getting to know Marriage of women of the People of the Book	Marriage of women of the People of the Book	Standard method brainstorming	Classroom performance and exams
December	12	2	Getting to know Dowry and evidence of its legitimacy	Dowry: Definition and Evidence of its Legality	Standard method brainstorming	Classroom performance and exams
January	13	2	Cases in which the wife is entitled to a dowry	Cases in which the wife is entitled to a dowry	Standard method brainstorming	Classroom performance and exams
January	14	2	Identifying the cases in which the dowry is forfeited	Cases in which the dowry is forfeited	Standard method	Classroom performance and exams
January	15	Mid-year exams				
January	16					
February	17	Spring break				
February	18					
February	19	2	Getting to know Alimony: its rulings and conditions for entitlement	Alimony: its rulings and conditions for entitlement	Standard method	Classroom performance and exams
February	20	2	Getting to know Expense components	Expense components	Standard method	Classroom performance and exams
March	21	2	Getting to know Marriage differences	Marriage differences	Standard method	Classroom performance and exams
March	22	2	Understanding the difference between annulment and divorce	The difference between annulment and divorce	Standard method Text	Classroom performance and exams
March	23	2	Understanding divorce in Islam	Divorce in Islam	Standard method brainstorming	Classroom performance and exams
March	24	2	Understanding the categories of divorce	Divorce sections	Standard method Text	Classroom performance and exams
April	25	2	Understanding revocable and irrevocable divorce	Revocable and irrevocable divorce	Standard method	Classroom performance and exams
April	26	2	Understanding the conditions for a valid divorce, including explicit	Conditions for the validity of divorce, explicit divorce, and implicit divorce	Standard text method	Classroom performance and exams

			and implicit divorce.			
amnesia	27	2	Understanding voluntary separation and divorce	Voluntary separation and divorce	Standard method Text	Classroom performance and exams
April	28	2	Identifying automatic differences	Automatic difference	Standard text method	Classroom performance and exams
Mays	29	2	Understanding the waiting period and the reason for its obligation	The waiting period and the reason for its obligation	Standard method Text	Classroom performance and exams
Mays	30	2	Understanding birth and lineage laws	Birth and lineage laws	Standard method Text	Classroom performance and exams
Mays	Final exams					
Mays						
12.	Infrastructure					
Required textbooks	Personal Status Law, Part 1: Marriage, Divorce, and Alimony, by Dr. Ahmed Al-Kubaisi					
Main references (sources)	The Clear Sea, The End of the Needy, The Wonders of Crafts in Arranging the Laws					
Recommended books and references (scientific journals)						
Electronic references						
13.	Curriculum Development Plan (Jurisprudence)					
RequiresThe course on Islamic jurisprudence (fiqh) requires additional hours beyond its current allocation, as it is fundamental to understanding personal status laws and their relationship to jurisprudence, the judiciary, and law. It plays a major role in achieving the objectives of the academic program. The course development plan also necessitates considering the most suitable teaching methods and visual aids for each subject.						

Exegesis and Quran Memorization

1. The course name					
Preservation and interpretation					
2. The course code					
EEX215					
3. the chapter / year					
-2025-2026					
4. date numbers this Description					
1/12/2025					
5. Available forms of attendance					
presence					
6. Number of study hours (total) / Number of units (total)					
Hours Study 2 hours weekly					
Units 2 units Study					
7. Name of the course coordinator (if there is more than one, please mention it).					
Name: asst. dr. Kawthar Abdul Rahman					
Email :drkawther9@gmail.com					
8. Course objectives					
Course objectives		This course aims to: <ul style="list-style-type: none"> • Enabling students to understand the interpretive methodology adopted in the elite interpretations. • A systematic scientific analysis of the verses of the second part of Surah Al-Baqarah. • A statement of the doctrinal, legislative, and educational objectives of the verses. • Developing the skill of linking the Qur’anic text with the historical context. • Training students to extract benefits and rulings from interpretation. 			
9. Teaching and learning strategies					
strategy		<ul style="list-style-type: none"> • Lecture Interpretive analytical • discussion Scientific The guide • analysis Text Quranic And the interpretation • Storm mental • Assignments Individual (summary – Extraction benefits) 			
D.Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2	Understanding Analysis	entrance to elite Interpretations and Definitions By the author His approach in Its interpretation	a lecture	duty
2	2	Understanding	save And he explained verses 141-145	a lecture	duty
3	2	Analysis	save And he explained verses 146-153	discussion	duty
4	2	Understanding	save And he explained verses 154-163	a lecture	duty
5	2	Analysis	to explain The verse 162-163	a lecture	duty
6	2	Understanding	to explain Save 164-169	discussion	duty
7	2	Analysis	review verses from 141-169	review	duty
8	2	Understanding	explanation Save verses 170-173	a lecture	duty
9	2	Analysis	explanation Save verses 174-176	a lecture	duty

10	2	Understanding	explanation Save verses 177-178	a lecture	duty
11	2	Analysis	explanation Save verses 179-181	a lecture	duty
12	2	Understanding	explanation Save verses 182-184	a lecture	duty
13	2	Analysis	explanation Save verses 185-186	a lecture	duty
14	2	Evaluation	Test	a test	evaluation
15	2	Understanding	explanation Save verses 187-188	a lecture	duty
16	2	Analysis	explanation Save verses 189-190	a lecture	duty
17	2	Understanding	explanation Save verses 191-194	a lecture	duty
18	2	Analysis	explanation And reduce verses 195-196	a lecture	duty
19	2	Understanding	explanation Save verses 197-199	a lecture	duty
20	2	Understanding	explanation Save verses 200-202	a lecture	duty
21	2	Analysis	explanation Save verses 203-205	a lecture	duty
22	2	Analysis	review verses 187-205	a lecture	duty
23	2	Understanding	save and interpretation verses 206-210	a lecture	duty
24	2	Analysis	save and interpretation verses 211-213	a lecture	duty
25	2	Understanding	save and interpretation verses 214-215	a lecture	duty
26	2	Analysis	save and interpretation verses 216-219	a lecture	duty
27	2	Understanding	save and interpretation verses 220-224	a lecture	duty
28	2	Analysis	save and interpretation verses 225-237	a lecture	duty
29	2	Understanding	save and interpretation verses 238-252	a lecture	duty
30	2	Evaluation	Test	a test	evaluation

11. Course evaluation

distribution Degree from (100) As follows:

- Preparation Daily And participation:5 degrees
- Duties And the reports:5 degrees
- Test Half:15 degrees
- Test Final:60 degrees

12. Learning and teaching resources

Required textbooks (methodology, if applicable)	Saqwa Interpretations For Muhammad on Soap
Main references (sources)	Manahil gratitude in sciences The Quran For Al-Zarqani Perfection in sciences The Quran Al-Suyuti
Recommended supporting books and references (scientific journals, reports...)	sciences The Quran For Subhi The righteous Manahil gratitude in sciences The Quran For Al-Zarqani
Electronic references, websites	Library Comprehensive

Islamic Ethics

1. Name of the course					
Islamic Ethics / Stage Two					
2. code of the course					
EETH226					
3. the chapter / year					
annual					
4. date numbers this Description					
13/12/2025					
5. Available forms of attendance					
the audience only					
6. Number of study hours (total) / Number of units (total)					
2 hours / Weekly					
7. Name of the course coordinator (if there is more than one, please mention it).					
Name: Dr. Yasmine Anas Ismael Email :yasmineanas28@imamaladham.edu.iq					
8. Course objectives					
Course objectives			1Understanding the legal and intellectual foundations Islamic ethics 2- Understanding the role of ethics in Imam Al-Ghazali's reform project 3- Distinguishing Al-Ghazali's approach to self-discipline and moral refinement 4- Analyzing ethical problems from an Islamic perspective 5- Acquiring practical skills in controlling behavior and building moral character 6- Comparing Islamic moral values with other moral mo		
9. Teaching and learning strategies					
strategy		Lecture dialogue discussion and dialogue Learning With stories (Stories) Al-Qurani (Prophetic) study the condition Learning Cooperative Storm mental Learning Standing on Problems Learning Self Media Educational			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2	that It is clear student concept Ethics Its importance	introduction in Ethics Islamic	a lecture Interactive discussion	a test short sharing Safia
2	2	that He specifies student role The Quran in building Ethics	sources Ethics Islamic/Quran	reading Texts discussion	Questions short
3	2	that It is clear student role Y in Strengthening Ethics	sources Ethics Islamic year	study condition discussion	sharing Safia
4	2	that Explains student how Based Ethics to Consensus and measurement	sources Ethics Islamic Consensus measurement	a lect Examples	a test short
5	2	that He explains student concept Honesty And its effect in life	Ethics Individ Honesty	an offer Exam discussion	an exercise writing

6	2	that Explains student importance Honesty in Dealing	Ethics Individual Honesty	study condition	a report short
7	2	that Applies student patience chastity on Positions The process	Ethics Individual chastity And patience	discussion collective	an exercise practical
8	2	that It is clear student importance cooperation between Individuals	Ethics social – cooperation	game discussion R	evaluation sharing
9	2	that analyzes student effect Mercy in the society	Ethics social – Mercy	Examples App	an exercise writing
10	2	that Applies student tolerance and justice in Scenarios practical	Ethics social – tolerance and justice	study condition discussion	a report short
11	2	that Explains student Ethics in Positions the job	Ethics Professional Concepts General	a lecture workshop a job	a report short
12	2	that Applies student Ethics in Positions the job	Ethics The prohibitions Integrity and responsibility	study condition	an exercise practical
13	2	that Applies student principles Dealing Islamic in Positions Daily	Ethics in Dealing with Others	acting Roles	Evaluate practical
14	2	that It is clear student punishment in Consolidation Ethics	sanctions and rewards Islam	a lecture analysis Texts	a test short
15	2	that He specifies student behaviors wrong	behaviors wrong – Types	discussion collective	a report collective
16	2	that It is proposed student Ways to treat behaviors wrong	behaviors wrong – Ways Treatment	workshop a job discussion	an exercise practical
17	2	that analyzes student importance Media on Ethics	Ethics in Media	an offer video discussion	analysis condition
18	2	that It is clear student effect Technology on Values Ethics	Ethics in Technology	discussion collective	a report short
19	2	that Explains student importance Ethics in protection the environment	Ethics environmental	study condition discussion	an exercise practical
20	2	that Applies student Principles Ethics in Relations family	Ethics in Family	acting Roles discussion	a report short
21	2	that It is clear student importance Ethics in the society	Ethics in the society Civilian	a lecture	an exercise practical
22	2	that Applies student Values on Positions life Daily	Values Islamic in life Daily	study condition	an exercise practical
23	2	that Applies student principles Integrity And courage	Integrity And courage	discussion	evaluation sharing
24	2	that It is clear student effect friendship honest And the brothers	friendship And brothers	discussion collective	plan Project
25	2	that Plans student For project	project Preparation	project collective	evaluation Project

		Applies In it what Learn it			
26	2	that Implement student Proj Applied	project Implementation	project collecti	evaluation the off
27	2	that Shows student results project	project applied - the o	an offer oral	a test short
28	2	that review student Concepts Basic For morals Individual social	review Comprehensiv	discussion	a test short
29	2	that review student Ethics Professional and values in Daily	review Comprehensiv	Questions Interactive	a test short
30	2	that Proves student understood it The complete For the decision	The exam Final	solution Questi discussion	a test ultimate

11. Course evaluation

- 1. distribution Degree Consisting of 40 points based on the tasks assigned to the student, such as:**
Daily preparation ((5 points)
Daily oral tests ((5 points)
Monthly oral exams ((5 points)
Monthly written tests ((15 points)

Reports/Projects(5 points)

12. Learning and teaching resources

Required textbooks (methodology, if applicable) Study, if available	Ethics Islamic according to Methodology Imam Ghazali
Main references (sources)	
Recommended supporting books and references (scientific journals, reports...)	
Electronic references, websites	

Comparative Religions

1. Course Title:
Comparative Religions
2. Course Code:
ERC223
3. Semester / Academic Year:
2025–2026
4. Date of Preparation of This Description:
1/10/2025
5. Available Attendance Format:
Weekly
6. Total Study Hours / Total Units:
60 hours / 120 units
7. Name of the Course Coordinator (if more than one, all should be mentioned):
Name: Asst. Inst. Dr. Ali Dawood Khalaf Email: alidawood@gmail.com
9. Course Objectives: - To familiarize the student with the meaning and history of religions, their classification, and historical periods. -To familiarize the student with the definition and classification of religions -Enabling the student to engage in comparative religion discussions -The student should be able to distinguish between revealed religion and man-made religion -The student should know the doctrines of the Abrahamic religions
10- Learning outcomes, teaching and learning methods, and assessment A-Knowledge and understanding 1- The student should know the meaning of religion and compare religions 2- That the student understands the doctrines of previous religions b) Subject-specific skills 1- The student's knowledge of the nature of religions preceding Islam 2-Knowing the obligation to believe in previous religions C- Thinking skills

1- Teaching the student interfaith dialogue skills

2- Active student participation in asking questions, answering questions, and understanding

D-General Skills

1- Linking and comparing previous religions

Evaluation methods

1- Discussions and daily observations during exams

2- Homework assignments and their follow-up, and the summer calendar

3- Diagnostic assessment through midterm and final exams to issue pass/fail rulings

11-Teaching and learning methods

1- The standard method (delivering theoretical lectures)

2- Discussion method

3- Desk research

12-Course Structure

Week	Hours	Learning outcomes	Course topic	Learning method	Evaluation Method
1	2	Comparative Religion	Introduction	Giving lectures	daily
2	2	Comparative Religion	Terms used in the study	Giving lectures	daily
3	2	Comparative Religion	Jewish history	Giving lectures	oral
4	2	Comparative Religion	Completing the History of the Jews	discussion	Editorial
5	2	History of the two religions	Holy books	Giving lectures	oral
6	2	History of the two religions	Old Testament	Giving lectures	daily
7	2	History of the two religions	Scholars' opinions	Giving lectures	daily
8	2	History of the two religions	Oral law	Giving lectures	oral
9	2	History of the two religions	Jewish beliefs	discussion	oral
10	2	History of the two religions	Jewish holidays	Giving lectures	daily
11	2	History of the two religions	Jewish sects	Giving lectures	daily

12	2	History of the two religions	Zionism	Giving lectures	oral
13	2	History of the two religions	Summary of the religion	Giving lectures	Editorial
14	2	History of the two religions	Christianity	Giving lectures	daily
15	2	History of the two religions	Introduction to Religion	Giving lectures	Editorial
16	2	History of the two religions	The Origins of the Church		daily
17	2	History of the two religions	The Church in the Middle Ages	discussion	oral
18	2	History of the two religions	The Crusades	Giving lectures	oral
19		History of the two religions	Religious reform	discussion	Editorial
20	2	History of the two religions	Origins of the Papacy		daily
21	2	History of the two religions	Church beliefs	discussion	oral
22	2	History of the two religions	Church councils		oral
23	2	History of the two religions	The Seven Sacraments of the Church	discussion	Editorial
24	2	History of the two religions	Christ in Judaism	Giving lectures	daily
25	2	History of the two religions	Christian sects	discussion	oral
26		History of the two religions	Holy books	discussion	daily
27	2	History of the two religions	Summary of the religion	discussion	
28	2	History of the two religions	Comparison of the two religions	Giving lectures	Editorial
29	2	History of the two religions	review	discussion	Editorial
30	2	History of the two religions	review	discussion	Editorial

12-Infrastructure

Required readings: The prescribed textbook, "History of Judaism and Christianity."

Primary texts: The Holy Quran–Bible

Other: Research in Religions

13. Special requirements: A visit to one of the churches in Baghdad

Social services: Lectures for guests from other religions

14-Curriculum Development Plan

Adding related topics enhances learning ability, such as the difference between revealed religions and man-made religions.

Ba'ath Party crimes

1. Course Name:					
Ba'ath Party crimes					
2. Course Code:					
ECBP224					
3. Semester / Year:					
2025-2026					
4. Description Preparation Date:					
1/9/2025					
5. Available Attendance Forms:					
WEEKLY					
6. Number of Credit Hours (Total) / Number of Units (Total)					
30 hours					
7. Course administrator's name (mention all, if more than one name)					
Name: M.A. Teeba Emad najim Email: imamaladham.edu.iq@teeba.emad					
8. Course Objectives					
Course Objectives		<ol style="list-style-type: none"> 1. To understand the origins of the Ba'ath Party and its ideological and political development. 2. Analysis of the methods of repression and practices of the security and intelligence services during the party's rule. 3. Understanding the national and international legal framework for crimes against humanity and genocide. 4. Evaluating the social, economic, and political effects of the Ba'ath Party's policies. 5. Linking the crimes committed with the mechanisms of transitional justice after 2003. 6. Developing research and analysis skills in human rights issues and political crimes. 			
9. Teaching and Learning Strategies					
Strategy		<p style="text-align: center;">education (from before (Professor):</p> <ul style="list-style-type: none"> • Discussions . • Storm mental . • division to Groups (Learning) Cooperative). • Wall conceptual . <p style="text-align: center;">Learning (from before (Students):</p> <ul style="list-style-type: none"> • memory . • Documentation Notes . • Summary . <p style="text-align: center;">the focus on Parts Important .</p>			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1	crimes sys The Baath Iraq	concept Cri And its sections	Lectures	Exams
2	1	crimes sys The Baath Iraq	crimes system Baath according documentation The court crim Iraqi Upper gen 2005	Lectures	Exams
2	1	crimes sys The Baath Iraq	Types Cri International	Lectures	Exams
3	1	crimes sys The Baath Iraq	Decisions Iss from The co criminal Upper	Lectures	Exams
4	1	crimes sys The Baath	Crimes Psycholo	Lectures	Exams

		Iraq			
5	1	crimes sys The Baath Iraq	Mechanisms psychological crimes	Lectures	Exams
6	1	crimes sys The Baath Iraq	Psychological effects of crimes	Lectures	Exams
7	1	crimes sys The Baath Iraq	social crimes	Lectures	Exams
8	1	crimes sys The Baath Iraq	militarization society	Lectures	Exams
9	1	crimes sys The Baath Iraq	The Ba'ath regime's stance religion	Lectures	Exams
10	1	crimes sys The Baath Iraq	Violations of I laws	Lectures	Exams
11	1	crimes sys The Baath Iraq	Images of hur rights violations crimes Authority	Lectures	Exams
12	1	crimes sys The Baath Iraq	Some decis regarding political military violat of the Ba regime	Lectures	Exams
13	1	crimes sys The Baath Iraq	Prisons detention center the Ba'ath regin	Lectures	Exams
14	1	crimes sys The Baath Iraq	First semester ex	Lectures	Exams
15	1	crimes sys The Baath Iraq	Environmental crimes of Ba'ath regime Iraq	Lectures	Exams
16	1	crimes sys The Baath Iraq	pollution Al-H and radioac explosion mines	Lectures	Exams
17	1	crimes sys The Baath Iraq	Destruction of c and villa (scorched ea policy)	Lectures	Exams
18	1	crimes sys The Baath Iraq	draining marshes	Lectures	Exams
19	1	crimes sys The Baath Iraq	Demolition of p groves, trees crops	Lectures	Exams
20	1	crimes sys The Baath Iraq	Mass grave crim	Lectures	Exams
21	1	crimes sys The Baath Iraq	Events of the n graves of geno committed by Ba'athist regime	Lectures	Exams
22	1	crimes sys	Events of	Lectures	Exams

		The Baath Iraq	Sha'ban Uprising 1979		
23	1	crimes sys The Baath Iraq	mass graves	Lectures	Exams
24	1	crimes sys The Baath Iraq	Malha Cemetery	Lectures	Exams
25	1	crimes sys The Baath Iraq	Martyrs of Pe website	Lectures	Exams
26	1	crimes sys The Baath Iraq	Completion of remaining n graves	Lectures	Exams
27	1	crimes sys The Baath Iraq	Material review	Lectures	Exams
28	1	crimes sys The Baath Iraq	final exam	Lectures	Exams
29	1	crimes sys The Baath Iraq	Re-examination	Lectures	Exams

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

Preparation Daily =5 degrees, Exams Daily Oral =5 degrees, Exams Monthly =15 degrees At a rate Two exams, Collects student Seeking from 40 degrees , The exam Final from 60 degrees

12. Learning and Teaching Resources

Required textb (curricular books, if an	d.Hussein Aliwi supporter Al-Ziyadi, geography The crime principles And established/houseHarvest/Damascus/2015. Dr. Hussein Aliwi supporter Al-Ziyadi and Dr. AbbasgiftAl-Quraishi, Environmental Crimes under the Ba'athist Regime, Iraqi Center for Documenting Extremist Crimes, Dar Al-Kafeel Printing House, Karbala.2023. Jundi Abdulmalik, The Criminal Encyclopedia, Part Three, Dar Ihya al-Turath al-Arabi, Beirut,1990. law affairs Protection cemeteries collective number (5) For the year 2006 and its instructions number (1) For the year 2019 Iraq.
Main references (sourc	Research papers, letters and theses related to the crimes of the Baath regime in Iraq.
Recommended books and references (scientific journals, reports...)	Agreements International Private crimes system The Baath in Iraq . The Supreme National Commission for Accountability and Justice, Media Departmen Mass Graves in Iraq,2011.
Electronic Referen Websites	The International Information Network (Internet)

Computer Science

1. Course Title:
The computer science
2. Course Code:
EACS208
3. Semester / Academic Year:
2025–2026
4. Date of Preparation of This Description:
1/10/2025
5. Available Attendance Format:
Weekly
6. Total Study Hours / Total Units:
60 hours / 120 units
7. Name of the Course Coordinator (if more than one, all should be mentioned):
Asst. inst. Teeba imad teba.emad@imamaladham.edu.iq
Course objectives:
Definition of the student to be familiar with the basic rules for dealing with the computer and project execution, printing matters, preparing statistics and charts, In•managing it to assist .and creating presentations in the future
Given the emergence of the internet as a means of communication available to everyone, it to use computers due to the role of the has become very necessary for students to learn how internet in many fields, including education, scientific research, commerce, and marketing .through electronic correspondence, web pages, and electronic communication

.methods, and assessment Learning outcomes, teaching and learning

Knowledge and Understanding -A

- ..The extent of the student's comprehension of the subject -
- ..The ability to analyze and practically apply what is learned on the computer -
- ThatThe assessment is conducted through presenting the material among the students in the lab and then applying it by them

Skills specific to the subject -B

- .Direct questions and answers about the previous material -
- o comprehend through theAnalyzing the student's ability t -home work It is implemented at home and stored on discs to be presented to the students directly to assess what they have learned from the previous lecture

Teaching and learning methods

presenting the material on the program of The theoretical method and explanation by thepower point In the form of diagrams and images to capture the student's attention and help him not to feel bored.0

The practical method represented by applying what was presented on the computer and daily and monthly testsconducting d

Assessment methods

- (The score of the first exam is out of 15 (5 points for practical + 10 points for theoretical -
- .(The second exam score is out of 15 (5 points for practical + 10 points for theoretical-
- .for daily attendance and participation In addition to 5 points
- To become the final grade of the first semester out of 20 degrees

:Emotional goals

- .Guiding the student on how to use the computer in accordance with their cultural level -
- .social media Guiding the student on how to deal with -

Teaching and learning methods

Management The lecture On Towards My application is related to the reality of daily life to attract the student to the topic of the lesson without deviating from the core of the subject so ..is flexible and able to be understood and analyzed that the material

Assignment The student With some Activities and the duties CollectiveThrough conducting research and reports on the importance of using computers in our daily lives and using them communication means among.

Allocation Percentage from The degree .Daily duties and testsJ

Methods of evaluation

Participation The doer in Hall The lesson Guide Commitment The student And it carries him Responsibility.

Commitment On time The specified in Presentation Duties .and research

expresses The tests The quarterly and the final About Commitment and the attainment

Cognitive and the skills.

General and transferable skills (other skills related to employability and personal
.(development

Development - Ability student The On Dealing with Means .Technology

Development - Ability The student on Dealing with .The Internet

Development - Ability The student on Dealing With The means .multiple

Development -4 Ability The student On The dialogue .and the discussion

Structure Course					
Assessment method	Teaching method	Unit Name / Course or Subject	Required learning outcomes	The hours	The week
General questions and discussion	Theoretical Practical +	ﻯElectronic security	Cyber security and Microsoft Word 2019	1	1
General questions and discussion or .exam I	Theoretical Practical +	learning-E	Introduction to the -Basics of E Learning	1	2
General questions and discussion	Theoretical Practical +	learning-E	A brief overview of the classroomclassroom	1	3
.An exam	Theoretical Practical +	learning-E	Classroom interface	1	4
General questions and discussion or exam I .am	Theory + Practical	learning-E	Participation Square	1	5
General questions and discussion	Theoretical Practical +	learning-E	The study assignment	1	6
General questions	Theory + Practice	learning-E	The people	1	7
The duties Collective	Theoretical Practical +	Cybersecurity	Internet security	1	8
General questions	Theory + Practice	ﻯElectronic security	The World Wide Webwww (1	9
Monthly exam	Theory + Practice	ﻯElectronic security	Website	1	10
General questions	Theoretical Practical +	ﻯElectronic security	Email	1	11
Discussion and .exam	Theoretical Practical +	safety-E	Safety on social media networks	1	12

General questions	Theoretical Practical +	Cybersecurity	Digital security	1	13
	Theoretical Practical +	ﻱElectronic security	Cyberbullying	1	14
Monthly exam	Theoretical Practical +	ﻱElectronic security	Phishing through .social media	1	15
General questions and discussion	Theoretical Practical +	Word2019	Learn Microsoft Word 2019	1	16
General questions and discussion	Theoretical Practical +	Word2019	Keyboard shortcuts in Word program	1	17
General questions and discussion	Theoretical Practical +	Word2019	Program Interface	1	18
General questions and discussion	Theoretical Practical +	Word2019	Special explanation for the file menu	1	19
General questions and discussion	Theory + Practice	Word2019	Explanation of the lists	1	20
General questions and discussion	Theoretical Practical +	Word2019	Home page	1	21
General questions and discussion	Theoretical Practical +	Word2019	The line	1	22
General questions and discussion	Theory + Practice	Word2019	Patterns	1	23
General questions and	Theoretical Practical +	Word2019	Paragraphs	1	24

discussion					
Monthly exam	Theoretical Practical +	Word2019	Listing table	1	25
General questions and discussion	Theoretical Practical +	Word2019	Tables and illustrative drawings	1	26
General questions and discussion	Theoretical Practical +	Word2019	Connections and the head and the the text footer and	1	27
General questions and discussion	Theory + Practical	Word2019	Page layout	1	28
General questions and discussion	Theoretical Practical +	Word2019	Watermark and zooming in and out	1	29
	Theoretical Practical +		Test	1	30

Infrastructure	
:Required readings The course books Other	The prescribed book:Computer Fundamentals and - Office Applications / Ministry of Higher Education and Scientific Research
Special requirements	

Developmental Psychology

1. Course Title:	
Psychology	
2. Course Code:	
EDP225	
3. Semester / Academic Year:	
2025–2026	
4. Date of Preparation of This Description:	
1/10/2025	
5. Available Attendance Format:	
Weekly	
6. Total Study Hours / Total Units:	
60 hours / 120 units	
7. Name of the Course Coordinator (if more than one, all should be mentioned):	
Asst. Inst. Othman Mahjoub Email: othman79iraq@gmail	
<p>1. Course objectives</p>	<p>that recognizes student on concept science same Growth and areas His interests and his study.</p> <p>that recognizes student on meaning Growth encompasses various developmental changes: intellectual, physical, functional, and emotional.</p> <p>Describing psychological processes across different age groups It revealed the characteristics of the changes that occur at each age.</p> <p>Explaining the phenomenon of change The timescales of human behavior and the identification of the factors and variables that determine this change. Reaching standards for growth at each of its stages.</p> <p>Identifying the factors affecting the growth process</p> <p>The ability to develop curricula and courses appropriate for the age group</p> <p>Increased predictability in the field of growth and development</p> <p>Evaluating the growth process.</p>

10- Course outcomes, teaching and learning methods, and assessment

Cognitive objectives

A1- The student should be able to understand the meaning of developmental psychology

A2- The student should recognize the importance of the age stages from childhood to old age

A3-that recognizes student on Theories Growth and its applications educational.

Skill objectives

B1-that He is skilled in Eat the topic that He speaks In it

B2- that He is able on discussion And offered ideas In picture Good.

B3- To be able to use statistical procedures appropriate to the subject.

Teaching and learning methods

Electronic means

brainstorming

Assessment methods

Tests(weekly , and monthly)In addition to numbers all student papers Research on topic Lecture

C- Affective and value-based objectives

A1-create Motivation I have student on road link Concepts Basic in science Same growth Interests student And society.

Part 2-development bearings student about create Motivation when learners on road link Goals educational Need Interests and nature Learning and society.

A3- -development and development Trends and values Ethics and objectivity that It relates With concepts and fields science same Growth and assistance student on to bear responsible receipt Knowledge to learners

C4-that be for him ability on discussion or Dialogue on Foundations from objectivity and logic.

11. Course Structure					
Instruction Method	Teaching method	Unit or topic name	Required learning outcomes	Hours	Week
Learning Questions Answer About from ent	Dialogue and discussion	The concept of science self Growth	identification on meaning science same Growth	2	the first
	=	The purpose of the topic	that He is able student from Understanding the meaning of development and growth, and the differences between them	2	the second the third Fourth
			The exam the first For the chapter Academic the first		Fifth
	=	How growth occurs	Understanding the principles of growth and the factors that influence it	2	Sixth
	=	=	=	2	Seventh
	=	Applied research/ example	Research methods in developmental psychology	2	Eighth
=	=	Theories	Theoretical trends in developmental psychology	2	Ninth
=	=	Theories	The importance of life sciences in the development of child psychology	2	tenth
	=	The process of socializat ion within the family	socialization	2	eleventh
	=	Clarifyin g the relations hip with develop mental	Dependent behavior and aggressive behavior	2	twelfth

			psychology			
=		=	Stages	congenital growth	2	thirteenth
=		=	Sensation and perception	Cognitive growth	2	fourteenth
=		=	Sensation and perception	Cognitive growth	2	fifteenth
=		=	Steps of thinking	Thinking, its tools and stages	2	Sixteenth
=		=	Mental images	Thinking, its tools and stages	2	seventeenth
=		=	Stages of thinking development	Thinking, its tools and stages	2	eighteenth
=		=	Its definition and level	Concepts	2	nineteenth
=		=	Definition and processes	Reasoning	2	Twenty
=		=	Its components and capabilities	Innovation and creativity	2	Twenty-one
=		=	=	=	=	=
=		=	Language: Its Meaning and Importance	Language development	2	Twenty-second
=		=	=	=	=	Twenty-third
=		=	Its definition and nature	adolescence	=	Twenty-fourth
=		=	=	=	=	Twenty-fifth
=		=	Types	Physical changes	=	Twenty-sixth
=		=	His relationship to the individual	Adolescent and society	=	Twenty-seventh

			al and society			
=		=	adolescent's level of awareness	Adolescent cognitive development	=	Twenty-eighth
=		=	=	=	=	=
=		=	Its development according to age stages	imagination	=	Twenty-ninth
=		=	Re-experience	memory	2	thirty
=		=	General characteristics of mental development	Capabilities and readiness	2	thirty-one
=		=	=	=	2	thirty-two

12- Infrastructure

1- Required textbooks	Childhood and Adolescent Psychology
2- Main references (sources)	Theories of human evolution Evolutionary psychology
Recommended books and references (scientific journals, reports, ...)	
Electronic references, websites...	

13- Curriculum Development Plan

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Third stage courses

English Grammar

Course Name:	
English Grammar	
Course Code:	
ECG309	
Semester / Year:	
Annual	
Description Preparation Date:	
11/06/2024	
Available Attendance Forms:	
Lectures	
Number of Credit Hours (Total) / Number of Units (Total)	
Three Hours Weekly	
Course administrator's name (mention all, if more than one name)	
Name: Asst.Inst. Ghada Majid Ahmed	
Email: ghadamajid@imamaladham.edu.iq	
Course Objectives	
Course Objectives	<p>The course tries developing and raising the standards of students in writing and speaking so that they achieve good communication with others through the usage of better grammar . This course is designed to help students meet four objectives .</p> <p>To understand English grammar and to develop the ability to further your knowledge of English grammar by self- study after the course is over .</p> <p>To acquire knowledge about the types of grammatical problems that ESL/EFL learners with different native languages tend to have.</p> <p>To meet the first two criteria , the course covers a variety of grammar topics on those aspects of English grammar that are known to be particularly challenging to ESL/EFL learners</p>
Teaching and Learning Strategies	

Strategy	<ul style="list-style-type: none"> -lectures - Discussion - Dialogue - Presentations - The internet - Educational videos - Self-learning - Collaborative learning - Brainstorming
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Course Structure

We ek	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Reception, understanding, discussion	Sentence elements	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
2	3	Reception, understanding, discussion	Sentence elements	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
3	3	Reception, understanding, discussion	Parts of Speeches	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily

					quiz/exam
4	3	Reception, understanding, discussion	Parts of Speeches	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
5	3	Reception, understanding, discussion	Stative and Dynamic	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
6	3	Reception, understanding, discussion	Stative and Dynamic	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
7	3	Reception, understanding, discussion	Pro-Forms	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
8	1	Exam	Exam	Exam	Exam
9	3	Reception, understanding, discussion	Regular verbs and the inflectional rules	The lecture method using the whiteboard Examples of	The question and answer method Classroom discussion Working in

				external models Using the internet	groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
10	3	Reception, understanding, discussion	Irregular verbs	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
11	3	Reception, understanding, discussion	Irregular verbs	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
12	3	Reception, understanding, discussion	Auxiliaries	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
13	3	Reception, understanding, discussion	Tense, aspects and Mood	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
14		Reception,	Tense, aspects	The lecture	

		understanding, discussion	andMood	method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
15	1	Exam	Exam	Exam	Exam
16	3	Reception, understanding, discussion	Noun classes	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
17	3	Reception, understanding, discussion	Noun classes	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
18	3	Reception, understanding, discussion	Determiners	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
19	3	Reception, understanding, discussion	Determiners	The lecture method using the whiteboard Examples of external	The question and answer method Classroom discussion Working in groups and peer assessment

				models Using the internet	between the groups themselves Homework Quick daily quiz/exam
20	3	Reception, understanding, discussion	Reference and the Articles	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
21	3	Reception, understanding, discussion	Reference and the Articles	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
22	1	Exam	Exam	Exam	Exam
23	3	Reception, understanding, discussion	Number	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
24	3	Reception, understanding, discussion	Number	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
25	3	Reception,	Gender	The lecture	The question and

		understanding, discussion		method using the whiteboard Examples of external models Using the internet	answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
26	3	Reception, understanding, discussion	The Genitive	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
27	3	Reception, understanding, discussion	The Genitive	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
28	3	Reception, understanding, discussion	pronouns	The lecture method using the whiteboard Examples of external models Using the internet	The question and answer method Classroom discussion Working in groups and peer assessment between the groups themselves Homework Quick daily quiz/exam
29	1	Exam	Exam	Exam	Exam
30	3	Reception, understanding, discussion	pronouns	The lecture method using the whiteboard Examples of external models	The question and answer method Classroom discussion Working in groups and peer assessment between the

				Using the internet	groups themselves Homework Quick daily quiz/exam
31	3	Curriculum review	Curriculum review	Curriculum review	Curriculum review
32	3	Curriculum review	Curriculum review	Curriculum review	Curriculum review

Course Evaluation

Course Evaluation: Distribution of the 40-point grade based on the tasks assigned to the student, such as:

- Daily preparation (5 points)
- Daily oral quizzes (5 points)
- Monthly oral exams (5 points)
- Monthly written exams (10 points)
- Reports/projects (15 points)"

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Quirk, Randolph, et al. "A grammar of contemporary English ". : (1972)
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

General linguistics

1. Course name:

General linguistics

2. Course Name/Code

EIL310

3. Academic term/year:

2024-2025

4. Date this description was prepared:

2025/3/4

5. Available forms of attendance:

daily

6. Total number of study hours:

60hour

7. Name of course coordinator:

Email:

Prof. dr. Muhammed abdul qadir

8. Course Objectives

1. Making students more aware of what linguistics means
2. To enable students to understand the diversity of human languages, as well as their similarities in many of the fundamental aspects of language formation.
- 3. To enable the student to identify the main linguistic areas of interest to linguists
9. Teaching and learning strategies

- Discussion and dialogue in presenting the topic as a method of communication.
- Using modern visual aids such as filesPDFAnd.PowerPoint
- Preparing weekly or quarterly reports that explain the most important aspects of the course.

- Preparing practical activities to apply what was discussed in the lectures.

10. Course structure

Evaluation Method	Learning method	Subject name	Required learning outcomes	Hours	Week
Homework, participation within the classroom	Lectures and discussions	What is linguistics? What is a language?	Students learn the meaning of linguistics What is its origin, and what is the definition of language and its importance?	9	3-1
Homework Participation within the classroom	Lectures and discussions	The origins of language. The animals and human language. The sounds of language. Directions in the study of linguistics	Students learn about the origin of the language, in addition to differences in methods Communication between humans and animals Different approaches to the study of linguistics	24	12-4
Homework, shared within	Lectures and discussions	The sounds patterns of language.	Students learn about the sound patterns of the language.		17-13

Classroom, test Editorial		Word formation. Morphology	In addition to the science of word formation	10	
Homework, participation within the classroom	Lectures and discussions	Syntax	The student learns the basics of grammar.	6	20-18
Homework Participation within Classroom, written exam		Constituents analysis, Tree diagram, Reversed tree diagram	How to construct and analyze sentences using analysis methods (tree method and inverted tree method)	14	27-21

11. Course evaluation

Distribution of the grade from 100 According to the tasks assigned to the student, such as daily preparation, daily exams, reports, etc.

15 Daily exam scores Monthly attendance and daily preparation (Chapter 1: Attendance and Participation) 5 Grades, two exams for the first semester, each exam 15 Grade divided into two groups for the second semester: Attendance and Participation 5 Grades, two exams for the second semester, each exam 15 The grade of a group is divided by two. Midterm exam grade

English Literature

Course Name:
English Literature
Course Code:
EVLI308
Semester / Year:
2025/2024
Description Preparation Date:
Sep/ 2025
Available Attendance Forms:
3 hours per week.
Number of Credit Hours (Total) / Number of Units (Total)
Annual
Number of Studying hours: 3 x 30 = 90 hour
Course administrator's name (mention all, if more than one name)
Name: Assist. Prof. Dr. May Hassan Srayisah Al-Kubaisi Email: mayhassan@imamalaham.iq.
Course Objectives
<p>The goal behind teaching Introduction to Literature is to introduce students to the different literary genres: Shakespeare's drama and the English novel.</p> <p>Students learn about the characteristics, qualities, and techniques of each literary genre through studying various literary texts, through which they learn important skills in writing, research, and developing language skills in general, as well as developing critical thinking and acquiring a cultural and human perspective on literature through reading and analyzing the texts selected in the program.</p> <p>In addition to enhancing their knowledge of the culture of English society in the nineteenth and eighteenth centuries by studying the most important social and political changes that were embodied in the poetry of these historical literary periods..</p> <p>OutputsCourse, teaching, learning and evaluation methods</p> <p>a. Cognitive goals</p> <p>a1. Knowledge of different literary genres (fiction, poetry, and drama)</p> <p>a2. Developing critical and creative thinking skills</p> <p>a3. Gaining a cultural and human perspective on literary texts by examining the global cultures that appear in the texts</p> <p>a4. Introducing students to modern technology and research methods in the field of literature and how to employ them in their field of study of different types of literature in the future..</p> <p>B. Skills obje b. Actives for the course</p> <p>B1. Use technical and sound language to express ideas</p> <p>B2. Developing literary and critical analysis capabilities</p> <p>B3. Develop the ability to conclude and compare</p> <p>B4. Developing the ability to speak and interact in class</p> <ul style="list-style-type: none"> • Methods Education and learning throw Lectures • sharingFemale/male students in dialogue and interaction in classrooms • the demandStudents search sources for terms and texts • QuestionsAnswers in the classroom • an offerDocumentary films and their discussion • trainingStudents learn about research methods and how to find modern sources on the Google search engine and others. <p>MethodsEvaluation: the examEditorial. the examOral and daily during class.</p> <p>C. Emotional and value goals</p> <p>C1. Gaining the ability to link ideas in literary text to life experiences</p> <p>C2. Developing the ability to absorb cultural and human experiences and concepts</p> <p>C3. Develop the ability to use information.</p>
Teaching and Learning Strategies

Methods Education and learning

- throw Lectures
- sharing Female students in dialogue and interaction in class
- the demand Students search sources for terms and texts
- Questions Answers in class.

Methods Evaluation

- the exam Editorial
- the exam oral during class
- Dr. Transferable general and qualifying skills (other skills related to employability and personal development).
- Speaking in English properly
- Developing writing with proper grammar
- .Developing reading
- Developing artistic sense and literary taste.
- Developing literary criticism among students.

Hours	Number of weeks
	3
	7
	3
	7

3

7

Course Evaluation

, oral and written daily and monthly exams

Learning and Teaching Resources

The Tragedy of Hamlet, Prince of

Denmark <https://www.w3.org/People/maxf/XSLideMaker/hamlet.pdf>.

Pride and Prejudice

<https://www.noor-book.com/en/ebook-al-Kibriy%C4%81%CA%BC-waalhaw%C3%A1-pdf>

Hard Times by Charles Dickens

<https://www.fulltextarchive.com/book/Hard-Times/>

<https://www.britannica.com/art/English-literature>

<https://study.com/academy/lesson/what-is-english-literature-history-definition-quiz.htm>

<https://www.britannica.com/art/English-literature>

<https://leverageedu.com/blog/history-of-english-literature/>

One of the educational plans to develop the curriculum is to expand classrooms and laboratories equipped with modern teaching aids, including interactive whiteboards, special laboratories for the English language, and projectors (DATA SHOW)

. References Home (Sources)

Curriculum development plan

Translation

1. Course Name:	
Translation	
2. Course Code:	
ETTR312	
3. Semester / Year:	
Annual	
4. Description Preparation Date:	
11-6-2024	
5. Available Attendance Forms:	
Lectures	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 hours weekly	
7. Course administrator's name (mention all, if more than one name)	
Name: Abeer Adel Muhi Email: Email: abeeradel034@gmail.com	
8. Course Objectives	
Course Objectives	<p>a. Knowledge & Understanding It is hoped that by the end of this course ,students would be aware of the main principles and concepts of translation from English into Arabic and vice versa . They will be able to recognize the similarities and differences between both English and Arabic in terms of structure.</p> <p>b. Cognitive skills (Thinking and Analysis) Students should be able to recognize and analyze the main rules of translation in terms of methods and procedures in order to use them . They are supposed to use certain procedure of translation depending on the type of sentence (simple ,complex and compound); this is due to their identification of the sentence or the context .</p> <p>c. Communicative skills (Personal and Academic) Students should be able to apply their knowledge of using different translation rules and methods in translating different contexts . They will be able to assess and criticize the translation and give alternative using their own knowledge .</p>
9. Teaching and Learning Strategies	
Strategy	lectures

- Discussion
- Dialogue
- Presentations
- The internet
- Educational videos
- Self-learning
- Collaborative learning

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	The Student learn the basic principle of translation.	Simple English sentence	Using External sentences, oral translation	Classroom discussion. Homework assignment
2	2	The Student learn the basic principle of translation.	2. Negative English sentence	Using External sentences, oral translation	Classroom discussion. Homework assignment
3	2	The Student learn the basic principle of translation.	Exercises	Using External sentences, oral translation	Classroom discussion. Homework assignment
4	2	The Student learn the basic principle of translation.	Interrogative sentence	Using External sentences, oral translation	Classroom discussion. Homework assignment
5	2	The Student learn the basic principle of translation.	Exclamation sentence Imperative sentence	Using External sentences, oral translation	Classroom discussion. Homework assignment

6	2	The Student learn the basic principles of translation.		Using Extended sentences, of translation	Classroom discussion. Homework assignment
			Exercises		
7	2	The Student learn the basic principles of translation.		Using Extended sentences, of translation	Classroom discussion. Homework assignment
8	1	Exam	The passive voice		
9	2	The Student learn the basic principles of translation.		Using Extended sentences, of translation	Classroom discussion. Homework assignment
			The complex English sentence		
10	2	The Student learn the basic principles of translation.		Using Extended sentences, of translation	Classroom discussion. Homework assignment
			Exercises		
11	2	The Student learn the basic principles of translation.		Using Extended sentences, of translation	Classroom discussion. Homework assignment
			The English Conjunctions		
12	2	The Student learn the basic principles of translation.		Using Extended sentences, of translation	Classroom discussion. Homework assignment

13	2	The Student learn the basic principles of translation.	The conditional sentences	Using External sentences, of translation	assignment Classroom discussion. Homework assignment
14	2	The Student learn the basic principles of translation.	Exercises	Using External sentences, of translation	Classroom discussion. Homework assignment
15	1	Exam			
16	2	The Student learn the basic principles of translation.	The English tenses	Using External sentences, of translation	Classroom discussion. Homework assignment
17	2	The Student learn the basic principles of translation.	The English Proverbs and idiomatic expressions Exercises	Using External sentences, of translation	Classroom discussion. Homework assignment
18	2	The Student learn the basic principles of translation.		Using External sentences, of translation	Classroom discussion. Homework assignment
19	2	The Student learn	The Arabic nominal sentences	Using External	Classroom

		the basic principle of translation.	The Arabic articles	sentences, of translation	discussion. Homework assignment
20	2	The Student learn the basic principle of translation.	Exercises	Using External sentences, of translation	Classroom discussion. Homework assignment
21	2	The Student learn the basic principle of translation.	The Arabic verbal sentences	Using External sentences, of translation	Classroom discussion. Homework assignment
22	1	Exam			
23	2	The Student learn the basic principle of translation.		Using External sentences, of translation	Classroom discussion. Homework assignment
			The negative sentences in Arabic		
24	2	The Student learn the basic principle of translation.	The Arabic conditional sentences	Using External sentences, of translation	Classroom discussion. Homework assignment
25	2	The Student learn the basic principle of translation.	The translation of punctuation marks in Arabic	Using External sentences, of translation	Classroom discussion. Homework assignment
26	2	The Student learn the basic principle of translation.	The Arabic proverbs and idiomatic expressions	Using External sentences, of translation	Classroom discussion. Homework assignment

27	2	The Student learn the basic principles of translation.	The Arabic proverb and idiomatic expressions	Using External sentences, or translation	Classroom discussion. Homework assignment
28	2	The Student learn the basic principles of translation.	Exercises	Using External sentences, or translation	Classroom discussion. Homework assignment
29	1	Exam			
30	2	The Student learn the basic principles of translation.		Using External sentences, or translation	Classroom discussion. Homework assignment
31	2	Curriculum review			
32	2	Curriculum review			

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

Course Evaluation: Distribution of the 40-point grade based on the tasks assigned to the student, such as:

Daily preparation (5 points)

Daily oral quizzes (5 points)

Monthly oral exams (5 points)

Monthly written exams (10 points)

Reports/projects (15 points)"

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	<p>Introduction to Translation /part Translation into Arabic 1979 Salman AlWasily etal .</p> <p>Introduction to Translation /part Translation into Arabic 1979 Salman AlWasily etal .</p>
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Essay Writing

Course Name:					
Essay Writing					
Course Code:					
EAW311					
Semester / Year:					
Annual					
Description Preparation Date:					
11/06/2024					
Available Attendance Forms:					
My presence only					
Number of Credit Hours (Total) / Number of Units (Total)					
2 hours/ weekly					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Inst . Ghada majid Ahmed					
Email: ghadamajid@imamaladham.edu.iq					
Course Objectives					
Course Objectives		Knowledge of the fundamentals of writing different types of articles Distinguishing between the types of articles such as descriptive, literary, and argumentative Identifying and correcting common errors in article writing			
Teaching and Learning Strategies					
Strategy		Lectures Discussions Dialogues Presentations Internet Educational videos Self-directed learning Collaborative learning Brainstorming Problem-solving Scientific research			
Course Structure					
We ek	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Learn some basic rules about the types of	The sentence	The whiteboard. Examples of sentences. External examples of	Classroom discussion. Exercise questions. Oral

		sentences, how to connect them, tenses, word order, and some common mistakes.		common mistakes.	exam, homework assignment.
1	2	Learn some basic rules about the types of sentences, how to connect them, tenses, word order, and some common mistakes.	The sentence	The whiteboard. Examples of sentences. External examples of common mistakes.	Classroom discussion. Exercise questions. Oral exam, homework assignment.
3	2	Learn what the written paragraph is, its types, and how to write it.	The paragraph	The whiteboard. Examples of external examples, using the internet to learn about some types of written paragraphs.	A short, quick in-class written test. Direct exercises. Homework assignment.
4	2	Learn how to write the essay and its types.	The essay	The whiteboard. Presenting examples of essay types, both internal and external.	Question and answer method. Classroom discussion. Working in groups and mutual self-evaluation between the groups themselves. Homework assignment to write an essay in its various types.
5	2	Learn how to write the essay and its types.	The descriptive essay	The whiteboard. Presenting examples of essay types, both internal and external.	Question and answer method. Classroom discussion. Working in groups and mutual self-evaluation

					between the groups themselves. Homework assignment to write an essay.
6	2	Learn how to write the essay and its types.	The descriptive essay	The whiteboard. Presenting examples of essay types, both internal and external.	Question and answer method. Classroom discussion. Working in groups and mutual self-evaluation between the groups themselves. Homework assignment to write an essay.
7	2	Learn how to write the essay and its types.	The narrative essay	The whiteboard. Presenting examples of essay types, both internal and external.	Question and answer method. Classroom discussion. Working in groups and mutual self-evaluation between the groups themselves. Homework assignment to write an essay.
8	1	First monthly exam.	First monthly exam.	First monthly exam.	First monthly exam.
9	1	Learn about the literary essay and how to write it.	The literary essay	The whiteboard. External examples.	Classroom discussion, presenting examples of the literary essay to students using a data show in class.
10	2	Learn the specific plan for the literary essay and how to structure it.	The literary essay	The whiteboard. Writing examples of the plan. Analyzing the plan in class. Presenting examples	Homework to write a literary essay with a plan. Divide the students into

				of the literary essay, its plans, and discussing its negatives and positives, and identifying any errors if found.	small groups and write a literary essay on a title chosen by the group. Discuss what the students have written in class and analyze the errors made through the method of direct presentation and reading in class.
11	2		The literary essay	Writing a literary essay on the selected titles by the students	Peer evaluation among student groups and discussing the errors after analyzing them, as well as reinforcing the strengths. Writing a short weekly research paper on one of the types of literary writing.
12	2	The student learns the basic principles of writing a short story.	The short story	Presenting selected samples of short stories. Classroom discussion. Watching a globally renowned short story that has been adapted into a short film or an animated film on YouTube or any other online platform.	The student selects a short story and analyzes its key principles. Homework assignment to read a short story and write a summary report on the story. Weekly research paper on a short story chosen by the student.
13	2	The student learns the basic principles of writing job application requirements and submission.	Resume ‘CV portfolio ‘ cover letter‘	Presenting selected samples of resumes. Learning how to write and design them on YouTube or any other online platform, and on popular design websites.	The student selects a short story and analyzes its key principles. Homework assignment to read a short story and write a

					summary report on the story. Weekly research paper on a short story chosen by the student.
14	1	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam
15	2	The student learns the basics of writing a reflective essay.	The reflective essay	The white board. Online samples. Practice exercises from the textbook. Classroom discussion.	Questions and answers. Homework assignment. Writing reports on topics chosen by the students. Quick written test.
16	2	"The student learns the basics of writing the reflective essay."	The reflective essay	The white board. Online examples. Practice exercises from the textbook. Classroom discussion."	Question and answer sessions. Homework assignment. Writing reports on topics selected by the student. Quick written test.
17	2	The student learns how to write an examples essay	The Exemplification essays	The white board. Online examples. Practice exercises from the textbook. Classroom discussion.	
18	2	The student learns how to write an examples essay	The Exemplification essays	The white board. Online examples. Practice exercises from the textbook. Classroom discussion.	Question and answer. Homework assignment. Writing reports on topics chosen by the student. Quick paper test
19	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam
20	2	The student learns how to write essay	A discursive Essay (Argumentative)	The white board. Online examples. Practice exercises from the textbook. Classroom discussion.	Question and answer. Homework assignment. Students divided into groups write a research paper or report on a

					specific topic among the students. Reading the written essay in class in front of the students and discussing and evaluating it by the other students. Quick written test.
21	2	The student learns how to write essay	A discursive Essay (Argumentative)	The white board. Online examples. Practice exercises from the textbook. Classroom discussion.	Question and answer. Homework assignment. Students divided into groups write a research paper or report on a specific topic among the students. Reading the written essay in class in front of the students and discussing and evaluating it by the other students. Quick written test.
22	2	The student learns how to write essay	The media studies essay	The white board. Online examples. Practice exercises from the textbook. Classroom discussion.	Question and answer. Homework assignment. Students divided into groups write a research paper or report on a specific topic among the students. Reading the written essay in class in front of the students and discussing and evaluating it by the other students. Quick written test.
23	Monthly	Monthly	Monthly Exam	Monthly Exam	Monthly Exam

	Exam	Exam			
24	2	The student learns how to write essay		The white board. Online examples. Practice exercises from the textbook. Classroom discussion.	Question and answer. Homework assignment. Students divided into groups write a research paper or report on a specific topic among the students. Reading the written essay in class in front of the students and discussing and evaluating it by the other students. Quick written test.
25	2	The student learns how to write essay	The literary essay(advanced) poetry	The white board. Online examples. Practice exercises from the textbook. Classroom discussion.	Question and answer. Homework assignment. Students divided into groups write a research paper or report on a specific topic among the students. Reading the written essay in class in front of the students and discussing and evaluating it by the other students. Quick written test.
26	2	The student learns how to write essay	The literary essay(advanced) poetry	The white board. Online examples. Practice exercises from the textbook. Classroom discussion.	Question and answer. Homework assignment. Students divided into groups write a research paper or report on a specific topic among the students. Reading

					the written essay in class in front of the students and discussing and evaluating it by the other students. Quick written test.
27	2	The student learns how to write essay		The white board. Online examples. Practice exercises from the textbook. Classroom discussion.	Question and answer. Homework assignment. Students divided into groups write a research paper or report on a specific topic among the students. Reading the written essay in class in front of the students and discussing and evaluating it by the other students. Quick written test.
28	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam
29		The student learns how to write essay		The white board. Online examples. Practice exercises from the textbook. Classroom discussion.	Question and answer. Homework assignment. Students divided into groups write a research paper or report on a specific topic among the students. Reading the written essay in class in front of the students and discussing and evaluating it by the other students. Quick written test.
30		The student learns how to	The literary essay(advanced	The white board. Online examples.	Question and answer.

		write essay)Novel	Practice exercises from the textbook. Classroom discussion.	Homework assignment. Students divided into groups write a research paper or report on a specific topic among the students. Reading the written essay in class in front of the students and discussing and evaluating it by the other students. Quick written test.
31	2	The student learns how to write essay	The literary essay(advanc) Novel	The white board. Online examples. Practice exercises from the textbook. Classroom discussion.	Question and answer. Homework assignment. Students divided into groups write a research paper or report on a specific topic among the students. Reading the written essay in class in front of the students and discussing and evaluating it by the other students. Quick written test.
32	2	The student learns how to write essay	The literary essay(advance d) play	The white board. Online examples. Practice exercises from the textbook. Classroom discussion.	Question and answer. Homework assignment. Students divided into groups write a research paper or report on a specific topic among the students. Reading the written essay in class in front of the students and

					discussing and evaluating it by the other students. Quick written test.
Course Evaluation: Distribution of the 40-point grade based on the tasks assigned to the student, such as: Daily preparation (5 points) Daily oral quizzes (5 points) Monthly oral exams (5 points) Monthly written exams (10 points) Reports/projects (15 points)"					
Learning and Teaching Resources					
Required textbooks (curricular books, if any)		Alexander, L.G, Essay and letter writing, Longman green and co LTD, London			
Main references (sources)		<ol style="list-style-type: none"> 1. Raymond Carver. Selected stories. 2. Dominic Head. The modernist short story. 3. Lacie, Christina, Baron's English for Foreign Language Speakers. The essay Way. 2008. Baron's Educational Series. Inc. New York. 			
Recommended books and references (scientific journals, reports...)		<ol style="list-style-type: none"> 1 Checkett, Lawrence and Gayle Feng-Checkett , The Write Start, Paragraph to Essay: With Student and Professional Readings, 2013, 5 ed , Cengage learning, Boston 2 . Mackenzie, Jock, Essay Writing: Teaching the Basics from the Ground Up, 2007, Pembroke Publishers, Canada . 3. Connelly Mark, Get Writing Paragraphs and Essays, 2012, Cengage learning, Boston. 			
Electronic References, Websites					

Conversation

Course Name:	
Conversation	
Course Code:	
ELS3116	
Semester / Year:	
Annual	
Description Preparation Date:	
11/06/2024	
Available Attendance Forms:	
Lectures	
Number of Credit Hours (Total) / Number of Units (Total)	
Two hours weekly	
Course administrator's name (mention all, if more than one name)	
Name: Inst. Thaer Abbas Hussain Email: thaerhussaen20@gmail.com	
Course Objectives	
	<ol style="list-style-type: none"> 1. Enhance Communication Skills 2. Build Confidence 3. Promote Critical Thinking 4. Encourage Empathy and Understanding 5. Develop Social Skills 6. Facilitate Cultural Awareness 7. Practice Language Proficiency 8. Encourage Collaborative Learning
Teaching and Learning Strategies	
Strategy	

1. Role-Playing
2. Structured Discussions
3. Active Listening Exercises
4. Open-Ended Questions
5. Feedback and Reflection
6. Peer Interaction
7. Use of Multimedia
8. Cultural Exchange
9. Vocabulary Building
10. Games and Icebreakers

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Improve speaking skills	How is going?	Begin and end a conversation naturally; react to what you hear;	Introduce basic conversation skills through role-playing and pair activities. Encourage students to greet and ask about each other's well-being.
2	2	Improve speaking skills	How is going?	maintain a conversation and ask follow-up questions.	Use conversation starters and prompts. Practice with small groups to encourage dialogue.
3	2	Improve speaking skills	I am looking for	Understand explanations of dishes on a menu offer to pay	Teach vocabulary related to dining and menus. Role-play restaurant scenarios.
4	2	Improve speaking skills	I am looking for	complain about common problems; understand restaurant reviews.	Discuss common dining issues. Analyze sample reviews and practice writing them.
5	2	Improve speaking skills	Exam	Exam	Provide practice tests.
6	2	Improve speaking skills	I need to see a doctor	Explain your accommodation requirements; ask about alternatives; ask detailed questions about costs and legal requirements; deal with problems and complaints effectively.	Introduce real estate vocabulary. Use role-play to simulate apartment hunting.
7	2	Improve speaking skills	I need to see a doctor	Make a complaint in a shop; understand a shop's returns policy; ask questions about various products;	Discuss strategies for effective complaints. Role-play shopping scenarios.

				bargain and reach an agreement.	
8	2	Improve speaking skills	What is the problem?	Describe and discuss films and TV programmes; understand and talk about the news;	Use clips from films/TV shows for discussion. Encourage students to share their opinions.
9	2	Improve speaking skills	What is the problem?	summarize main news stories; make predictions.	Analyze news articles together. Practice summarizing in pairs.
10	2	Improve speaking skills	Exam	Exam	Provide practice tests.
11	2	Improve speaking skills	What is the problem?	Describe symptoms; understand a doctor's diagnosis and instructions; show concern and relief.	Introduce medical vocabulary. Role-play doctor-patient scenarios.
12	2	Improve speaking skills	What a great a view!	Understand detailed travel information; make and respond to recommendations; ask for detailed travel information; enquire about renting a car.	Discuss travel-related vocabulary. Plan a hypothetical trip in groups.
13	2	Improve speaking skills	What a great a view!	Ask for recommendations before a trip; understand the details of a guided tour; interrupt politely to ask for further information; ask for further details.	Share travel experiences and recommendations. Role-play asking for travel information.
14	2	Improve speaking skills	1-6 Review	Make an appointment at a convenient time;	Practice scheduling appointments through role-play. Discuss polite phrasing.
15	2	Student level test	I'd appreciate it	insist on what you want politely but firmly; bargain and negotiate.	Role-play negotiation scenarios. Teach phrases for polite insistence.
16	2	Improve speaking skills	This is your office	Ask for a range of services at banks and post offices; understand explanations of different bank accounts;	Discuss postal services and mailing options. Practice asking for information.
17	2	Improve speaking skills	This is your office	; understand ways of sending mail abroad; ask for clarification.	Discuss safety and security vocabulary. Role-play reporting a crime.
18	2	Improve speaking skills	I'll sort it out	Report a crime and give exact details;	Emphasize clarity and conciseness in communication. Role-play emergency

					scenarios.
19	2	Improve speaking skills	I'll sort it out	report an incident to the emergency services; get straight to the point.	Review all topics covered. Provide practice tests.
20	2	Improve speaking skills	Exam	Exam	Teach phone etiquette. Role-play taking messages.
21	2	Improve speaking skills	Can I call you back?	Take complex phone messages; ask for clarification and check understanding;	Discuss components of effective voicemails. Practice leaving messages in pairs.
22	2	Improve speaking skills	Can I call you back?	leave clear and concise voicemail messages.	Discuss meeting protocols. Use role-play to practice meeting participation.
23	2	Improve speaking skills	Shall we move on	Participate actively in meetings; make, accept and reject suggestions;	Practice summarizing discussions. Role-play concluding meetings.
24	2	Improve speaking skills	I'd like to begin by	clarify your viewpoint; bring a meeting to an end.	Review all topics covered. Provide practice tests.
25	2	Improve speaking skills	Exam	Exam	Discuss note-taking techniques. Practice summarizing lectures.
26	2	Improve speaking skills	Let's Take a closer look	Understand the main ideas and themes of a lecture; take concise notes;	Teach seminar structure. Practice presenting in small groups.
27	2	Improve speaking skills	Can you expand on that?	Understand how to give a well-organized seminar; present an argument and reinforce key points.	Discuss feedback techniques. Practice peer evaluations.
28	2	Improve speaking skills	It'll help me get a good job	present an argument and reinforce key points; follow up a question; evaluate your performance.	Reflect on personal growth and improvements. Discuss strategies for effective presentations.
29	2	Improve speaking skills	I work well under pressure	Understand how to give a well-organized seminar; present an argument and reinforce key points; follow up a question; evaluate your performance.	Summarize key learnings. Discuss areas for improvement.
30	2	Student level test	Review	Review	Introduce basic conversation skills through role-playing and pair activities. Encourage students to greet and ask about each other's well-

					being.
31	2		Oral activity		Personal judgment
32	2		Final exam		Written exam
Course Evaluation					
Course Evaluation: Distribution of the 40-point grade based on the tasks assigned to the student, such as: Daily preparation (5 points) Daily oral quizzes (5 points) Monthly oral exams (15 points) Monthly written exams (10 points) Reports/projects (5 points)"					
Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Real listening and speaking 4		
Main references (sources)					

Methods of Teaching

47. Course Name:	
Methods of Teaching	
48. Course Code:	
EAMT306	
49. Semester / Year:	
2025-2026	
50. Description Preparation Date:	
10-10-2025	
51. Available Attendance Forms:	
Obligatory	
52. Number of Credit Hours (Total) / Number of Units (Total)	
Two Hours weekly, 60 hours	
53. Course administrator's name (mention all, if more than one name)	
Name: Asst. Inst. Ghada Majid Ahmed	
Email: ghadamajid88@imamaladham.edu.iq	
54. Course Objectives	
Course Objectives	The goals outlined as follows: <ol style="list-style-type: none"> Learning Language Teaching Methods: To educate readers about various coherent language teaching methods, linking techniques and underlying principles. Self-Reflection on Teaching Principles: To assist educators in identifying and reflecting on their own guiding thoughts and beliefs about teaching, particularly in relation to the methods discussed. Introduction to New Techniques: To present various teaching techniques, encouraging experimentation and adaptation to individual teaching contexts, while acknowledging that some may require further training to implement effectively.
55. Teaching and Learning Strategies	
Strategy	<ol style="list-style-type: none"> Acknowledging the multifaceted nature of teaching, including mental, social, emotional, and cultural dimensions. Encouraging reflection on personal language learning histories and their impact on teaching beliefs.

3. Recognizing the need for adaptability to changing student needs.
4. Understanding the complexity of teaching and the absence of a single superior method.
5. Emphasizing collaboration and negotiation of knowledge among teachers.
6. Promoting reflective practice to shift from applying theory to theorizing practice.
7. Introducing professional discourse and vocabulary to refine teaching philosophies.
8. Observing and analyzing teaching methods to enhance reflective skills and understanding.

56. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	2	Understand principles of the grammar-translation method.	The Grammar-Translation Method	Lecture + Discussion	Quiz on key concepts
2.	2	Apply grammar-translation techniques in context.	The Grammar-Translation Method	Practice Exercises	Assignment
3.	2	Identify strengths and weaknesses of the direct method.	The Direct Method	Group Discussion	Reflective Journal
4.	2	Implement direct method techniques.	The Direct Method	Role Play	Peer Feedback
5.	2	Recognize the principles of the audio-lingual method.	The Audio-Lingual Method	Lecture + Audio Sessions	Quiz
6.	2	Practice audio-lingual techniques in pairs.	The Audio-Lingual Method	Pair Work	Performance Task
7.	2	Explore desuggestopedia concepts.	Desuggestopedia	Group Activity	Class Participation
8.	2	Utilize desuggestopedia techniques.	Desuggestopedia	Workshop	Practical Application
9.	2	Understand community language learning principles.	Community Language Learning	Discussion + Case Studies	Participation Evaluation
10.	2	Analyze community language learning methods.	Community Language Learning	Collaborative Learning	Group Project
11.	2	Implement total physical response strategies.	Total Physical Response	Interactive Activities	Observation
12.	2	Apply TPR in lesson plans.	Total Physical Response	Lesson Planning	Lesson Plan Submission
13.	2	Discuss communicative language teaching principles.	Communicative Language Teaching	Seminar	Quiz
14.	2	Design communicative language activities.	Communicative Language Teaching	Workshop	Activity Design
15.	2	Practice content-based instruction strategies.	Content-based Instruction	Lecture + Group Work	Peer Review
16.	2	Exam Week	Exam Week	Exam Week	Mid-semester Exam
17.	2	Review previous methods and	Review and Reflection	Group Discussion	Reflective Journal

		concepts.			
18.	2	Understand task-based language teaching principles.	Task-based Language Teaching	Lecture + Discussion	Quiz
19.	2	Implement task-based techniques in lesson scenarios.	Task-based Language Teaching	Group Activity	Performance Task
20.	2	Discuss teaching methods for special needs.	Teaching Methods for Special Needs	Lecture + Case Studies	Participation Evaluation
21.	2	Explore strategies for inclusive lesson planning.	Designing Lesson Plans	Workshop	Lesson Plan Submission
22.	2	Reflect on personal teaching methods and beliefs.	Reflective Teaching Practices	Self-assessment Workshop	Reflective Journal
23.	2	Develop action plans for future teaching.	Action Planning	Workshop	Action Plan Submission
24.	2	Exam Week	Exam Week	Exam Week	Mid-semester Exam
25.	2	Synthesize learning from the semester.	Summary and Reflection	Group Discussion	Feedback Forms
26.	2	Share insights on teaching for special needs.	Teaching Methods for Special Needs	Group Discussion	Peer Review
27.	2	Discuss challenges in implementing various methods.	Challenges in Language Teaching	Group Discussion	Participation Evaluation
28.	2	Prepare for final presentations on teaching methods.	Final Presentations	Peer Teaching	Presentation Evaluation
29.	2	Final Exam Preparation	Exam Week	Exam Week	Study Group Discussion
30.	2	Final Exam Week	Exam Week	Exam Week	End-of-semester Exam

57. Course Evaluation

15 marks for exam, 5 for the attendance, 15 for presentations

58. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Techniques & Principles in Language Teaching Diane Larsen-Freeman and Marti Anderson
Main references (sources)	Techniques & Principles in Language Teaching Diane Larsen-Freeman and Marti Anderson
Recommended books and references (scientific journals, reports...)	<p>How Languages Are Learned by Patsy Lightbown and Nina Spada [1][2]. This book connects theories of first and second language acquisition to classroom practices, using case studies and evaluations [3].</p> <p>Learning Teaching. The Essential Guide to English Language Teaching by Jim Scrivener [1].</p> <p>The Natural Approach: Language Acquisition in the Classroom by Stephen Krashen and Tracy D. Terrel [1][4]. This book introduces the theory of language acquisition through Comprehensible Input (CI) [1].</p> <p>CLIL: Content and Language Integrated Learning by Do Coyle, Philip Hood, and David Marsh [1][5]. It helps understand how to master and apply the CLIL method effectively in the language classroom [1].</p> <p>Curriculum Development in Language Teaching by Jack</p>

	<p>C. Richards [1].</p> <p>Understanding Second Language Acquisition by Lourdes Ortega [2].</p> <p>Second Language Learning and Language Teaching by Vivian Cook [2].</p> <p>Approaches and Methods in Language Teaching by Theodore Rogers [2].</p> <p>Global Englishes for Language Teaching" [6]</p>
Electronic References, Websites	Videos from youtube

Methodology of Writing research papers

59. Course Name:					
Methodology of Writing research papers					
60. Course Code:					
EARM340					
61. Semester / Year:					
2025-2026					
62. Description Preparation Date:					
10-10-2025					
63. Available Attendance Forms:					
Obligatory					
64. Number of Credit Hours (Total) / Number of Units (Total)					
One Hour weekly, 30 hours					
65. Course administrator's name (mention all, if more than one name)					
Name: Asst. Inst. Ghada Majid Ahmed					
Email: ghadamajid88@imamaladham.edu.iq					
66. Course Objectives					
Course Objectives	The course aims to guide university students in writing research papers. Students begin by choosing a suitable topic, which can be either explanatory/descriptive or persuasive/practical. They then research external sources to support their work and prepare their research paper according to APA 7th style guidelines. The research concludes with an appropriate presentation and summary. Additionally, students explore issues of plagiarism and how to avoid it. They learn how to benefit from and quote research, ideas, and writings of others in their own work. Students also examine issues related to academic research, such as the reliability of sources and the organization and presentation of ideas in a logical and convincing manner.				
67. Teaching and Learning Strategies					
Strategy	The scientific research methodology course consists of 12 units. In units (1-2-3), students complete the first part of the research paper, focusing on either an argumentative or explanatory/descriptive approach regarding a topic of their choice. In the following units (4-12), students add facts and opinions supported by sources and citations, concluding with a conclusion and a list of references. Afterward, students present their research orally to their peers through a structured academic presentation.				
68. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
31.	1	- Analyzing sample essays to identify	Review of the Essay (Part 1) -	Lecture: Purpose of academic	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review

		structures (e.g., 5-paragraph essay) - Studying audience and purpose	Reasons for writing essays - Standard parts and format of an essay	essays. Activity: Identify parts of a provided essay.	<input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
32.	1	- Evaluating effectiveness of different evidence types - Cognitive models of writing	Review of the Essay (Part 2) - Methods of support (e.g., examples, data) - Process writing (pre-writing, drafting)	Lecture: Discussion on drafting and revision. Activity: Brainstorm supporting points for a thesis.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
33.	1	- Techniques for narrowing a broad subject - Analyzing differences in writing styles	Choosing a Topic (Part 1) - Selecting a topic for essays and research papers - Difference between persuasive and expository papers	Lecture: Choosing engaging research topics. Activity: Draft potential research questions.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
34.	1	- Developing a working thesis statement - Creating a concept map for key points	Choosing a Topic (Part 2) - Preparing to write the first draft	Lecture: Crafting a strong thesis. Activity: Write a working thesis statement.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
35.	1	Exam	Exam	Exam	
36.	1	- Analyzing effective introduction and conclusion "moves" - Developing a peer-review worksheet	Peer Review (Part 1) - Introductions and conclusions - Reviewing papers with classmates	Lecture: Peer-review session example. Activity: Peer-review a classmate's essay draft.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
37.	1	- Studying revision strategies (global vs. local) - Techniques for synthesizing feedback	Peer Review (Part 2) - Making revision decisions - Writing the second draft	Lecture: Incorporating feedback. Activity: Write a revision plan based on feedback.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
38.	1	- Using library databases and advanced search operators - Comparing source credibility	Researching (Part 1) - Sources of information (academic, popular) - Effective online search techniques	Lecture: Using academic databases. Activity: Conduct a database search.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
39.	1	- Applying the CRAAP test to online sources - Refine research questions using source analysis	Researching (Part 2) - Evaluating website reliability - Focusing your research	Lecture: Discussing misinformation. Activity: Evaluate websites for reliability.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
40.	1	Exam	Exam	Exam	

41.	1	- Creating an annotated bibliography - Analyzing organizational patterns in model papers	Outlining (Part 1) - Assessing research progress - Vocabulary for research papers	Lecture: Different organizational structures. Activity: Identify patterns in a sample paper.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
42.	1	- Studying the relationship between outlines and writing efficiency - Ensuring outline logic supports the thesis	Outlining (Part 2) - Outlining techniques - Writing an outline for your research paper	Lecture: Structuring outlines. Activity: Create a detailed outline for your research paper.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
43.	1	- Studying academic integrity policies - Analyzing plagiarism case studies	Avoiding Plagiarism (Part 1) - Understanding plagiarism and academic expectations - Importance of crediting sources	Lecture: Discussion on academic honesty. Activity: Quiz on plagiarism scenarios.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
44.	1	- Guidelines for quoting vs. paraphrasing - Practicing direct quotation mechanics	Avoiding Plagiarism (Part 2) - Choosing what to quote and paraphrase - Techniques for quoting directly	Lecture: Integrating quotations. Activity: Integrate a direct quote into a sample sentence.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
45.	1	- Step-by-step method for effective paraphrasing - Analyzing sentence templates used in academic writing	The Language of the Research Paper (Part 1) - Techniques for paraphrasing - Standard "moves" in research writing	Lecture: Guide on effective paraphrasing. Activity: Paraphrase a short paragraph.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
46.	1	- Analyzing grammatical features in academic texts - Categorizing transitions by function	The Language of the Research Paper (Part 2) - Common grammatical structures in research papers - Using transitions	Lecture: Formality in academic language. Activity: Rewrite a paragraph to improve transitions.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
47.	1	- Refining a working thesis - Practicing signal verbs for integration	Writing the First Draft (Part 1) - Thesis statements and reviewing your own - Introducing quoted and paraphrased material	Lecture: Evolving thesis statements. Activity: Revise thesis statement and integrate a source.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
48.	1	- Using a peer-review checklist for source integration - Applying drafting strategies	Writing the First Draft (Part 2) - Peer reviewing a sample research paper - Writing your first draft	Lecture: Guided peer-review session. Activity: Conduct a peer review of a partner's draft.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation

49.	1	- Studying APA guidelines for various sources - Applying decision-making heuristics for citations	In-Text Citations (Part 1) - Correct formatting for APA-style in-text citations - Deciding whether to paraphrase or quote	Lecture: APA in-text citation basics. Activity: Correct in-text citations in a provided paragraph.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
50.	1	- Running a peer-review session focused on citation accuracy - Creating a checklist for citation formatting	In-Text Citations (Part 2) - Practicing paraphrasing and quoting - Peer review of a classmate's research paper	Lecture: Discussing citation choices. Activity: Peer-review a partner's draft for citation accuracy.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
51.	1	- Analyzing texts for levels of formality - Techniques for conciseness	Academic Language (Part 1) - Appropriate style and tone for academic work - Making points stronger and more precise	Lecture: Comparing formal and informal sentences. Activity: Rewrite informal sentences for academic tone.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
52.	1	- Identifying informal language in drafts - Studying hedges and boosters in academic writing	Academic Language (Part 2) - Avoiding phrasal verbs and idioms - Using hedging language	Lecture: Role of caution in academic claims. Activity: Add hedging language to absolute statements.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
53.	1	- Practicing proofreading strategies - Reviewing common grammatical errors	Editing Your Paper (Part 1) - Checking your paper for language and punctuation - Issues related to accuracy in research	Lecture: Proofreading guide. Activity: Proofread a sample text for errors.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
54.	1	- Analyzing abstract structures - Using a self-editing checklist	Editing Your Paper (Part 2) - Writing an APA-style abstract - Conducting a "self check" on your paper	Lecture: Tips for writing a good abstract. Activity: Draft an abstract for your research paper.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
55.	1	- Studying effective slide design principles - Practicing presentation skills	Presenting Your Research (Part 1) - Preparing for and delivering an oral presentation - Formatting an APA-style title page	Lecture: Sample student presentation. Activity: Create a title page and initial slides.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation
56.	1	- Studying formatting guidelines for various reference types - Practicing alphabetization and hanging indent formatting	Presenting Your Research (Part 2) - Formatting an APA-style Works Cited section	Lecture: Creating a Reference list. Activity: Format sources into an APA Reference list.	<input type="checkbox"/> Unit Assessments <input type="checkbox"/> Peer Review <input type="checkbox"/> Research Paper <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Overall Participation

57.	1	Review	Review	Review	Review
58.	1	Submission, Review, and Discussion of Researchs	Submission, Review, and Discussion of Researchs	Submission, Review, and Discussion of Researchs	Submission, Review, and Discussion of Researchs
59.	1	Submission, Review, and Discussion of Researchs	Submission, Review, and Discussion of Researchs	Submission, Review, and Discussion of Researchs	Submission, Review, and Discussion of Researchs
60.	1	Submission, Review, and Discussion of Researchs	Submission, Review, and Discussion of Researchs	Submission, Review, and Discussion of Researchs	Submission, Review, and Discussion of Researchs

69. Course Evaluation

- Classroom exam: **15**
- Attendance: **5**
- Daily Exams: **5**
- Project: **15**
- Final Exam: **60**

70. Learning and Teaching Resources

Required textbooks (curricular books any)	<p>Writing research papers – from essay to research paper by Authors: Chris Valvona, DANIEL. BROUDY, Dorothy Zemach</p> <p>Originally published: 2011</p>
Main references (sources)	<p>Writing research papers – from essay to research paper by Authors: Chris Valvona, DANIEL. BROUDY, Dorothy Zemach</p> <p>Originally published: 2011</p>
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • Purdue Online Writing Lab (OWL): The gold standard. It has extensive guides on everything: the writing process, citation styles (APA, MLA, Chicago), grammar, and subject-specific writing. <ul style="list-style-type: none"> ○ Link: https://owl.purdue.edu/ • University of North Carolina Writing Center: Offers fantastic handouts and videos on a wide range of topics, from understanding assignments to specific writing techniques. <ul style="list-style-type: none"> ○ Link: https://writingcenter.unc.edu/ • Harvard College Writing Center: Provides strategies for essays and research papers, with a strong focus on developing and supporting arguments. <ul style="list-style-type: none"> ○ Link: https://writingcenter.fas.harvard.edu/ • Zotero: A free, powerful, and open-source tool that collects, manages, and cites research sources. It integrates with Word and Google Docs. <ul style="list-style-type: none"> ○ Link: https://www.zotero.org/ • Mendeley: A free reference manager and academic social network. Great for managing PDFs and collaborating. <ul style="list-style-type: none"> ○ Link: https://www.mendeley.com/ • Citation Machine / EasyBib: These are quick, web-based tools for generating a single citation. They are useful for one-off needs but less robust for managing a large project. <i>Caution: They can sometimes have formatting errors, so students should always double-check the output against an official style guide.</i>
Electronic References, Webs	<ul style="list-style-type: none"> • Google Scholar: A specialized search engine for scholarly literature, including articles, theses, books, and abstracts. It's a great starting point for academic research.

	<ul style="list-style-type: none">○ Link: https://scholar.google.com/• Grammarly: A digital writing assistant that checks for grammar, punctuation, clarity, and conciseness. The free version is very helpful.<ul style="list-style-type: none">○ Link: https://www.grammarly.com/• Hemingway Editor: An app and website that highlights complex sentences, passive voice, and adverbs to help make writing bold and clear.<ul style="list-style-type: none">○ Link: http://www.hemingwayapp.com/• TED Talks: Excellent for observing effective presentation techniques, storytelling, and slide design.<ul style="list-style-type: none">○ Link: https://www.ted.com/talks• Canva or Google Slides: User-friendly tools for creating clean, visually appealing presentation slides.
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Jurisprudence

1. Course Title:
/ Jurisprudence
2. Course Code:
EFI307
3. Semester / Academic Year:
2025–2026
4. Date of Preparation of This Description:
1/10/2025
5. Available Attendance Format:
Weekly
6. Total Study Hours / Total Units:
60 hours / 120 units
7. Name of the Course Coordinator (if more than one, all should be mentioned):
Asst. Inst. Mustafa Hussain Ghazzai e-mail: mustafaalnbarry90@gmail.com

Course objectives

Identifying the legal rights and duties related to wills, covenants, and endowments, taking into account the comprehensiveness of their issues and provisions as much as possible simplification in presentation to the extent that it gives the student a with a great deal of .brief general idea of these complex topics

Outputs The decision And methods education And learning And evaluation

Cognitive goals -A

estate and the related rights of will , inheritance, Introducing the student to the meaning of .and the laws that fall under it

Learn about the legal procedures in inheritance and estates; In order to protect rights and not .violate them

for Objectives Marathi Private .By decision

- ✦ development skill Students learn about the provisions of the will Inheritance, who is entitled .to the inheritance, types of inheritance, and factors affecting shares
- ✦ Availability Opportunities before Student To work In a way independent or Share with rest Students or the job In judicial institutions, Sharia courts and application Personal status .etc , laws, including wills, inheritance, endowments

	Teaching and learning methods method standard) throw Lectures(. road Text. road Storming Mental. some Strategies Modern
	Evaluation methods Calendar constructivist) Formative(.(examinations ,daily And note performance Student in Discussions And duties Safiya Home ,And follow it And the calendar Safi-AI Calendar Diagnostic With exams The quarterly And finality issue To Provisions success And failure

	C Objectives Sentimentality value And Awareness Student With importance development Skills He has And from her skill The judicial work the job on link Personal status provisions the stipulated by Islamic Sharia, with provisions stipulated by the law and the judiciary, and explaining the relationship .between them and linking them to practical reality
	.D Skills Public And qualifying movable) Skills The other Related. Capable Employment And evolution Personal(. - . – Acquisition Knowledge Personal status laws related to wills, inheritance, .endowments, and their related provisions, which have an impact on social life Providing information about inheritance, inheritance, and endowments, and the legal procedures in inheritances and inheritances, the gaining knowledge of .formation of the endowment, and the conditions for the endowments

11	Course structure					
month	A	S	Required learning outcomes	Name of the unit/topic	Learning method	Evaluation method
October	1	2	Identify the estate and its related	The estate and related rights	Standard method	Class performance

			rights		Brainstorming	and exams
October	2	2	Learn about the formation of a will	Formation of the will	Standard brainstorming method	Class performance exams and
October	3	2	Learn about the terms of the will	Conditions of the will	Standard method Brainstorming	Class performance and exams
October	4	2	Get to know The will is for the heir in law	The will is for the heir in law	Standard method Brainstorming	Class performance and exams
November	5	2	Get to know Competition of commandments	Competition of commandments	Standard method Text	Class performance and exams
November	6	2	Get to know Invalidations of a will	Invalidations of a will	Standard method Text	Class performance and exams
November	7	2	Get to know Recommendation and formation of recommendation	Recommendation and formation of recommendation	Standard method Text	Class performance and exams
November	8	2	Get to know Corner of the will	will Corner of the	text Standard method	Class performance and exams
December	9	2	Identify the actions of the trustee	Actions of the trustee	Standard method Brainstorming	Class performance and exams
December	10	2	Get to know Expiration of the will	Expiration of the will	Standard method Brainstorming	Class performance and exams
December	11	2	Identify inheritance	Inheritances	Standard brainstorming method	Class performance and exams
December	12	2	Identify the pillars of	Pillars of inheritance	Standard method	Class performance

			inheritance		Brainstorming	and exams
January	13	2	Identifying those entitled to the estate	Those entitled to the estate	Standard method Brainstorming	Class performance and exams
January	14	2	Recognizing inheritance by assumption	by Inheritance default	Standard method	Class performance and exams
January	15	year exams-Mid				
January	16					
February	17	Spring break				
February	18					
February	19	2	Identifying marital inheritance	Inheritance by marriage	Standard method	Class performance and exams
February	20	2	Learn about asset inheritance	Asset inheritance	Standard method	Class performance and exams
March	21	2	Identifying inheritance by assimilation	Inheritance by intolerance	Standard method	Class performance and exams
March	22	2	Identifying inheritance by family	Inheritance by mercy	Standard method Text	Class performance and exams
March	23	2	Identifying those entitled to the estate other than the heirs	Those entitled to the estate other than heirs	Standard method Brainstorming	Class performance and exams
March	24	2	Recognizing the legacy of the lost	Lost legacy	Standard method Text	Class performance and exams
April	25	2	Identify the factors affecting shares	Factors affecting shares	Standard method	Class performance and exams

April	26	2	Identify the response	Reply	text Standard method	Class performance and exams
amnesia	27	2	Identifying the dependent	Awal-AI	Standard method Text	Class performance and exams
April	28	2	Recognizing blocking	Blocking	text Standard method	Class performance and exams
Mays	29	2	Identify the origins of issues and correct them	Origins of issues and their correction	Standard method Text	Class performance and exams
Mays	30	2	Learn about the legal procedures in estates and inheritances	procedures Legal in estates and inheritances	Standard method Text	Class performance and exams
Mays	Final exams					
Mays						
12	Infrastructure					
Required prescribed books			Personal Status , Part 2, Wills, Inheritance, and Endowment D. Kubaisi-Ahmed AI			
Main references (sources)			clear sea , the end of the needy, the wonders of crafts in the order of the laws			
Recommended books and references (scientific journals)						
Electronic references						
13	(Course development plan (article					
require Jurisprudence subject is provided hours Additional About what she attic currently , Being material Basic in Personal to understand status laws related to wills, inheritance, and endowments and their relationship to jurisprudence, judiciary, and law , And on it falls The role The biggest in investigation Goals Program Academic.And it requires plan development The decision like that Looking in what Fits all topic Study from Methods And means Teaching Clarification.						

Exegesis and Quran Memorization

1. Course Title:
Exegesis and Quran Memorization
2. Course Code:
EAQM301
3. Semester / Academic Year:
2025–2026
4. Date of Preparation of This Description:
1/10/2025
5. Available Attendance Format:
Weekly
6. Total Study Hours / Total Units:
60 hours / 120 units
7. Name of the Course Coordinator (if more than one, all should be mentioned):
Inst. Dr. Kawthar abdalrahman kawtharabdalahman@imamaladham.edu.iq

Course objectives: The student will learn in detail about Interpreting Quranic verses, explaining their meanings and implications, what can be learned from them, and memorizing the third part of the Holy Quran.

- Student awareness In summary, the sayings of the imams of interpretation
- Enabling the student to Reading the Quran correctly and reflecting upon its meanings
- The student should distinguish Between correct interpretation, misinterpretation, and distortion
- The student should know Reasons for revelation

10- Learning outcomes, teaching and learning methods, and assessment

A-Knowledge and understanding

- 1- The student should know how to read correctly and properly
- 2- The student must memorize the third part of the Holy Quran
- 3- The student should reflect upon the Quranic verses
- 4- The student should understand the verbal analysis of Quranic verses

b) Subject-specific skills

- 1- The student's knowledge of linguistic derivations and examples from the Arabic language
- 2- Knowledge of Quranic readings
- 3- Enabling the student to learn about the methods of the interpreters

C- Thinking skills

- 1- Teaching the student reading skills
- 2- The student's active participation in Quranic competitions

D-General Skills

- 1- Correct understanding of the Quranic vocabulary and its correct pronunciation
- 2- Clarifying the essential purposes derived from the Quranic verse

Evaluation methods

- 1- Diagnostic and daily assessment through listening to the student's oral memorization
- 2- Homework and its follow-up
- 3- Diagnostic assessment through midterm and final exams to issue pass/fail rulings

11-Teaching and learning methods

1- Method of preservation

2- Discussion method

Week	Hours	Learning outcomes	Course topic	Learning method	Evaluation Method
1	2	Memorizing the Quran and its interpretation	Surah Al-Baqarah, verses 253-256	Preservation	oral
2	2	Memorizing the Quran and its interpretation	Surah Al-Baqarah, verses 257-259	Preservation	oral
3	2	Memorizing the Quran and its interpretation	Surah Al-Baqarah, verses 260-265	Preservation	oral
4	2	Memorizing the Quran and its interpretation	Surah Al-Baqarah, verses 266-271	Preservation	Editorial
5	2	Memorizing the Quran and its interpretation	Surah Al-Baqarah, verses 271-277	Preservation	oral
6	2	Memorizing the Quran and its interpretation	Surah Al-Baqarah, verses 278-283	Preservation	oral
7	2	Memorizing the Quran and its interpretation	Surah Al-Baqarah, verses 284-286	Preservation	oral
8	2	Memorizing the Quran and its interpretation	Review of Surah Al-Baqarah	Preservation	oral
9	2	Memorizing the Quran and its interpretation	Review of Surah Al-Baqarah	discussion	oral
10	2	Memorizing the Quran and its interpretation	Surah Al Imran, verses 1-7	Preservation	daily
11	2	Memorizing the Quran and its interpretation	Surah Al Imran, verses 8-14	Preservation	daily
12	2	Memorizing the Quran and its interpretation	Surah Al Imran, verses 15-21	Preservation	oral
13	2	Memorizing the Quran and its interpretation	Surah Al Imran, verses 22-28	Preservation	Editorial
14	2	Memorizing the Quran and its interpretation	Surah Al Imran, verses 29-36	Preservation	daily
15	2	Memorizing the Quran and its interpretation	Surah Al Imran, verses 37-45	Preservation	Editorial
16	2	Memorizing the Quran and its interpretation	Mid-year exam	Preservation	daily
17	2	Memorizing the Quran and its interpretation	Mid-year break	Preservation	oral

18	2	Memorizing the Quran and its interpretation	Mid-year break	Preservation	oral
19		Memorizing the Quran and its interpretation	Surah Al Imran, verses 46-52	discussion	Editorial
20	2	Memorizing the Quran and its interpretation	Surah Al Imran, verses 53-58		daily
21	2	Memorizing the Quran and its interpretation	Surah Al Imran, verses 59-64	discussion	oral
22	2	Memorizing the Quran and its interpretation	Surah Al Imran, verses 65-70		oral
23	2	Memorizing the Quran and its interpretation	Surah Al Imran, verses 71-77	discussion	Editorial
24	2	Memorizing the Quran and its interpretation	Surah Al Imran, verses 78-81	Giving lectures	daily
25	2	Memorizing the Quran and its interpretation	Surah Al Imran, verses 82-84	discussion	oral
26		Memorizing the Quran and its interpretation	Surah Al Imran, verses 85-88	discussion	daily
27	2	Memorizing the Quran and its interpretation	Surah Al Imran, verses 88-91	Preservation	oral
28	2	Memorizing the Quran and its interpretation	Quranic competition for students		oral
29	2	Memorizing the Quran and its interpretation	University Quranic Competition	competition	oral
30	2	Memorizing the Quran and its interpretation	review	competition	oral

12-Infrastructure

Required readings: Safwat al-Tafasir by Muhammad Ali al-Sabuni

Primary texts: The Holy Quran – All books of interpretation

Other: Research on the Seven Readings

13. Special Requirements: Quranic Competitions

Social services: Holding Friday prayers and competitions in correct recitation and beautiful voices at events.

14-Curriculum Development Plan

Opening a sound laboratory specializing in the science of Tajweed

Doctrine

1. Course Title:	
Doctrine	
2. Course Code:	
EAID304	
3. Semester / Academic Year:	
2025–2026	
4. Date of Preparation of This Description:	
1/10/2025	
5. Available Attendance Format:	
Weekly	
6. Total Study Hours / Total Units:	
60 hours / 120 units	
7. Name of the Course Coordinator (if more than one, all should be mentioned):	
Asst . inst. Yasmin Anas yasminanas@gmail.com	
<p>Course objectives</p> <ul style="list-style-type: none"> • Accurate knowledge of the pillars of faith, and the differences of opinion between the Salaf and others regarding them. • Comparing the approach of the righteous predecessors in matters of creed with the approaches of those who disagree and innovate. • Knowing the rules of Ahlus Sunnah wal Jama’ah regarding the divine names and attributes, and linking them to reality. • Analyzing the correct meaning of the types of monotheism, and the ability to correct the deviations that have occurred to them. And the ability to respond to opponents with an argument based on evidence and proof. 	
3.	<p>outputsCurriculum, teaching and learning methods, and assessment</p> <p>Cognitive objectives</p> <ul style="list-style-type: none"> ▪ Establishing a solid foundation of knowledge for students of science in both the humanities and scientific disciplines ▪ Building the student's scientific character ▪ A precise understanding of Islamic doctrine results in defending the doctrine and refuting the doubts and suspicions it raises.
	<p>forThe skills-based objectives of the course.</p> <ul style="list-style-type: none"> • Training the mind in scientific analysis is part of the levels of thinking. • Developing the student's ability to choose topics that address contemporary intellectual problems
	<p>❖ Teaching and learning methods</p> <ul style="list-style-type: none"> • The methodStandard (delivering lectures). • roadThe text. • roadBrainstorming. • someModern strategies
	<p>❖ Evaluation methods</p> <ul style="list-style-type: none"> • CalendarStructural) FormativeWith examsDaily monitoring, observing and following up on student performance in class discussions and homework, and classroom assessment. • CalendarDiagnostic assessment through midterm and final exams to determine pass/fail status
	<p>CAffective and value-based objectives</p> <ul style="list-style-type: none"> • He learns the correct foundation of Islamic doctrine that is appropriate to his nature.

- The student learns analysis and logic to confront intellectual currents.

11						
Course structure						
month	A	S	Required learning outcomes	Unit/Subject Name	Learning method	Evaluation Method
October	1	2	An introduction to Abu Hanifa al-Nu'man, along with a reading of the book's text.	Islamic doctrine	Standard method brainstorming	Classroom performance and exams
October	2	2	The Foundations of Monotheism	Islamic doctrine	The standard method: brainstorming	Classroom performance and exams
October	3	2	Intrinsic and actual qualities	Islamic doctrine	Standard method brainstorming	Classroom performance and exams
October	4	2	Similar verses and how to reconcile them	Islamic doctrine	Standard method brainstorming	Classroom performance and exams
November	5	2	The Preserved Tablet and Divine Decree	Islamic doctrine	Standard method Text	Classroom performance and exams
November	6	2	The actions of the servants	Islamic doctrine	Standard method Text	Classroom performance and exams
November	7	2	The Rightly Guided Caliphs	Islamic doctrine	Standard method Text	Classroom performance and exams
November	8	2	The Rightly Guided Caliphs	Islamic doctrine	Standard text method	Classroom performance and exams
December	9	2	Miracles of the Prophets and the Wonders of the Saints	Islamic doctrine	Standard method brainstorming	Classroom performance and exams
December	10	2	God is the Creator of all things, and the vision of God Almighty will be in the Hereafter.	Islamic doctrine	Standard method brainstorming	Classroom performance and exams
December	11	2	Faith and Islam	Islamic doctrine	Standard method brainstorming	Classroom performance and exams
January	15	Mid-year exams				
January	16					
February	17	Spring break				
February	18					
February	19	2	The bliss and torment of the grave	Islamic doctrine	Standard method	Classroom performance and exams
February	20	2	Intercession, the scales, and the basin	Islamic doctrine	Standard method	Classroom performance and exams
March	21	2	Paradise and Hell, certainty and reliance on God,	Islamic doctrine	Standard method	Classroom performance and exams

			and God's grace and justice			
Mays	Final exams					
Mays						
12.	Infrastructure					
Required textbooks	The Complete Statement: An Explanation of the Greater Jurisprudence of the Great Imam Abu Hanifa al-Nu'man					
Main references (sources)	Islamic Creed and its Schools of Thought by Dr. Qahtan Abdul Rahman Al-Douri					
Recommended books and references (scientific journals)						
Electronic references						

Explanation of the Hadith

1. Course Title:	
Explanation of the Hadith/	
2. Course Code:	
EEX314	
3. Semester / Academic Year:	
2025–2026	
4. Date of Preparation of This Description:	
1/10/2025	
5. Available Attendance Format:	
Weekly	
6. Total Study Hours / Total Units:	
60 hours / 120 units	
7. Name of the Course Coordinator (if more than one, all should be mentioned):	
Asst . inst. Yasmin Anas yasminanas@gmail.com	
4.	<p>Course objectives The student should be able</p> <ul style="list-style-type: none"> • onclarificationThe science of Hadith terminology. • Count The most important works in the science of Hadith. • clarificationThere are different types of hadith based on different considerations, and examples of them. • List of the levels of criticism and authentication. • Clarifying the different hadiths and their problems. • Explanation of the rare words in the hadith and the most important works on it. • To deduce the importance of Hadith sciences and their benefit to his scientific future. • Comparing the different types of hadith, and highlighting the points of agreement and disagreement between them. • Comparing the reasons for weakness, and applying them to examples from the books of Sunnah. • Distinguishing between acceptable and rejected hadiths.
5.	<p>outputsCurriculum, teaching and learning methods, and assessment</p> <p>‣ Cognitive objectives</p> <ul style="list-style-type: none"> ▪ Introducing the student to the concept of the noble Prophetic Hadith ▪ To be able to distinguish between weak and authentic hadiths
	<p>❖ Teaching and learning methods</p> <ul style="list-style-type: none"> • The methodStandard (delivering lectures). • roadThe text. • roadBrainstorming. • someModern strategies
	<p>❖ Evaluation methods</p> <ul style="list-style-type: none"> • CalendarFormative assessment involves daily exams, observing student performance in class discussions and homework assignments, and classroom evaluation. • CalendarDiagnostic assessment through midterm and final exams to determine pass/fail status

	<p>CAffective and value-based objectives</p> <ul style="list-style-type: none"> To understand the importance of the Prophet's sayings and their scientific value Appreciation for the Sunnah of the Prophet (peace and blessings be upon him) and the role of Prophetic traditions in elevating the values of society
	<p>dGeneral and transferable skills (other skills related to employability and personal development).–</p> <ul style="list-style-type: none"> He uses what he has learned in this course in his life in general and in his daily life in particular. Write a report on the most important benefits gained from studying and learningExplanation of the Hadith He interacts positively and works efficiently within the team.NoEspecially in group research assignments. Providing practical solutions to problemsnoPossible challenges that students and people in this field may face.

11 Course structure						
month	A	S	Required learning outcomes	Unit/Subject Name	Learning method	Evaluation Method
October	1	2	Definition Hadith terminology	Hadith terminology	Standard method brainstorming	Classroom performance and exams
October	2	2	Identifying the most important works	Most important works	The standard method: brainstorming	Classroom performance and exams
October	3	2	Getting to know Types of Hadith	Types of Hadith	Standard method brainstorming	Classroom performance and exams
October	4	2	Getting to know Mutawatir	Mutawatir	Standard method brainstorming	Classroom performance and exams
November	5	2	Getting to know Sunday	Sunday	Standard method Text	Classroom performance and exams
November	6	2	Getting to know Famous	Famous	Standard method Text	Classroom performance and exams
November	7	2	Getting to know dear	dear	Standard method Text	Classroom performance and exams
November	8	2	Getting to know The stranger	The stranger	Standard text method	Classroom performance and exams
December	9	2	Getting to know Categories of Hadith	Categories of Hadith	Standard method brainstorming	Classroom performance and exams
December	10	2	Getting to know the topic	the topic	Standard method brainstorming	Classroom performance and exams
December	11	2	Getting to know The weak	The weak	Standard method brainstorming	Classroom performance and exams
December	12	2	Getting to know The abandoned	The abandoned	Standard method brainstorming	Classroom performance and exams
January	13	2	Identifying the	runway	Standard method	Classroom

			runway		brainstorming	performance and exams
January	14	2	Getting to know Inverted	Inverted	Standard method	Classroom performance and exams
January	15	Mid-year exams				
January	16					
February	17	Spring break				
February	18					
February	19	2	Getting to know The hadith is weak due to a break in the chain of narrators.	The hadith is weak due to a break in the chain of narrators.	Standard method	Classroom performance and exams
February	20	2	Getting to know The hadith is weak due to criticism.	The hadith is weak due to criticism.	Standard method	Classroom performance and exams
March	21	2	Getting to know Weak in terms of approval	Weak in terms of approval	Standard method	Classroom performance and exams
March	22	2	Getting to know Levels of criticism and authentication	Levels of criticism and authentication	Standard method Text	Classroom performance and exams
March	23	2	Getting to know The conflict between criticism and modification	The conflict between criticism and modification	Standard method brainstorming	Classroom performance and exams
March	24	2	Getting to know Different hadiths and their problems	Different hadiths and their problems	Standard method Text	Classroom performance and exams
April	25	2			Standard method	Classroom performance and exams
Mays	Final exams					
Mays						

12.	Infrastructure
Required textbooks	Sahih Muslim with the commentary of al-Nawawi
Main references (sources)	Hadith sciences
Recommended books and references (scientific journals)	
Electronic references	
13.	Course Development Plan (Article)
RequiresThe course on Hadith studies requires additional teaching hours beyond its current allocation, given its core nature and its crucial role in achieving the academic program's objectives. The course development plan also necessitates considering the most suitable teaching methods and visual aids for each subject.	

Biography of the Ahl al-Bayt

1. Course Title:
Lectures on the Biography of Ahl Al-Bayt (May Allah be pleased with them)
2. Course Code:
EBAB315
3. Semester / Academic Year:
2025–2026
4. Date of Preparation of This Description:
1/10/2025
5. Available Attendance Format:
Weekly
6. Total Study Hours / Total Units:
60 hours / 120 units
7. Name of the Course Coordinator (if more than one, all should be mentioned):
Asst. Prof. Kawther Abd Alrahman Mahmoud Email: drkawther9@gmail.com

Course Objectives

- Introduce students to the concept of Ahl Al-Bayt and their status in Islam.
- Explain the virtues of Ahl Al-Bayt in the Qur'an and the Prophetic Sunnah.
- Study the biography of Ahl Al-Bayt through an academic and documented approach.
- Highlight the role of Ahl Al-Bayt in building Islamic society and promoting ethical values.
- Promote moderation and Islamic unity through studying the biography of Ahl Al-Bayt.

Teaching and Learning Strategies

- Interactive lectures
- Scientific discussion and dialogue
- Analysis of Islamic texts
- Question-based learning
- Individual assignments (short reports)

Course Structure (30 Weeks)

Week	Hours	Intended Learning Outcomes	Unit / Topic	Teaching Method	Assessment Method
1	1	Concept definition	Concept of Ahl Al-Bayt	Lecture	Oral questions
2	1	Understanding	Virtues of Ahl Al-Bayt in the Qur'an	Discussion	Assignment
3	1	Analysis	Virtues in the Sunnah	Lecture	Assignment

4	1	Historical understanding	Status of Ahl Al-Bayt in Islam	Discussion	Assignment
5	1	Analysis	Harmony between Ahl Al-Bayt and the Companions	Lecture	Assignment
6	1	Comprehension	Love of Ahl Al-Bayt and its impact on unity	Discussion	Assignment
7	1	Integration	Methodology of Ahl Al-Bayt in dialogue and disagreement	Lecture	Assignment
8	1	Analysis	Doctrinal foundations of loving Ahl Al-Bayt	Discussion	Assignment
9	1	Understanding	Virtues of the Mothers of the Believers (Introduction)	Lecture	Assignment
10	1	Analysis	Lady Khadijah (RA)	Discussion	Assignment
11	1	Analysis	Lady Aisha (RA)	Lecture	Assignment
12	1	Understanding	Other Mothers of the Believers and their virtues	Discussion	In-class test
13	1	Analysis	Children of the Prophet ﷺ	Lecture	Assignment
14	1	Evaluation	Mid-course assessment	Test	Evaluation
15	1	Evaluation	Biography of Imam Ali (RA)	Discussion	Test
16	1	Analysis	Virtues and merits of Imam Ali (RA)	Lecture	Report
17	1	Understanding	Imam Hasan (RA)	Discussion	Continuous assessment
18	1	Analysis	Imam Husayn (RA)	Lecture	Test
19	1	Analysis	Role of Ahl Al-Bayt in nation building	Discussion	Assignment
20	1	Integration	Al-Abbas ibn Abd al-Muttalib (RA)	Lecture	Test
21	1	Understanding	Hamza ibn Abd al-Muttalib (RA)	Discussion	Assignment
22	1	Analysis	Abdullah ibn	Lecture	Assignment

			Abbas (RA)		
23	1	Understanding	Jaafar ibn Abi Talib (RA)	Discussion	Assignment
24	1	Analysis	Ahl Al-Bayt among the Followers (Tabi'in)	Lecture	Assignment
25	1	Comprehension	Imams of Ahl Al-Bayt (Introduction)	Lecture	Assignment
26	1	Analysis	Zayn al-Abidin, Al-Baqir, Al-Sadiq	Discussion	Assignment
27	1	Analysis	Methodology of Ahl Al-Bayt in learning and worship	Discussion	Assignment
28	1	Understanding	Ahl Al-Bayt and contemporary reality	Lecture	Assignment
29	1	Critical thinking	Comprehensive course review	Interactive	Evaluation
30	1	Evaluation	Final Examination	Exam	Exam

Course Assessment

- Attendance and participation: 5%
- Assignments and reports: 5%
- Midterm examination: 15%
- Final examination: 60%

Learning Resources

Main textbook: Biography of Ahl Al-Bayt (Approved Curriculum).

Main references: Ibn Kathir – Al-Bidaya wa Al-Nihaya; Ibn Hajar Al-Asqalani – Al-Isaba fi Tamyiz Al-Sahaba; Al-Dhahabi – Siyar A'lam Al-Nubala'.

Supporting references: Muhammad Abu Zahra – Imam Ali; Muhammad Abu Zahra – Imam Jaafar Al-Sadiq; Ahmed Abdul-Ghafoor Al-Samarrai – Jurists of Ahl Al-Bayt.

Electronic resources: Al-Maktaba Al-Shamela.

1. Course Title:
Educational Counseling and Mental Health
2. Course Code:
ECMH3117
3. Semester / Academic Year:
2025–2026
4. Date of Preparation of This Description:
1/10/2025
5. Available Attendance Format:
Weekly
6. Total Study Hours / Total Units:
60 hours / 120 units
7. Name of the Course Coordinator (if more than one, all should be mentioned):
Asst. Prof. Dr. Ahmed Hamed Email: ahmedalharbi@imamaladham.edu.iq

Course Objectives	<p>Objectives of Educational Counseling and Mental Health:</p> <ol style="list-style-type: none"> 1. Achieving mental health and psychological and personal adjustment. 2. Achieving academic, educational, and social adjustment. 3. Solving the individual's problems using a counseling method. 4. Achieving vocational adjustment, i.e., guidance towards suitable professions in accordance with vocational interests.
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9. Course Outcomes and Teaching, Learning, and Assessment Methods
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A- Cognitive Objectives

- A1- Introducing students to the subject of educational counseling and its importance.
- A2- Introducing students to the styles and methods of psychological counseling.
- A3- Helping the student explore a number of theories that addressed counseling and mental health.

Teaching and Learning Methods:

1. Explaining the study material in the classroom to students and discussing the theoretical frameworks of educational counseling and mental health.
2. Presenting and using multiple examples offered during the lesson on the board using the PowerPoint method.
3. Reviewing a number of counseling experiences.

Assessment Methods:

1. Discussions inside the classroom.
2. Written examinations.
3. Active participation and involving students in discussing the study material, theoretical frameworks, and experiences.

C- Affective and Value Objectives:

1. Emphasizing the value importance of the subject of counseling and mental health.
2. Providing students with numerous ways to increase their levels of mental health.
3. Encouraging students to work with their own environment in developing their leadership skills.

Teaching and Learning Methods:

1. Discussions inside the classroom.
2. Written examinations.
3. Active participation and involving students in discussing the study material, theoretical frameworks, and experiences.

Assessment Methods:

1. Discussions with students regarding the concept of counseling and mental health and weekly evaluation of their participation.
2. Using feedback with students.
3. Written examinations.

D - General and Transferable Skills (Other skills related to employability and personal development):

1. Using theoretical frameworks for the concept of counseling and mental health in practical life.
2. Reducing recourse to defense mechanisms, which grants them more self-confidence.
3. Preparing students as teachers in the future by granting them the opportunity to practice their role as teacher-counselors.
4. Developing the ability for counseling work.

Course Structure

Week	Date	Hours	Required Learning Outcomes	Unit / Topic Name	Teaching Method	Assessment Method
1-2	21/9 - 28/9/2024	4	Explaining the subject of Educational Psychological Counseling and clarifying the importance and defining fields.	Educational Psychological Counseling: Introduction, Definition, Importance, and Fields.	Explanation + Discussion	Questions and Answers
3-4	5/10 - 12/10/2024	4	Explaining methods of psychological counseling: 1. Individual	Methods of Psychological Counseling: 1. Individual Counseling	Explanation + Discussion	Questions and Answers

Week	Date	Hours	Required Learning Outcomes	Unit / Topic Name	Teaching Method	Assessment Method
			Counseling 2. Group Counseling	2. Group Counseling 3. Vocational Counseling in schools and institutions.		
5-6	19/10 - 26/10/2024	4	Showing foundations of counseling: Philosophical, Social, Psychological, and Ethical.	Foundations of Counseling: Philosophical, Social, Psychological, and Ethical.	Explanation + Discussion	Questions and Answers
7-8	2/11 - 9/11/2024	4	Clarifying the most important methods of counseling and therapy.	Methods of Counseling and Therapy – Behavioral Theory, Psychoanalytic Theory.	Explanation + Discussion	Questions and Answers
9	16/9/2024	2	Addressing Rogers' method in counseling and therapy.	Rogers' Method in Psychological Counseling (Self Theory).	Explanation + Discussion	Discussion + Questions and Answers
10	23/11/2024	2	Addressing the Reality Counseling method (Glasser).	Cognitive Counseling Method (Reality Therapy).	Explanation + Discussion	Discussion and Questions and Answers
11-13	30/11 - 14/12/2024	6	Presenting specific means for data collection in counseling.	Information necessary for counseling and methods of obtaining it: Observation, Interview, Tests.	Explanation + Discussion	Discussion and Questions and Answers
14	21/12/2024	2	Clarifying the concept of the Educational Counselor and the difference	Concept of the Educational Counselor and the Teacher-Counselor.	Explanation + Discussion	Discussion and Questions and Answers

Week	Date	Hours	Required Learning Outcomes	Unit / Topic Name	Teaching Method	Assessment Method
			with the Teacher-Counselor.			
15	28/12/2024	2	Clarifying the importance of Parents and Teachers Councils.	Parents and Teachers Council.	Explanation + Discussion	Discussion and Questions and Answers
16	19/1/2025	2	Monthly Exam	Monthly Exam	Monthly Exam	Written Exam
17-18	25/1 - 1/2/2025	4	Explaining the concept of Mental Health and what are the adopted standards for it.	Mental Health – Concept, Objectives, and Standards.	Explanation + Discussion	Discussion and Questions and Answers
19-20	8/2 - 15/2/2025	4	Emphasizing the importance of adaptation and psychological adjustment.	Adaptation and its dimensions – Psychological Adjustment.	Explanation + Discussion	Discussion and Questions and Answers
21	22/8/2025	2	Clarifying the concept of Psychological Crises.	Psychological Crises.	Explanation + Discussion	Discussion and Questions and Answers
22-23	1/3 - 8/3/2025	4	Addressing the importance of the subject of Psychological Disorders: Anxiety - Frustration.	Psychological Disorders: Anxiety and its types - Frustration.	Explanation + Discussion	Discussion and Questions and Answers
24-25	15/3 - 22/3/2025	4	Showing the danger of drugs.	Drugs - Addiction.	Explanation + Discussion	Discussion and Questions and Answers
26-27	29/3 - 5/4/2025	4	Explaining Defense Mechanisms	Defense Mechanisms: The concept	Explanation + Discussion	Discussion and Questions

Week	Date	Hours	Required Learning Outcomes	Unit / Topic Name	Teaching Method	Assessment Method
			according to Psychoanalytic Theory.	and models of them.	n	and Answers
28-29	12/4 - 19/4/2025	4	Explaining the classification of Psychological Disorders - Neurosis - Psychopathy.	Classification of Psychological Disorders - Neurosis - Psychopathy.	Explanation + Discussion	Discussion and Questions and Answers
30	26/4/2025	2	Monthly Exam	Monthly Exam	Monthly Exam	Written Exam

Category	Details
Required Textbooks	<i>Psychological Counseling and Mental Health – Basic Principles and Applications.</i>
	<i>Prof. Dr. Hassan Ali Sayed Al-Daraji -- Prof. Dr. Sahib Abd Marzouq.</i>
	<i>1st Edition - 2012 - Noor Al-Hassan Library.</i>
Main References (Sources)	<i>Psychological Counseling and Mental Health — Dr. Malik Faisal Al-Quraishi - Baghdad/2012.</i>
	<i>Websites / Counseling.</i>
A. Recommended Books and References	
B. Electronic References	<i>Counseling and Mental Health websites.</i>
Course Development Plan	<i>Adding the topic of Drugs and Addiction.</i>
	<i>Adding the Cognitive Therapy method (Glasser).</i>

Fourth Stage Courses

University Comprehensive Grammar

1. Course Name: University Comprehensive Grammar

2. Course Code:	
ECFG409	
3. Semester / Year:2025-2026	
4. Description Preparation Date:1/12/2025	
5. Available Attendance Forms: two days during the week	
6. Number of Credit Hours (3) / Number of Units (5)	
7. Course administrator's name (mention all, if more than one name)	
Name: lubna Riyadh Abdul jabbar Email: drlubna831963@gmail.com	
8. Course Objectives	
Course Objectives	<p>An Overall Course Objectives :After completing these chapters, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand sentence structure: Distinguish between simple and complex sentences and recognize their patterns and components. 2. Identify sentence elements: Analyze subjects, verbs, objects, complements, and adverbials, as well as dependent clauses in complex sentences. 3. Apply grammatical rules: Correctly use concord, negation, question formation, and clause embedding. 4. Construct grammatically accurate sentences: Form simple, complex, and subordinate sentences with appropriate syntactic and semantic coherence. 5. Interpret and analyze sentence meaning: Understand the functions of elements and clauses in conveying meaning and logical relationships. 6. Enhance academic and written communication: Use varied sentence structures effectively for clarity, style, and coherence. 7. Recognize and correct errors: Identify and amend mistakes in sentence formation, clause usage, and grammatical agreement
9. Teaching and Learning Strategies	
Strategy	<ol style="list-style-type: none"> 1. Interactive Lecture / Guided Explanation <ul style="list-style-type: none"> • Present the theoretical concepts of simple and complex sentences with examples from the book. • Explain clause patterns, sentence elements, and subordination using diagrams or sentence trees. • Emphasize common errors and exceptions to rules. • Use real-life and academic examples to illustrate each concept. 2. Diagramming and Visual Representation <ul style="list-style-type: none"> • Teach students to draw sentence diagrams for both simple and complex sentences. • Visualize clause patterns (SV, SVO, SVC, SVOO, SVOA) and subordinate clauses. • Highlight relationships between main and dependent clauses in complex

sentences.

3. Collaborative / Peer Learning

- Divide students into small groups to **analyze sentences** from texts or exercises.
- Have students **identify sentence patterns, elements, and clause types**, then present findings to the class.
- Peer correction of sentence formation exercises encourages active engagement.

4. Practice Exercises

- Provide a mix of **sentence identification, sentence completion, transformation, and error correction exercises**.
- Include:
 - Forming negatives, questions, and imperatives (Chapter 7)
 - Embedding subordinate clauses, combining sentences, and using subordinators correctly (Chapter 11)
- Include **gradual difficulty progression** from recognition to production.

5. Sentence Transformation Tasks

- Convert **simple sentences into complex sentences** and vice versa.
- Practice **changing active to passive, affirmative to negative, and direct to indirect questions**.
- Encourage students to **experiment with subordinators** to express cause, contrast, condition, or purpose.

6. Use of Authentic Texts

- Extract sentences from **academic articles, newspapers, and literary texts**.
- Identify **simple and complex sentences**, analyze clause patterns, and discuss their function and effect.
- Helps students see grammar **in context**, not just in isolation.

8. Assessment and Feedback

- Short quizzes on **sentence patterns, clause identification, and error correction**.
- Peer and instructor feedback on exercises and assignments.
- Encourage students to **reflect on errors** and revise sentences for clarity and accuracy

10. Course Structure

W	H	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Introduction to Simple Sentences	Understand the concept of a sentence distinguish between simple and complex sentences	Lecture; examples	Oral questions; class participation
2	3	Clause Patterns (SV, SVC, SVO)	Identify and classify basic simple sentence patterns	Diagramming; guided exercises	Short quizzes; exercises
3	3	Clause Patterns (SVOO, SVOA)	Identify and classify complex patterns within simple sentences	Visual aids; group work	Exercises on pattern identification

4	3	Sentence Elements: Subject & Verb	Recognize and analyze Subjects and Verbs	Lecture; sentence analysis	Peer exercises; worksheets
	3	Sentence Elements: Object & Complement	Identify and analyze Objects and Complements	Diagramming; collaborative exercises	Class exercises; formative quiz
6	3	Adverbials and Adjuncts	Recognize Adverbials and their functions	Interactive lecture; examples	Sentence completion exercises
7	3	Concord – Subject-Verb Agreement	Apply rules of grammatical and notional agreement	Guided exercises; examples	Error-correction worksheets
8	3	Negation in Simple Sentences	Construct negatives correctly	Practice exercises; guided tasks	Sentence transformation exercises
9	3	Questions Formation	Form yes/no, wh-questions, and tag-questions	Interactive practice; peer work	Quizzes; sentence transformation tasks
10	3	Imperatives	Produce and interpret commands	Role-play; Guided exercises	Oral/written tasks; peer review
11	3	Error Analysis in Simple Sentences	Analyze and correct errors	Individual and group practice	Worksheets; class participation
12	3	Introduction to Complex Sentences	Differentiate simple, compound, and complex sentences	Lecture; examples	Oral questions; short quizzes
13	3	Subordinate Clauses – Noun Clauses	Identify and classify noun clauses	Diagramming; exercises	Clause identification exercises
14	3	Subordinate Clauses – Relative Clauses	Identify and classify relative clauses	Guided practice; peer learning	Exercises; mini-test
15	3	Subordinate Clauses – Adverbial Clauses	Identify and classify adverbial clauses	Group work; sentence diagramming	Class exercises; worksheets
Mid-Year Holiday					
16	3	Clause Functions in Complex Sentences	Explain functions of dependent clauses	Lecture; sentence analysis	Short-answer questions
17	3	Using Subordinators	Apply subordinators correctly (that, because, although, etc.)	Guided exercises; examples	Sentence transformation exercises
18	3	Clause Embedding	Embed subordinate clauses correctly	Collaborative writing exercises	Paragraph writing tasks
19	3	Clause Ordering	Order clauses to	Interactive	Peer-reviewed

			maintain logical sequence	exercises; group work	exercises
20	3	Expressing Logical Relations – Cause/Effect	Use complex sentences to show causation	Writing workshop; examples	Written tasks; rubric assessment
21	3	Expressing Logical Relations – Contrast/Concession	Use complex sentences to show contrast	Guided practice; examples	Paragraph writing exercises
22	3	Expressing Logical Relations – Condition/Purpose	Use subordinators for condition, purpose	Interactive writing; exercises	Class exercises; peer review
23	3	Combining Sentences	Transform simple sentences into complex sentences	Sentence transformation exercises	Short quizzes; peer review
24	3	Active Writing Practice	Write paragraphs using varied sentence structures	Writing workshop; guided feedback	Assignments; formative evaluation
25	3	Error Detection & Correction	Recognize and correct errors in complex sentences	Individual and group practice	Error correction worksheets
26	3	Review of Simple Sentences	Consolidate all topics from Chapter 7	Revision exercises; Q&A	Quiz; class participation
27	3	Review of Complex Sentences	Consolidate all topics from Chapter 11	Revision exercises; examples	Quiz; exercises
28	3	Integrated Practice – Simple & Complex Sentences	Apply knowledge to combined exercises	Collaborative writing; sentence analysis	Worksheets; class activities
29	3	Written exam; oral questions			
30	3	Final exam; rubric scoring			

11. Course Evaluation

Course Evaluation – Chapters 7 & 11

Comprehensive assessment covering Chapters 7 & 11. Tasks include identification, classification, sentence transformations, error correction, clause embedding, and sentence writing

Total: 100 marks

Daily Preparation / Homework (3%)

- Students are expected to read assigned chapters, complete exercises, and review

sentence structures weekly. Assessment is based on submission and completeness.

- **Daily Oral Participation (2%)**
 - Assesses class engagement, answering questions, contributing to discussions, and participation in sentence analysis activities.
- **Weekly / Biweekly Exercises (5%)**
 - Includes sentence identification, transformation, negation, question formation, and clause analysis. Graded for accuracy and proper application of grammar rules.
- **Monthly Written Quizzes (10%)**
 - Short tests covering theory and practice from Chapters 7 and 11. Formats include multiple-choice, short-answer, and sentence analysis exercises.
- **Reports / Assignments (5%)**
 - Written assignments on paragraph writing, sentence analysis, combining sentences, and applying subordinate clauses. Graded for accuracy, style, and clarity.
- **Midterm Exam (10%)**
 - Covers Chapter 7 (Simple Sentences). Includes sentence identification, analysis, transformations, and error correction tasks.
- **Project / Mini Research Task (5%)**
 - Grammar-focused writing project or analysis of authentic texts (e.g., newspaper articles, academic texts). Assessed for application of grammar and sentence analysis.
- **Final Written Exam (60%)**

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<p>Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985/2010). <i>A University Grammar of English</i>. London: Longman.</p> <ul style="list-style-type: none"> • Core textbook for Chapters 7 (Simple Sentence) and 11 (Complex Sentence). • Provides detailed explanations, examples, and exercises for sentence patterns, clause structures, and subordination
Main references (sources)	<ul style="list-style-type: none"> □ Huddleston, R., & Pullum, G. K. (2002). <i>The Cambridge Grammar of the English Language</i>. Cambridge: Cambridge University Press. <ul style="list-style-type: none"> • Comprehensive reference for sentence structures, clause types, and complex sentences. □ Carter, R., & McCarthy, M. (2006). <i>Cambridge Grammar of English: A Comprehensive Guide</i>. Cambridge: Cambridge University Press. <ul style="list-style-type: none"> • Useful for functional explanations and practical examples of simple and complex sentences. □ Greenbaum, S. (1996). <i>Oxford English Grammar</i>. Oxford: Oxford University Press. <ul style="list-style-type: none"> • Reference for grammatical rules and concord in simple and complex sentences.
Recommended books and references (scientific journals,	<ol style="list-style-type: none"> 1. Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). <i>Longman Grammar of</i>

reports...)	<p><i>Spoken and Written English</i>. London: Longman.</p> <ul style="list-style-type: none"> ○ Useful for authentic examples of sentence structures in spoken and written contexts. <p>2. Swan, M., & Walter, C. (2014). <i>The Good Grammar Book</i>. Oxford: Oxford University Press.</p> <ul style="list-style-type: none"> ○ Practical exercises for classroom use and sentence practice. <p>3. Academic Journals:</p> <ul style="list-style-type: none"> ○ <i>English Language Teaching Journal (ELT Journal)</i> ○ <i>TESOL Quarterly</i> ○ Articles on syntax, clause analysis, and English grammar pedagogy.
Electronic References, Websites	<ul style="list-style-type: none"> □ British Council – Learn English: https://learnenglish.britishcouncil.org/grammar <ul style="list-style-type: none"> • Online resources for grammar explanation, exercises, and interactive activities. □ Cambridge Dictionary – Grammar: https://dictionary.cambridge.org/grammar/ <ul style="list-style-type: none"> • Provides definitions, rules, and examples of sentence structures. □ Purdue Online Writing Lab (OWL) – Grammar: https://owl.purdue.edu/owl/grammar.html <ul style="list-style-type: none"> • Includes tutorials and exercises on sentence structure, clauses, and punctuation. □ ResearchGate / JSTOR / Google Scholar <ul style="list-style-type: none"> • Search for scholarly articles on sentence structure, clause analysis, and English syntax research.

Linguistics

1. Course Name:					
Linguistics / Fourth stage					
2. Course Code:					
E ELIN410					
3. Semester / Year:					
Annual					
4. Description Preparation Date:					
2025-2026					
5. Available Attendance Forms:					
Lecture- based learning					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Total hours: 90 Number of units: 3					
7. Course administrator's name (mention all, if more than one name)					
Dr. Thaer Hussain Abbas					
8. Course Objectives					
Course Objectives		<ol style="list-style-type: none"> 1- The extent of students' actual participation in daily discussions. 2- Students are keen on the dates of academic activities during the semester 3- Developing mutual dialogue between students and teachers. 4- Connecting the meaning of the lecture and the extent of its benefit in daily life. 			
9. Teaching and Learning Strategies					
Strategy		Relying on books prescribed by the Ministry of Higher Education and Scientific Research for linguistics Outsourcing Adopting the theoretical teaching method Conducting many quarterly tests			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Linguistics	Semantics	Explanation and discussion	Presentation of Assignment
2	3	Linguistics	Meaning-semantic features- semantic roles	Explanation and	Presentation of Assignment

				discussion	
3	3	Linguistics	Lexical relation	Explanation and discussion	Presentation of Assignment
4	3	Linguistics	Lexical relation	Explanation and discussion	Presentation of Assignment
5	3	Linguistics	Lexical relation	Explanation and discussion	Presentation of Assignment
6	3	Linguistics	Study questions	Discussions	
7	3	Linguistics	Pragmatics	Explanation and discussion	Presentation of Assignment
8	3	Linguistics	Context-deixis-reference	Explanation and discussion	Presentation of Assignment
9	3	Linguistics	Inference-anaphore	Explanation and discussion	Presentation of Assignment
10	3	Linguistics	Presupposition-speech acts	Explanation and discussion	Presentation of Assignment
11	3	Linguistics	Animals and human language	Explanation and discussion	Presentation of Assignment
12	3	Linguistics	Politeness- negative and positive face	Explanation and discussion	Presentation of Assignment
13	3	Linguistics	Study questions	discussions	
14	3	Linguistics	Exam	Written exam	Monthly exam 1st
15	3	Linguistics	Discourse analysis	Explanation and discussion	Presentation of Assignment
16	3	Linguistics	Interpreting discourse-coherence-cohesion	Explanation and discussion	Presentation of Assignment
17	3	Linguistics	Speech events-conversational analysis-turn taking	Explanation and discussion	Presentation of Assignment
18	3	Linguistics	The co-operative principle-hedges- implicatures	Explanation and discussion	Presentation of Assignment
19	3	Linguistics	Background knowledge-schemas and scripts	Explanation and discussion	Presentation of Assignment
20	3	Linguistics	Study questions	discussions	

21	3	Linguistics	Exam	Written exam	
22	3	Linguistics	Mid year holiday		
23	3	Linguistics	Language and the brain	Explanation and discussion	Presentation of Assignment
24	3	Linguistics	Neurolinguistics- Language areas in the brain- Broca's area	Explanation and discussion	Presentation of Assignment
25	3	Linguistics	Wernicke's area- The motor cortex and the arcuate fasciculus	Explanation and discussion	Presentation of Assignment
26	3	Linguistics	The localization view- Tongue tips and lips- slips of the tongue	Explanation and discussion	Presentation of Assignment
27	3	Linguistics	Slips of the ear- Aphasia- dicotic listening- the critical period	Explanation and discussion	Presentation of Assignment
28	3	Linguistics	Study questions	discussions	
29	3	Linguistics	Exam	Written exam	Monthly exam 2nd
30	3	Linguistics	First language acquisition	Explanation and discussion	Presentation Assignment
31	3	Linguistics	Second language acquisition	Explanation and Discussions	Presentation Assignment
32	3	Linguistics	Gestures and sign language	Explanation and Discussions	Presentation Assignment
33	3	Linguistics	Final Exam		

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	The study of language
Main references (sources)	The study of language
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Literature

Course Name:	
Literature 4th stage	
Course Code:	
EMLI416	
Semester / Year:	
Annual	
Description Preparation Date:	
11/06/2024	
Available Attendance Forms:	
presence only	
Number of Credit Hours (Total) / Number of Units (Total)	
2 hours/ weekly	
Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Thabit Shihab Ahmed Email: thabitshehab@imamaladham.edu.iq	
Course Objectives	
Course Objectives	<p>Giving an idea on the twentieth Century Literature and the various modern schools .</p> <p>It outlines the major characteristics and techniques adapted by modern novelists ,dramatists and poets.</p> <p>It enriches the students vocabulary and their mastery over language</p> <p>It enables the students to see the radical dramatic changes in form and contents .</p> <p>It gives the students the chance to put their critical and linguistic knowledge in practice</p>
Teaching and Learning Strategies	
Strategy	<p>Lectures</p> <p>Discussions</p> <p>Presentations</p> <p>Internet</p> <p>Educational videos</p> <p>Self-directed learning</p> <p>Collaborative learning</p> <p>Brainstorming</p>

Course Structure					
Week	Hou rs	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Critical analysis of texts.	Great gatsby	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
1	2	Understanding of various literary theories.	Sons and Lovers	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
3	2	Awareness of historical and cultural contexts.	Death of a Saleman	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
4	2	Comparative analysis of different works.	Waiting for Godot	Reading a variety of texts, including novels, poetry, and plays. Participating	Written essays analyzing texts and

				in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
5	2	Proficient writing skills.	The Symbolists Movement	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
6	2	Critical analysis of texts.	Sailing to Byzantium	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
7	2	Understanding of various literary theories.	The Second Coming	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and

					critical thinking.
8	1	First monthly exam.	First monthly exam.	First monthly exam.	First monthly exam.
9	1	Critical analysis of texts.	The Imagist Movement	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
10	2	Understanding of various literary theories.	The Love Song	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
11	2	Awareness of historical and cultural contexts.	The Georgian School	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
12	2	Comparative analysis of different	The Listeners	Reading a variety of texts, including novels, poetry, and	Written essays analyzing

		works.		plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
13	2	Proficient writing skills.	The Socialists School	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
14	1	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam
15	2	Critical analysis of texts.	The Unknown Citizen	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
16	2	Understanding of various literary theories.	Neo-Romanticism	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and

				to articulate thoughts clearly.	exams testing comprehension and critical thinking.
17	2	Awareness of historical and cultural contexts.	Fern Hill	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
18	2	Comparative analysis of different works.	The Movement	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
19	Monthly Exam	Monthly Exam	Monthly Exam	Monthly	Monthly Exam
20	2	Critical analysis of texts.	At Grass	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical

					thinking.
21	2	Understanding of various literary theories.	Church Going	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
22	2	Awareness of historical and cultural contexts.	Extremist Art	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
23	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam
24	2	Critical analysis of texts.	The casualty	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
25	2	Understanding of various literary	The casualty	Reading a variety of texts, including novels, poetry, and	Written essays analyzing

		theories.		plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
26	2	Awareness of historical and cultural contexts.	Thought Fox	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
27	2	Comparative analysis of different works.	Thought Fox	Reading a variety of texts, including novels, poetry, and plays. Participating in class discussions to share interpretations and insights. Composing essays and analyses to articulate thoughts clearly.	Written essays analyzing texts and themes. Class participation in discussions and debates. Quizzes and exams testing comprehension and critical thinking.
28	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam
29	2	review	review	review	review
30	2	review	review	review	review
31	2	review	review	review	review
32	2	review	review	review	review
<p>Course Evaluation: Distribution of the 40-point grade based on the tasks assigned to the student, such as: Daily preparation (5 points)</p>					

Daily oral quizzes (5 points)	
Monthly oral exams (5 points)	
Monthly written exams (15 points)	
Reports/projects (5 points)"	
. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	<ol style="list-style-type: none"> 1. The Text :The Great Gatsby 2. The Text: Sons and Lovers 3. The Text:The Death of a salesman 4. The Text :Waiting for Godot 5. Maurice Wollman: Ten Twentieth Century poets
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Translation

1. Course Name:	
Translation	
2. Course Code:	
EQT412	
3. Semester / Year:	
Annual	
4. Description Preparation Date:	
11/06/2024	
5. Available Attendance Forms:	
Lectures	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Two Hours Weekly	
7. Course administrator's name (mention all, if more than one name)	
Name: Inst. Arwa Adnan Abdurahman Email: arwa.adnan4@ imamaladham.edu.iq	
8. Course Objectives	
Course Objectives	<p>-This course is a comprehensive course on the fundamentals of translation. Its aim is to enable students to master translation skills from English to Arabic and vice versa. This is achieved by studying the translation of simple sentences in English, then progressing to more complex sentences, and finally moving on to various types of sentences (scientific, journalistic, political, legal paragraphs, etc.). Students will learn how to translate paragraphs into fluent Arabic.</p> <p>- The course aims to:</p> <ol style="list-style-type: none"> 1- Prepare a generation of graduates capable of practicing the translation profession. 2- Prepare graduates proficient in the four English language skills: comprehension, speaking, reading, and writing. 3- Enabling students to independently understand what they read and hear in English beyond their previous studies. 4- Highly qualify students for admission to postgraduate programs. 5- Empower students to master translation by mastering the rules, fundamentals, and skills of translation from Arabic to English

and from English to Arabic.

9. Teaching and Learning Strategies

Strategy

- lectures
- Discussion
- Presentations
- Collaborative learning
- Brainstorming

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Reception, understanding , discussion	What is translation?, methods of translation,	-The lecture method using the whiteboard - Detailed explanation of the material - Directing explanatory and analytical questions to students - Involving students in explaining the material	-The question and answer method -Classroom discussion -Homework -Quiz.
2	2	Reception, understanding, discussion	The process of translation, the units of translation.	-The lecture method using the whiteboard - Detailed explanation of the material - Directing explanatory and analytical questions	-The question and answer method -Classroom discussion -Homework -Quiz.

				to students	
				- Involving students in explaining the material	
3	2	Reception, understanding, discussion	Grammatical problems:(verbs be, do, have), modals, questions, negation, pronouns)	-The lecture method using the whiteboard - Detailed explanation of the material - Directing explanatory and analytical questions to students - Involving students in explaining the material	-The question and answer method -Classroom discussion -Homework -Quiz.
4	2	Reception, understanding, discussion	Grammatical problems:(gerund, present participle, past participle)	-The lecture method using the whiteboard - Detailed explanation of the material - Directing explanatory and analytical questions to students - Involving students in explaining the material	-The question and answer method -Classroom discussion -Homework -Quiz.
5	2	Reception, understanding, discussion	Grammatical problems:(j., tenses, conditional sentences, word classes, articles, sentence connectors)	-The lecture method using the whiteboard - Detailed explanation of the material	-The question and answer method -Classroom discussion -Homework -Quiz.

				<ul style="list-style-type: none"> - Directing explanatory and analytical questions to students - Involving students in explaining the material 	
6	2	Reception, understanding, discussion	lexical problems:(synonymy, polysemy,)	<ul style="list-style-type: none"> -The lecture method using the whiteboard - Detailed explanation of the material - Directing explanatory and analytical questions to students - Involving students in explaining the material 	<ul style="list-style-type: none"> -The question and answer method -Classroom discussion -Homework -Quiz.
7	2	Reception, understanding, discussion	lexical problems:(collocation)	<ul style="list-style-type: none"> -The lecture method using the whiteboard - Detailed explanation of the material - Directing explanatory and analytical questions to students - Involving students in explaining the material 	<ul style="list-style-type: none"> -The question and answer method -Classroom discussion -Homework -Quiz.
8	1	Exam	Exam	Exam	Exam
9	2	Reception, understanding	lexical problems:(-The lecture method using the	-The question and

		, discussion	fixed phrases)	whiteboard - Detailed explanation of the material - Directing explanatory and analytical questions to students - Involving students in explaining the material	answer method -Classroom discussion -Homework -Quiz.
10	2	Reception, understanding, discussion	lexical problems: figurative language)	-The lecture method using the whiteboard - Detailed explanation of the material - Directing explanatory and analytical questions to students - Involving students in explaining the material	-The question and answer method -Classroom discussion -Homework -Quiz.
11	2	Reception, understanding, discussion	lexical problems: technical translation)	-The lecture method using the whiteboard - Detailed explanation of the material - Directing explanatory and analytical questions to students - Involving students in explaining the	-The question and answer method -Classroom discussion -Homework -Quiz.

				material	
12	2	Reception, understanding, discussion	lexical problems : (proper names)	<ul style="list-style-type: none"> -The lecture method using the whiteboard - Detailed explanation of the material - Directing explanatory and analytical questions to students - Involving students in explaining the material 	<ul style="list-style-type: none"> -The question and answer method -Classroom discussion -Homework -Quiz.
13	2	Reception, understanding, discussion	Translation and culture	<ul style="list-style-type: none"> -The lecture method using the whiteboard - Detailed explanation of the material - Directing explanatory and analytical questions to students - Involving students in explaining the material 	<ul style="list-style-type: none"> -The question and answer method -Classroom discussion -Homework -Quiz.
14		Reception, understanding, discussion	Stylistic problems	<ul style="list-style-type: none"> -The lecture method using the whiteboard - Detailed explanation of the material - Directing explanatory and analytical questions to students 	<ul style="list-style-type: none"> -The question and answer method -Classroom discussion -Homework -Quiz.

				- Involving students in explaining the material	
15	1	Exam	Exam	Exam	Exam
16	Mid-term vacation				
17					
18	2	Reception, understanding, discussion	Stylistic problems	<ul style="list-style-type: none"> -The lecture method using the whiteboard - Detailed explanation of the material - Directing explanatory and analytical questions to students - Involving students in explaining the material 	<ul style="list-style-type: none"> -The question and answer method -Classroom discussion -Homework -Quiz.
19	School application period				
20					
21					
22					
23					
24	School application period				
25	2	Reception, understanding, discussion	Stylistic problems	<ul style="list-style-type: none"> -The lecture method using the whiteboard - Detailed 	<ul style="list-style-type: none"> -The question and answer method -Classroom discussion

				<p>explanation of the material</p> <ul style="list-style-type: none"> - Directing explanatory and analytical questions to students - Involving students in explaining the material 	-Homework -Quiz.
26	2	Reception, understanding, discussion	Phonological problems	<ul style="list-style-type: none"> -The lecture method using the whiteboard - Detailed explanation of the material - Directing explanatory and analytical questions to students - Involving students in explaining the material 	-The question and answer method -Classroom discussion -Homework -Quiz.
27	2	Reception, understanding, discussion	Phonological problems	<ul style="list-style-type: none"> -The lecture method using the whiteboard - Detailed explanation of the material - Directing explanatory and analytical questions to students - Involving students in explaining the material 	-The question and answer method -Classroom discussion -Homework -Quiz.
28	2	Reception,	Phonological	-The lecture	

		understanding , discussion	problems	method using the whiteboard - Detailed explanation of the material - Directing explanatory and analytical questions to students - Involving students in explaining the material	-The question and answer method -Classroom discussion -Homework -Quiz.
29	1	Exam	Exam	Exam	Exam
30	2	Reception, understanding , discussion	Phonological problems	-The lecture method using the whiteboard - Detailed explanation of the material - Directing explanatory and analytical questions to students - Involving students in explaining the material	-The question and answer method -Classroom discussion -Homework -Quiz.
31	2	Curriculum review	Curriculum review	Curriculum review	Curriculum review
32	2	Curriculum review	Curriculum review	Curriculum review	Curriculum review

11. Course Evaluation

Course Evaluation: Distribution of the 40-point grade based on the tasks assigned to the student, such as:

- Daily preparation (5 points)
- Daily oral quizzes (5 points)
- Monthly written exams (15 points)

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Translation as Problems and Solutions; Hasan Ghazala(2008)

Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Observation and Application

T	Course Description
1	Course Name Observation and Application
2	Course code EAOP408
3	Semester/Year 2023-2024
4	Date this description was prepared 25/9/2024
5	Available forms of attendance My presence
6	Number of study hours (total) / Number of units (total) 240 Hour / 240 units
7	Name of the course coordinator (if there is more than one, please mention it). Dr. Saddam Abbas Hasakah
8	Email: saddaamabbas@imamaladham.edu.iq

9	Course objectives
Course objectives	<ol style="list-style-type: none"> 1. Linking theory with practical applicationApplying the educational and psychological concepts and theories that he previously studied in a real classroom environment. 2. Developing observation skillsDeveloping the ability to observe and analyze educational environments, student interactions, and teacher performance efficiently and systematically. 3. Mastering modern teaching strategiesPractice planning, implementing, and evaluating lessons using a variety of effective teaching and learning strategies. 4. Building a portfolio(Portfolio): Documenting the learning and professional development process through the collection and analysis of work, observations, and teaching samples. 5. Professional reflection: Enhancing critical thinking skills in teaching, self-directed educational performance, and observation.

10	Teaching and learning strategies
strategy	This course is considered a practical example of applying what is studied, therefore it is taught using the following strategies.: <ul style="list-style-type: none"> Project-based learning: Applying the same academic description as a project. • Modeling(Modeling): The course instructor providing models of effective lessons or classroom observations. • Targeted trainingProviding continuous supervision and guidance from the course instructor and the cooperating teacher. • reflective discussionsSessions to share experiences and challenges that students faced during observation and application. •

11	structure					
Week	Learning	Hours	Required	nameUnit/Course	roadeducation	Evaluation

Outcomes Hours		learning outcomes	or Topic		Method
Week 1	4		Welcome - Course Introduction	Standard method	Classroom performance and exams
Week 2	4		Theoretical aspect: Ethics and foundations of the teaching profession	Standard method	Classroom performance and exams
Week 3	4		Classroom management and organization, and classroom questions and their types	Standard method	Classroom performance and exams
Week 4	4		Annual and daily teaching plan	Standard method	Classroom performance and exams
Week 5	4		Observation, meaning, the instructions that the student follows during observation.	Standard method	Classroom performance and exams
Week 6	4		Practical aspect: Observation	Standard method	Classroom performance and exams
Week 7	4		Practical aspect: Observation	Standard method	Classroom performance and exams
Week 8	4	First month test		Standard method	Classroom performance and exams
Week 9	4		Individual application	Standard method	Classroom performance and exams
Week 10	4		Individual application in middle and high schools.	Standard method	Classroom performance and exams
Week 11	4		Practical exercise in teaching skills	Standard method	Classroom performance and exams
Week 12	4		Whiteboard skills	Standard method	Classroom performance and exams
Week 11	4		Setup and shutdown	Standard method	Classroom performance and exams

Week 12	4		Interrogation	Standard method	Classroom performance and exams
Week 13	4		Reinforcement, feedback, stimuli variety	Standard method	Classroom performance and exams
Week 14	4		General educational applications	Standard method	Classroom performance and exams
Week 15	4	Second month test		Standard method	Classroom performance and exams
Week 16	4		Psychological and educational preparation for the implementation phase	Standard method	Classroom performance and exams
Week 17	4		Psychological and educational preparation for the implementation phase	Standard method	Classroom performance and exams
Week 18	4		Collective application	Standard method	Classroom performance and exams
Week 19	4	Mid-year break		Standard method	Classroom performance and exams
Week 20	4	Mid-year break		Standard method	Classroom performance and exams
Week 21	4		Collective application	Standard method	Classroom performance and exams
Week 22	4		Collective application	Standard method	Classroom performance and exams
Week 23	4	Third month test		Standard method	Classroom performance and exams
Week 24	4		Collective application	Standard method	Classroom performance and exams
Week 25	4		Collective application	Standard method	Classroom performance and exams
Week 26	4		Collective application	Standard method	Classroom performance

					and exams
Week 27	4		Collective application	Standard method	Classroom performance and exams
Week 28	4		A discussion about the problems faced by student trainees during their training period.	Standard method	Classroom performance and exams
Week 29	4		Discussion of the reports prepared by the students on the group application.	Standard method	Classroom performance and exams
Week 30	4	Fourth month test		Standard method	Classroom performance and exams

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Course evaluation

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, and reports:

1. The monthly exam is worth 30 marks.
2. Conducting short research projects to be discussed in class, along with daily preparation, is worth 10 marks.
3. Final exam: 60 marks

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Learning and teaching resources

First: Theoretical and Academic Sources	Essential books: .1	<ol style="list-style-type: none"> 1. Books specializing in general teaching methods, with a focus on chapters related to modern strategies.. 2. Books on classroom management and developmental psychology were written to help students understand the context of the application.. 3. Books that address classroom observation skills and educational analysis tools.
	Peer reviewed articles .2	<ol style="list-style-type: none"> 1. Recent articles discuss the effectiveness of active teaching strategies and cooperative learning. 2. Research focusing on professional reflection and how to develop it among trainee teachers.

	Second: Practical and applied sources	Viewing and analysis tools:	<ol style="list-style-type: none"> i. Performance evaluation tools Ready-made (or department-developed) assessment checklists to evaluate student performance during microteaching and practical application. ii. Note lists Organized checklists for observing teacher behavior, classroom management, and student interaction. iii. Lesson plan templates: Formal templates that students are required to fill out, with sections dedicated to integrating teaching strategies..
		Digital and technological platforms(Digital Resources):	<ol style="list-style-type: none"> a. Learning Management System (LMS): Using platforms such as Moodle, Blackboard, or Google Classroom for sharing materials, uploading assignments, and providing feedback. b. Educational video platforms: Using platforms such as YouTube (YouTube) or Khan Academy to watch and analyze sample lessons and different teaching experiences (using the YouTube search tool when needed). c. Classroom interaction tools: applications such as Kahoot, Mentimeter, or Nearpod to train students to use them in their practical lessons.
	Third: Field sources (the most important sources for the course)	Real classrooms: It is the primary source, from which students are directed to observe and apply in schools.	<ol style="list-style-type: none"> a. The cooperative teacher (Mentor Teacher): Live experience and direct guidance from an experienced teacher in the school is an invaluable educational resource. b. Students in the classroom: Interacting with students and understanding their nature and needs is the essence of learning in this course.

Assessment and Evaluation


1. Course Name:	
Assessment and Evaluation	
2. Course Code:	
EAME411	
3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
15-10-2025	
5. Available Attendance Forms:	
Obligatory	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours a week, 60 hours a year	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Inst. Ghada Majid Ahmed Email: ghadamajid88@imamaladham.edu.iq	
8. Course Objectives	
Course Objectives	<p>The course aims to:</p> <ol style="list-style-type: none"> 1. Introduce students to the principles of question writing. 2. Enable students to consider the advantages and disadvantages of questions. 3. Help students understand different types of grading systems. 4. Encourage students to reflect on their own question-writing techniques, take individual differences among students into account, and select questions in an organized, non-random manner. 5. Combine theoretical discussion with best practices to meet the demands of contemporary language teaching situations. 6. Familiarize English language students in Iraqi colleges of education with a variety of testing techniques based on the structural syllabus in language teaching and learning. 7. Assist students in designing linguistically sound and scientifically valid language tests.
9. Teaching and Learning Strategies	
Strategy	<ol style="list-style-type: none"> 1. Developing students' skills in designing and writing questions 2. The ability to write questions in a scientific manner 3. Analyzing the curriculum so that the questions are according to the importance of each topic 4. Identifying general testing methods

10. Course Structure					
Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1	2	<ul style="list-style-type: none"> • Historical evolution of testing Professional standards (e.g., IL Code of Ethics). 	Understanding the foundational concepts of assessment is crucial for recognizing its role in education. It sets the stage for why accurate assessment practices are	Practical and theoretical	Daily oral testing

			necessary for effective teaching and learning.		
2	2	<ul style="list-style-type: none"> • Categorizing assessment types Curriculum mapping for assessment. 	This chapter emphasizes various assessment methods and timing, highlighting the need for diverse strategies to effectively measure student learning and progress.	Practical and theoretical	Daily oral testing
3	2	<ul style="list-style-type: none"> • Analyzing sample tests. • Influence of structural linguistics 	Exploring different assessment approaches helps educators understand the historical context and evolution of language testing, fostering critical analysis of current practices.	Practical and theoretical	Daily oral testing
4	2	<ul style="list-style-type: none"> • Analyzing cloze tests. • Applying test usefulness frameworks. 	This chapter highlights modern assessment methodologies that focus on real-world language use, promoting the assessment of communicative competence over rote memorization.	Practical and theoretical	Daily oral testing
5	2	Exam	Exam	Exam	Exam
6	2	<ul style="list-style-type: none"> • Building test specification tables. • Correlating scores for criterion evidence. 	Ch. 3: Characteristics of Assessment • Introduction • Validity	Practical and theoretical	Daily oral testing
7	2	<ul style="list-style-type: none"> • Calculating inter-rater reliability. • Balancing validity/reliability, practicality. 	Ch. 3: Characteristics of Assessment • Reliability • Practicality • Accuracy • Factors affecting these criteria	Practical and theoretical	Daily oral testing
8	2	<ul style="list-style-type: none"> • Developing test blueprints. • Item writing techniques. 	Ch. 4: Test Construction and Administration • Introduction • Test Construction	Practical and theoretical	Daily oral testing
9	2	<ul style="list-style-type: none"> • Creating administrator scripts • Ethical considerations. 	Ch. 4: Test Construction and Administration • Test Administration	Practical and theoretical	Daily oral testing
10	2	Exam	Exam	Exam	Exam
11	2	<ul style="list-style-type: none"> • Analyzing test types and scoring. • Impact of format on validity/reliability. 	Ch. 5: Test Design • Introduction • Test format • Test Scoring • Test result	Practical and theoretical	Daily oral testing

			Interpretations		
12	2	<ul style="list-style-type: none"> • Structure of multiple-choice items. • Writing effective distractors. 	Ch. 5: Test Design <ul style="list-style-type: none"> • Test techniques • Designing language tests • Objective tests • Techniques of objective tests 	Practical and theoretical	Daily oral testing
13	2	<ul style="list-style-type: none"> • Designing tasks for specific domains. • Scoring restricted-response items. 	Ch. 6: Test Design <ul style="list-style-type: none"> • Introduction • Restricted-response questions • Restricted response techniques 	Practical and theoretical	Daily oral testing
14	2	<ul style="list-style-type: none"> • Developing scoring rubrics. • Ensuring inter-rater reliability 	Ch. 6: Test Design <ul style="list-style-type: none"> • Open-ended questions • Techniques of testing open-ended questions 	Practical and theoretical	Daily oral testing
15	2	<ul style="list-style-type: none"> • Analyzing grammatical demands of tasks. • Selecting techniques for constructs. 	Ch. 7: Testing Use and Usage <ul style="list-style-type: none"> • Introduction • Main areas of grammatical points 	Practical and theoretical	Daily oral testing
16	2	<ul style="list-style-type: none"> • Creating contextualized grammar items. • Discrete-point vs. integrative techniques. 	Ch. 7: Testing Use and Usage <ul style="list-style-type: none"> • Techniques for testing structure 	Practical and theoretical	Daily oral testing
17	2	<ul style="list-style-type: none"> • Relationship between vocabulary and proficiency. • Designing recognition-level items. • Testing depth of vocabulary knowledge. • Designing recall and production items. 	Ch. 8: Testing Vocabulary <ul style="list-style-type: none"> • Introduction • Techniques for testing vocabulary (Receptive) • Techniques for testing vocabulary (Productive) 	Practical and theoretical	Daily oral testing
18	2	Exam	Exam	Exam	Exam
19	2	<ul style="list-style-type: none"> • Taxonomies of reading skill (e.g., Barrett's). • Text selection and authenticity. 	Ch. 9: Testing Reading Comprehension <ul style="list-style-type: none"> • Introduction • Reading comprehension cognitive skills • Designing reading comprehension tests 	Practical and theoretical	Daily oral testing

20	Practical application for fourth stage students				
21					
22					
23					
24					
25	2	<ul style="list-style-type: none"> Analyzing question types and cognitive processes. Avoiding non-text-based questions. 	Ch. 9: Testing Reading Comprehension • Techniques for testing reading comprehension Testing various cognitive skills		
26	2	<ul style="list-style-type: none"> Designing effective writing prompts. Concept of "test wiseness" in writing. 	Ch. 10: Testing Writing Skills • Introduction • Factors affecting writing reliability • Stages of testing writing • Test mechanics of writing	Practical and theoretical	Daily oral testing
27	2	<ul style="list-style-type: none"> Developing analytic rubrics. Rater training procedures. 	Ch. 10: Testing Writing Skills • Testing extended writing • Types of guided writing tests • Free writing • Marking the test	Practical and theoretical	Daily oral testing
28	2	<ul style="list-style-type: none"> Designing tasks for a range of skills. Interviewer and test-taker effects. Structuring an oral exam. Principles of listening test design 	Ch. 11: Testing Oral Skills • Introduction • Characteristics of oral assessment • Methods of oral assessment • Oral skills • Conducting oral assessment • Speaking tests • Listening comprehension tests • Reading aloud test	Practical and theoretical	Daily oral testing
29	2	Exam	Exam	Exam	Exam
30	2	To equip educators with the skills to effectively interpret test results for informed decision-making in instructional practices.	<ul style="list-style-type: none"> Ch12.interpretation of test results Interpretations of Test Results • Introduction Norm-referenced Analysis • Interpreting scores • Item analysis 	Practical and theoretical	Daily oral testing

			<ul style="list-style-type: none"> • Criterion-referenced Analysis • Item analysis • Practice exercises 		
11. Course Evaluation					
The final course grade is comprised of the following components: 25% for semester-long work, 5% for daily activities, 5% for attendance, and 5% for a project. For the project, students are required to design exam questions based on a curriculum of their choice from the middle or secondary school syllabi. The remaining 60% of the grade is allocated to the final examination.					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Language Teacher's Guide to Assessment By Professor Nejat Al- Juboury 2014		
Main references (sources)			Language Teacher's Guide to Assessment By Professor Nejat Al- Juboury 2014		
Recommended books and references (scientific journals, reports...)			All testing and assessment references		
Electronic References, Websites			Any website related to testing a assessment		
Signature			 Asst. Inst. Ghada Majid Ahmed		

Islamic Media :Message and Goal

Course Name:	
Islamic Media :Message and Goal 4 th stage	
Course Code:	
EIM415	
Semester / Year:	
Annual	
Description Preparation Date:	
11/06/2024	
Available Attendance Forms:	
presence only	
Number of Credit Hours (Total) / Number of Units (Total)	
2 hours/ weekly	
Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Saddam Abbas Hiska Email: saddaamabbas@imamaladham.edu.iq	
Course Objectives	
Course Objectives	<ol style="list-style-type: none"> 1. Introduce the student to the definition of communication with the public, its sciences, its functions and theories, and the importance of using modern media, its importance and the possibility of benefiting from it in the service of Islam. 2. . Training the student on the use of media of all kinds. 3. To give an idea of the functions that can be carried out by the media in the case of specialized instruments of Islam. 4. Introduce the student to the importance of public opinion and how we influence it and do it to make changes in it through the media 5. Introducing the student to the most important media terms in English language .
Teaching and Learning Strategies	
Strateg y	<ul style="list-style-type: none"> Lectures Discussions Presentations Internet Educational videos Self-directed learning Collaborative learning Brainstorming

Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Understanding Islamic principles and values as they relate to media.	What is the media, its concept and its status?	Lectures to gain foundational knowledge of Islamic principles and media theory.	Written assignments analyzing media content from an Islamic perspective.
1	2	Analyzing the role of media in shaping public perception and opinion in Islamic contexts.	What is the media, its concept and its status?	Participating in group discussions to explore various topics and perspectives.	Class participation in discussions and debates on relevant topics.
3	2	Evaluating media content for ethical and moral implications based on Islamic teachings.	What is the media, its concept and its status?	Analyzing real-world examples of Islamic media practices and their impacts through case studies.	Practical projects showcasing media production skills.
4	2	Understanding Islamic principles and values as they relate to media.	Foundations of Islamic media and literature	Lectures to gain foundational knowledge of Islamic principles and media theory.	Written assignments analyzing media content from an Islamic perspective.
5	2	Analyzing the role of media in shaping public perception and opinion in Islamic contexts.	Foundations of Islamic media and literature	Participating in group discussions to explore various topics and perspectives.	Class participation in discussions and debates on relevant topics.
6	2	Evaluating media content for ethical and moral implications based on Islamic teachings.	The objectives of the Islamic media	Analyzing real-world examples of Islamic media practices and their impacts through case studies.	Practical projects showcasing media production skills.

7	2	Understanding Islamic principles and values as they relate to media.	The objectives of the Islamic media	Lectures to gain foundational knowledge of Islamic principles and media theory.	Written assignments analyzing media content from an Islamic perspective.
8	1	First monthly exam.	First monthly exam.	First monthly exam.	First monthly exam.
9	1	Understanding Islamic principles and values as they relate to media.	Defending the ethics of the Muslim community	Lectures to gain foundational knowledge of Islamic principles and media theory.	Written assignments analyzing media content from an Islamic perspective.
10	2	Analyzing the role of media in shaping public perception and opinion in Islamic contexts.	Defending the ethics of the Muslim community	Participating in group discussions to explore various topics and perspectives.	Class participation in discussions and debates on relevant topics.
11	2	Evaluating media content for ethical and moral implications based on Islamic teachings.	Relationship of the media to other sciences	Analyzing real-world examples of Islamic media practices and their impacts through case studies.	Practical projects showcasing media production skills.
12	2	Understanding Islamic principles and values as they relate to media.	Relationship of the media to other sciences	Lectures to gain foundational knowledge of Islamic principles and media theory.	Written assignments analyzing media content from an Islamic perspective.
13	2	Understanding Islamic principles and values as they relate to media. Analyzing the role of media in shaping public	Characteristics of successful Islamic message	Participating in group discussions to explore various topics and perspectives.	Written assignments analyzing media content from an Islamic perspective. Class participation in discussions

		perception and opinion in Islamic contexts. Evaluating media content for ethical and moral implications based on Islamic teachings.			and debates on relevant topics. Practical projects showcasing media production skills.
14	1	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam
15	2	Understanding Islamic principles and values as they relate to media.	Characteristics of successful Islamic message	Lectures to gain foundational knowledge of Islamic principles and media theory.	Written assignments analyzing media content from an Islamic perspective.
16	2	Analyzing the role of media in shaping public perception and opinion in Islamic contexts.	Characteristics of successful Islamic message	Participating in group discussions to explore various topics and perspectives.	Class participation in discussions and debates on relevant topics.
17	2	Evaluating media content for ethical and moral implications based on Islamic teachings.	Characteristics of Islamic media	Analyzing real-world examples of Islamic media practices and their impacts through case studies.	Practical projects showcasing media production skills.
18	2	Understanding Islamic principles and values as they relate to media.	Characteristics of Islamic media	Lectures to gain foundational knowledge of Islamic principles and media theory.	Written assignments analyzing media content from an Islamic perspective.
19	Monthly Exam	Monthly Exam	Monthly Exam	Monthly	Monthly Exam
20	2	Understanding Islamic principles and	Holy Quran and media contents	Lectures to gain foundational knowledge of	Written assignments analyzing

		values as they relate to media.		Islamic principles and media theory.	media content from an Islamic perspective.
21	2	Analyzing the role of media in shaping public perception and opinion in Islamic contexts.	Holy Quran and media contents	Participating in group discussions to explore various topics and perspectives.	Class participation in discussions and debates on relevant topics.
22	2	Evaluating media content for ethical and moral implications based on Islamic teachings.	Holy Quran and media contents	Analyzing real-world examples of Islamic media practices and their impacts through case studies.	Practical projects showcasing media production skills.
23	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam
24	2	Understanding Islamic principles and values as they relate to media.	Specialized religious media	Lectures to gain foundational knowledge of Islamic principles and media theory.	Written assignments analyzing media content from an Islamic perspective.
25	2	Analyzing the role of media in shaping public perception and opinion in Islamic contexts.	Specialized religious media	Participating in group discussions to explore various topics and perspectives.	Class participation in discussions and debates on relevant topics.
26	2	Evaluating media content for ethical and moral implications based on Islamic teachings.	Specialized religious media	Analyzing real-world examples of Islamic media practices and their impacts through case studies.	Practical projects showcasing media production skills.
27	2	Understanding Islamic principles and values as they relate to	Features of Islamic media, methods and sources	Lectures to gain foundational knowledge of Islamic principles and media theory.	Written assignments analyzing media content from

		media.			an Islamic perspective.
28	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam
29	2	review	Features of Islamic media, methods and sources	review	review
30	2	Understanding Islamic principles and values as they relate to media.	Media terminology in English language	Lectures to gain foundational knowledge of Islamic principles and media theory.	Written assignments analyzing media content from an Islamic perspective.
31	2	Analyzing the role of media in shaping public perception and opinion in Islamic contexts.	Media terminology in English language	Participating in group discussions to explore various topics and perspectives.	Class participation in discussions and debates on relevant topics.
32	2	review	review	review	review

Course Evaluation: Distribution of the 40-point grade based on the tasks assigned to the student, such as:

- Daily preparation (5 points)
- Daily oral quizzes (5 points)
- Monthly oral exams (5 points)
- Monthly written exams (15 points)
- Reports/projects (5 points)"

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Islamic Media :Message and Goal Samir Bin Jameel Radi
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic Websites	References,

Orientalism

10.Course Name: Orientalism	
11.Course Code:	
EOR417	
12.Semester / Year: Annual	
13.Description Preparation Date: 14-12-2025	
14.Available Attendance Forms: Lectures	
15.Number of Credit Hours (Total) / Number of Units (Total)	
2 hours weekly	
16.Course administrator's name (mention all, if more than one name)	
Name: Tabarak Mohammad Qassim Email: Email: tabarak98mq@gmail.com	
17.Course Objectives	
Course Objectives	<ol style="list-style-type: none"> 1. Explaining the meaning of Orientalism among Arabs and in the West. 2. The history of the emergence of Orientalism. 3. Presenting the aims of Orientalism and its effects on Muslim societies. 4. Introducing the schools of Orientalism (German, British, French, and American). 5. Presenting the names of Orientalists, their affiliations, and the classification of different groups within Orientalism, such as the biased, the prejudiced, and the impartial. 6. Providing scholarly responses, supported by evidence, to the misconceptions raised about Islam and promoting dialogue between different cultures.
18.Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> lectures - Discussion - Presentations - The internet - Educational videos - Self-learning - Collaborative learning

Week	Hours	learning iredRequ outcomes	Name Unit/Topic	Teaching method	Evaluation Method
first the	2	Studies in Orientalism The Emergence of Orientalism	•The Phenomenon of Orientalism	Explanation and discussion	Theoretical
second the	2	Definitions of Orientalism	•Arabic Definition, Westerners' Definition	Explanation and discussion	Theoretical
third the	2	Contemporary Orientalism Orientalist's Motives	• Contemporary Definitions of Orientalism.	Explanation and discussion	Theoretical
Fourth	2	Objectives of Orientalism	• Religious Objectives •Scientific Objectives	Explanation and discussion	Theoretical
Fifth	2	Objectives of Orientalism	•Colonial and Political Objectives	Explanation and discussion	Theoretical
Sixth	2	The Effects of Orientalism on Islamic Societies	• Doctrinal Effects. •Social Effects	Explanation and discussion	Theoretical
Seventh	2	The Effects of Orientalism on Islamic Societies	•Economic Effects •Political Effects	Explanation and discussion	Theoretical
Eighth	2	The Effects of Orientalism on Islamic Societies	•Intellectual and Cultural Effects	Explanation and discussion	heoreticalT
Ninth	2	Review	-----	-----	-----
tenth	2	First Exam	First Exam	-----	-----
eleventh	2	Orientalists' Means	• Orientalists used every possible means to achieve their goals .	Explanation and discussion	Theoretical
twelfth	2	Schools of Orientalism	•The British School The French School	Explanation and discussion	Theoretical
thirteenth	2	Schools of Orientalism	• The German School.		
fourteenth	2	Schools of Orientalism	•The American School	Explanation and discussion	Theoretical
fifteenth	2	Names of Some Orientalists and their Affiliations	The Guided Sect	Explanation and discussion	Theoretical
		Term	Second		
Sixteenth	2	Names of Some Orientalists and their Affiliations	The Biased Sect	Explanation and discussion	Theoretical
seventeenth	2	Names of Some Orientalists and their Affiliations	The Fair-Minded Sect	Explanation and discussion	Theoretical
eighteenth	2	Second Exam	Exam	-----	-----
nineteenth					

Twenty	Practical application for fourth year students				
-Twenty first					
-Twenty second					
-Twenty third					
-Twenty fourth	2	Orientalist Methods	Approaches, which are shared by a large number of Orientalists	Explanation discussion and	Theoretical
-Twenty fifth	2	Doubts and Responses to them	• The Most Prominent Doubts: The First Doubt: The Prophet's (PBUH) Polygamy.	Explanation discussion and	Theoretical
-Twenty sixth	2	Doubts and Responses to them	The Second Doubt: The Spread of Islam by the Sword. The Third Doubt: That the Prophet was Illiterate	Explanation discussion and	Theoretical
-Twenty seventh	2	Doubts and Responses to them	Fourth: The doubt about the Division of Inheritance in Islam. The Fifth Doubt: The Limits of Islam as they Contradict Mercy	Explanation discussion and	Theoretical
-Twenty eighth	2	Doubts and Responses to them	The Sixth Doubt: The Veil and the Doubts of the Orientalists	Explanation discussion and	eticalTheor
-Twenty ninth	2	Comprehensive review	review	Explanation discussion and	Theoretical
thirty	2	xame Final	exam	-----	-----

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

Course Evaluation: Distribution of the 40-point grade based on the tasks assigned to the student, such as:

Daily preparation (5 points)

Daily quizzes (5 points)

Monthly exams (25 points)

Report on an Orientalist (5 points)

12.Learning and Teaching Resources

Curriculum Development Plan
Exposure to new sentences and texts in order to cover and achieve the greatest possible amount of practice and training.

Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Principles of Islamic Jurisprudence

1. Course Title:	
Principles of Islamic Jurisprudence	
2. Course Code:	
EJA418	
3. Semester / Academic Year:	
2025–2026	
4. Date of Preparation of This Description:	
1/10/2025	
5. Available Attendance Format:	
Weekly	
6. Total Study Hours / Total Units:	
60 hours / 120 units	
7. Name of the Course Coordinator (if more than one, all should be mentioned):	
Asst. Prof. Dr. Amal Iyada Email: amaliyadah@imamaladham.edu.iq	
	<p>This course aims to introduce the student</p> <ul style="list-style-type: none"> • It covers the agreed and disputed sources of Islamic legislation, methods of deriving legal rulings, and strengthening the student's ability to exercise independent judgment in order to determine the legal ruling on new developments and practical actions. • By giving a general introduction to the science of the principles of jurisprudence, its topics and the purpose of teaching it, and to introducing them to its origin, history and most important issues such as the levels of legal ruling, which are: command, prohibition, recommendation, reprehensibility and permissibility, as well as introducing students to the methods of the predecessors and successors in dealing with the issues of this science.
6.	<p>Curriculum, teaching and learning methods, and assessment</p> <p>ت. Cognitive objectives</p> <ul style="list-style-type: none"> ▪ EnablingThe student fromKnowledge of the agreed-upon and disputed sources of Islamic legislation. - ▪ Introducing the student to methods of deriving legal

	<p>rulings.</p> <ul style="list-style-type: none"> ▪ To give the student a general introduction to the science of jurisprudence, its topics, and the purpose of teaching it. ▪ To familiarize students with the methods used by both earlier and later scholars in addressing the issues of this science.
	<p>The skills-based objectives of the course.</p> <ul style="list-style-type: none"> ✦ Strengthening the student's ability to strive to understand the ruling on new developments and practical actions. ✦ Availability Opportunities: The student has the option to work independently, participate with other students, or work collective to deduce Sharia rulings are among the agreed-upon and disputed sources of Islamic legislation.
	<p>❖ Teaching and learning methods</p> <ul style="list-style-type: none"> • The method Standard (delivering lectures). • road The text. • road Brainstorming. • some Modern strategies
	<p>❖ Assessment methods</p> <ul style="list-style-type: none"> • Calendar Formative assessment involves daily exams, observing student performance in class discussions and homework assignments, and classroom evaluation. • Calendar Diagnostic assessment through midterm and final exams to determine pass/fail status
	<p>Affective and value-based objectives</p> <ul style="list-style-type: none"> • To raise students' awareness of the importance of the science of Islamic jurisprudence and the necessity of knowing its origins, history, and most important issues. • Awareness The student's importance Developing and enhancing the ability to strive. To determine the Islamic legal ruling on new developments and practical actions-
	<p>❖ Teaching and learning methods</p> <ul style="list-style-type: none"> ❖ The standard method (giving lectures)

❖ Desk research
❖ Methods Evaluation
❖ Calendar Formative assessment involves daily exams, observing student performance in class discussions and homework assignments, and classroom evaluation.
❖ Calendar Diagnostic assessment through midterm and final exams to determine pass/fail status
dGeneral and transferable skills (other skills related to employability and personal development). –
<ul style="list-style-type: none"> • Acquiring knowledge of the conditions for the validity of human obligation and objecting to these conditions-The response to this objection. • acquisition Knowledge In the study of rulings according to the fundamentalists and the categories of Islamic legal rulings–The obligatory ruling–Positive law.-

11		Course structure				
month	A	S	Required learning outcomes	Unit/Subject Name	Learning method	Evaluation Method
October	1	1	Introduction to the Origins of the Science of Islamic Jurisprudence	The Origins of Islamic Jurisprudence	Standard method brainstorming	Classroom performance and exams
October	2	1	Definition of the ruling and its original categories	Governance and its divisions	The standard method is brainstorming.	Classroom performance and exams
October	3	1	Definition of the legal ruling and its categories	Sections of the Obligatory Ruling	Standard method brainstorming	Classroom performance and exams
October	4	1	Definition of duty	the duty	Standard method brainstorming	Classroom performance and

						exams
November	5	1	Introducing the delegate	delegate	Standard method Text	Classroom performance and exams
November	6	1	Definition of the forbidden or prohibited	Forbidden or prohibited	Standard method Text	Classroom performance and exams
November	7	1	Defining what is disliked	The hated	Standard method Text	Classroom performance and exams
November	8	1	Definition of what is permissible	permissible	Standard methodText	Classroom performance and exams
December	9	1	Identifying the determination and the license	Determination and permission	Standard method brainstorming	Classroom performance and exams
December	10	1	Identifying the topical grammar and its divisions	Divisions of positive law	Standard method brainstorming	Classroom performance and exams
December	11	1	Identifying the condition and the impediment	Condition and impediment	Standard methodbrainstorming	Classroom performance and exams
December	12	1	Identifying validity and invalidity	Validity and invalidity	Standard method brainstorming	Classroom performance and exams
January	13	1	Defining the ruler and the ruled in it	The ruler and the ruled in it	Standard method brainstorming	Classroom performance and exams
January	14	1	Identifying the	Conditions for the	Standard method	Classroom performan

			conditions of the judgment	validity of the assignment		ce and exams
January	15	Mid-year exams				
January	16					
February	17	Spring break				
February	18					
February	19	1	Identifying full and incomplete performance eligibility	Legal capacity and its impediments	Standard method	Classroom performance and exams
February	20	1	Recognizing madness, dementia, and forgetfulness	Celestial phenomena	Standard method	Classroom performance and exams
March	21	1	Recognizing ignorance, error, and jest	Acquired symptoms	Standard method	Classroom performance and exams
March	22	1	Identifying agreed-upon evidence	Evidence of agreed-upon Sharia rulings	Standard method Text	Classroom performance and exams
March	23	1	Introducing the Quran and Sunnah and their authority	The Quran and Sunnah	Standard method brainstorming	Classroom performance and exams
March	24	1	Defining the authority of consensus and analogy	Consensus and analogy	Standard method Text	Classroom performance and exams
April	25	1	Identifying the evidence for disputed rulings	Evidence for disputed legal rulings	Standard method	Classroom performance and exams
April	26	1	Understandi		Standard	Classroom

			ng approval and its types	approval	methodText	performan ce and exams
amnesia	27	1	Recognizin g the validity of the public interest	The public interest	Standard method Text	Classroom performan ce and exams
April	28	1	Identifying the types of blocking the means and presumptio n	Blocking the means and presumptio n of continuity	Standard methodText	Classroom performan ce and exams
Mays	29	1	Understandi ng custom and its applications in rulings	custom	Standard method Text	Classroom performan ce and exams
Mays	30	1	Recognizin g the authority of the Companion' s statement and the laws of those before us	The saying of the Companion and the law of those before us	Standard method Text	Classroom performan ce and exams
Mays	Final exams					
Mays						

12.	Infrastructure
Required textbooks	.A Concise Guide to the Principles of Islamic Jurisprudence
Main references (sources)	Al-Sarakhsi's Principles, The Openings of Mercy, Commentary on Al-Manar
Recommended books and references (scientific journals)	The message of Imam Al-Shafi'i, clarification and explanation by our teacher Abu Zahra
Electronic references	
13.	Curriculum Development Plan (Principles of Islamic Jurisprudence)
Requires material Principles of Islamic Jurisprudence to provide hours Additional	

About the article currently, Being material Basic in Understanding the rules Deriving legal rulings And control it, And on it Located The role The largest in investigation Goals The program Academic. And it requires plan development The course like that Looking in what It suits all topic Study from Methods Teaching and teaching methods Explanation.

Memorizing the Quran

1. Course Title:	
Memorizing the Quran	
2. Course Code:	
EAQM402	
3. Semester / Academic Year:	
2025–2026	
4. Date of Preparation of This Description:	
1/10/2025	
5. Available Attendance Format:	
Weekly	
6. Total Study Hours / Total Units:	
60 hours / 120 units	
7. Name of the Course Coordinator (if more than one, all should be mentioned):	
Asst. Prof. Dr. kawther Abd Ekrahman Email: kawtherabd2@imamaladham.edu.iq	
7.	<p>Course objectives</p> <ul style="list-style-type: none"> • to improve Reading and beautifying the Quran as it came from The Prophet, peace and blessings be upon him. • Strength Yes The tongue and guarding it from Mistakes during recitation And training him in the correct pronunciation of the Holy Quran Yes.

	<ul style="list-style-type: none"> To equip the student with the skills to master the Arabic language from theLalMastering the science of Tajweed
8.	<p>outputsCurriculum, teaching and learning methods, and assessment</p> <p>ث. Cognitive objectivesAnd the skills</p> <ul style="list-style-type: none"> The student learns about the relationship between the functions of recitation and the Qur’anic readings and the linguistic context. The student learns about the importance, benefits, and fruits of the science of Tajweed. The student learns about the subtle and obvious melody in the Holy Quran and its rules. The student differentiates between the rules of the silent nun and the meem. The student learns about the articulation points and characteristics of the letters and their importance to the reader of the Quran. The student learns the rules of prolongation andLamatsAnd the letters and others. He speaks and writes what he has learned from the previous rules correctly. The student clearly explains the concept of the terms he studied.
	<p>❖ Teaching and learning methods</p> <ul style="list-style-type: none"> The methodStandard) Lecture delivery roadThe text. roadBrainstorming. some strategyTModern
	<p>❖ Assessment methods</p> <ul style="list-style-type: none"> CalendarFormative assessment involves daily exams, observing student performance in class discussions and homework assignments, and classroom evaluation. CalendarDiagnostic assessment through midterm and final exams to determine pass/fail status

11	Course structure					
month	A	S	Required learning outcomes	Unit/Subject Name	Learning method	Evaluation Method
October	1	2	Verses 93-100	Part Four of the Holy Quran	Preservation	Classroom performance and exams
October	2	2	Verses 101-108	Part Four of the Holy Quran	Preservation	Classroom performance and exams

October	3	2	Verses 109-115	Part Four of the Holy Quran	Preservation	Classroom performance and exams
October	4	2	Verses 116-121	Part Four of the Holy Quran	Preservation	Classroom performance and exams
November	5	2	Verses 122-132	Part Four of the Holy Quran	Preservation	Classroom performance and exams
November	6	2	Verses 133-140	Part Four of the Holy Quran	Preservation	Classroom performance and exams
November	7	2	Verses 141-148	Part Four of the Holy Quran	Preservation	Classroom performance and exams
November	8	2	Verses 149-153	Part Four of the Holy Quran	Preservation	Classroom performance and exams
December	9	2	Verses 154-157	Part Four of the Holy Quran	Preservation	Classroom performance and exams
December	10	2	Verses 158-165	Part Four of the Holy Quran	Preservation	Classroom performance and exams
December	11	2	Verses 166-173	Part Four of the Holy Quran	Preservation	Classroom performance and exams
January	15	Mid-year exams				
January	16					
February	17					
February	18					
February	19	2	Verses 174-180	Part Four of the Holy Quran	Preservation	Classroom performance and exams
February	20	2	Verses 181-186	Part Four of the Holy Quran	Preservation	Classroom performance and exams
March	21	2	Verses 187-194	Part Four of the Holy Quran	Preservation	Classroom performance and exams
Mays	Final exams					
Mays						

12.	Infrastructure	
Required textbooks	Part Four of the Holy Quran	
Main references (sources)		
Recommended books and references (scientific journals)		
Electronic references		
13.	Course Development Plan (Article)	
<p>RequiresThe Quran memorization course should be allocated additional hours beyond its current allocation, as it is crucial for students to memorize the verses of the Holy Quran and plays a major role in achieving the academic program's objectives. The course development plan also requires considering the most suitable teaching methods and visual aids for each subject.</p>		