

Ministry of Higher Education  
Scientific Supervision and Evaluation System  
Department of Quality Assurance and Academic Accreditation  
Accreditation Department



# Academic Program and Course

**Faculty of Imam Al-Azam University/ Department  
of Arabic Language – Anbar**

**For the academic year 2025–2026**

**Academic Program Description Form**

University Name: Imam Al-Azam University College

College/ Institute: Grand Imam University College

Scientific Department: Arabic Language Department – Anbar

Academic or Professional Program Name: Study of Arabic Language and Literature

Final Certificate Name: Bachelor of Arabic

Academic System: Semester

Date of preparation of the description: 1/10/2025

File Filling Date: 1/10/2025AD

the signature:



Name of the scientific assistant: Prof.  
Dr. Ayman Farouk Mohammed

Date:

the signature:



Name of the Head of Department:  
Prof. Dr. Musaqqa Sufian Daham

Date :

File checked by



Division of Quality Assurance and University Performance

Name of the Director of the Division of Quality Assurance and  
University Performance: Prof. Dr. Hamid Younis Hamid

DATE

Signature



Attestation of Mr. Dean



### **1. Programme**

**The department aspires for the college to occupy a leading and distinguished scientific position among the colleges, and for the Arabic language to be the identity of its speakers, as it is the important and common link that unites them and distinguishes them from the rest of the peoples of the world. From this point of view, the department seeks to serve the Arabic language and spread its sciences throughout the globe, as it is the origin and source of all sciences, and no science is based on science except it, so that the tongues remain alive as long as a pen is written and a tongue is pronounced.**

### **2. Program Mission**

**The department seeks to graduate generations who are fluent in the Arabic language, proud of their authentic Arab-Islamic heritage, possessing scientific and research skills that enable them to contribute effectively to the renaissance of the nation and restore its inborn glory. The department also seeks to build students in terms of a high and right creation, based on authentic science and knowledge, and the distance from excess, reprehensible extremism and blind fanaticism in all its dimensions, and above all, the call to God with insight into wisdom and good preaching.**

### **3. Program Objectives**

**1. Preparing qualified graduates to work in all areas of life, bearing the duty of calling to God Almighty according to the approach of moderation and moderation.**

**2. Preparing distinguished researchers according to the method of sober literary research, in the service of our beautiful Arabic language, and thus in the service of all other sciences.**

**3. Instill a spirit of pride in the Arab-Islamic heritage and authentic Arab-Islamic civilization.**

**4. Enable students to master scientific skills and maintain the integrity of the Arabic language.**

**5. Highlighting the Arab-Islamic civilization and its active role in building history and contemporary human civilization.**

**6. Seeking to open up to civil society organizations in order to achieve the objectives of our esteemed college.**

**7. Provide Iraqi society and the Arab and Islamic world with holders of higher degrees who are specialists in our department.**

#### **4. Programmatic Approval**

Does the program have programmatic accreditation? From which direction?

In progress

#### **5. Other external influences**

Is there a program sponsor?

Imam Al-Azam University College Ministry of Higher Education and Scientific Research

6. Program Structure				
Programme	Number of Courses	Unit of study	Percentage	Notes
Organization Requirements	13	34	38%	Primary
College Requirements	10	31	32%	Primary
Department Requirements	16	68	23%	Primary
Summer Training	-	-	-	
Practical Application	-	8	-	Practicum at Sunni Endowment Schools

\* It can include notes on whether the course is basic or optional .

7. Programme				
Year / Level	Course or Course Code	Course Name	Credit Hours	
			Theoretical	Practical
First Stage	AG109	Grammar	3	
	APIEL111	Pre-Islamic Arabic Literature	3	
	AMC113	Exchange Rate	2	
		Language skills:	2	
	ARS215	Rhetoric	2	
Phase 2	AG110	Grammar	3	
	AIAUL114	Islamic and Umayyad Literature	3	
	AMC116	Exchange Rate	2	
	ATAP219	Arabic Dictionary and Sound	2	
	AOS316	Pitches	2	
	AOTB218	Old Texts	2	

	ARS214	Rhetoric	2	
Phase 3	AG211	Grammar	3	
	AASL212	Abbasid Literature	3	
	AAL310	Andalusian Literature	3	
	AOC411	Ancient Arab Criticism	2	
	AML312	Teaching Curricula and Methods	2	
	AQR419	Qur 'anic readings	1	
	Phase 4	AG210	Grammar	3
AML409		Modern Arabic Literature	3	
AMC412		Modern Arab criticism and its doctrines	2	
AGS415		Grammar schools	2	
ALJ414		Philology	2	
ALEL416		Late Literature	2	
AQE420		Qur 'anic expression	2	
AML312		Language	2	

## 8. Program Expected Learning Outcomes

knowledge.

### Objectives Cognitive

- 1a. Students' mastery of linguistic and grammatical sciences
- 2a. Student's knowledge of grammatical doctrines and schools
- 3a. Consideration of grammatical, rhetorical and linguistic issues
- 4a. Knowledge of the cognitive structure of the student's mindset
- 5 a. Spreading the spirit of openness to grammatical schools
- 6a. Mental and psychological readiness in building linguistic knowledge
- 7 a. Demonstrate the greatness of the Arabic language and prefer the language over other languages
- 8 a. Preparing a teaching staff capable of advancing the education sector

	9 a. Contribute to the development of state institutions through employment in ministries and universities
<b>Skills</b>	
<b>Skill Objectives of the program</b>	<p>1b. Enabling students to solve problems associated with the cognitive framework</p> <p>2b. Enabling students to understand, analyze and evaluate the scientific material</p> <p>3b. Provide the student with skills in how to memorize terms and concepts</p> <p>4b. Enabling students to write scientific research papers</p> <p>5b. Enabling the student to master various teaching methods</p> <p>6b. Preparing a researcher who develops the specialization of education in the field of Arab sciences</p>
<b>Values</b>	
<b>Affective goals Waqimiyyah</b>	<p>1c. Describe and analyze the problem and know how to solve it within the framework of the Arabic language specialization</p> <p>2c. Presenting the theoretical material and trying to apply it in practice</p> <p>3c. Instill a love of Arabic in the student by encouraging him to read specialized books</p> <p>4c. Statement of the importance of Arab sciences and Arab concepts stemming from civilizational heritage</p> <p>5c. Instill a love of scientific research in the student by encouraging scientific research</p> <p>6c. Developing the inclination towards teaching Arabic</p> <p>7c. Creating psychological compatibility in the student and enabling him to practice the process of educational and psychological counseling</p>

## 9. Teaching and Learning Strategies

There are a number of teaching and learning strategies and methods adopted in the implementation of the program in general, the most important of which are the following:

1. Delivering lectures stemming from academic knowledge and experience

2. Discussion of students, as a result of developing their knowledgeable talents
3. The skill of thinking, eliciting and constructing knowledge and science

### 10. Valuation Methods

A number of evaluation methods for student performance and ability are implemented at all stages of the study, the most important of which are:

1. Weekly oral and written tests
2. Monthly Editorial Tests
3. Annual Editorial Exams

### 11. Teaching staff

#### Faculty

Academic Rank and Name	Speciality :		Special Requirements/Skills (if applicable )		Preparing the teaching staff	
	GENERAL	CONFIDENTIAL AND PROPRIETARY			Angel	Lecturer
<b>Prof. Dr. Musaqa Sufian Daham</b>	Arabic	Towards			Angel	
<b>Prof. Dr. Saad Abdul Alim Abdul Rahman</b>	Arabic	Language – Syntax			Angel	
<b>Prof. Dr. Ammar Issa Omar</b>	Arabic	Language			Angel	
<b>Prof. Dr. Ahmed Saleh Ibrahim</b>	Arabic	Rhetoric			Angel	
<b>Prof. Dr. Mustafa Adnan</b>	Arabic	Language			Angel	

<b>Mohamed</b>						
<b>Prof. Dr. Yasser Fadel Musharraf</b>	Arabic	Andalusian literature			Angel	
<b>Prof. Omar Yassin Giyad</b>	Islamic Sciences	Comparative Jurisprudence			Angel	
<b>Eng. Sarra Jameel Sharif</b>	Arabic	Rhetoric			Angel	
<b>Eng. Ahmed Abdullah Mahmoud</b>	Computer Science	Pattern Recognition			Angel	
<b>Eng. Osama Kamel Saker</b>	Arabic	Literary and Critical Studies			Angel	
<b>Eng. Khaled Faraj Budaiwi</b>	Arabic	Abbasid literature			Angel	
<b>Eng. Omar Abdul Jalil Ibrahim</b>	Arabic	Rhetoric			Angel	
<b>Dr. Omar Tahseen Razek</b>	Islamic Sciences	Invite				Lecturer
<b>Eng. Osama Tarek Juma</b>	Arabic	Abbasid literature				Lecturer
<b>Eng. Abdul Latif Rashid Mahdi</b>	Law	Criminal				Lecturer
<b>Prof. Dr. Sabah Hassan Ali</b>	Arabic	Towards				Lecturer
<b>Prof. Ghassan Mohammed Abdul Razzaq</b>	English	Language				Lecturer

<b>Prof. Dr. Abdul Qader Abdul Razzaq Abdul Hamid</b>	<b>Sciences of the Qur 'an</b>	<b>Interpretation</b>				<b>Lecturer</b>
<b>Prof. Dr. Emad Hamad Abdel Nassif</b>	<b>Arabic</b>	<b>Towards</b>				<b>Lecturer</b>
<b>Prof. Dr. Othman Abdul Karim Abdul Jabbar</b>	<b>Islamic doctrine</b>	<b>Philosophy of Islamic Doctrine</b>				<b>Lecturer</b>
<b>Eng. Baker Mushrif Ahmed</b>	<b>Arabic</b>	<b>Literature</b>				<b>Lecturer</b>
<b>Prof. Imad Abdul Mohsen Ali</b>	<b>Teaching Methods</b>	<b>Arabic</b>				<b>Lecturer</b>
<b>Eng. Ali Faiq Noman</b>	<b>Language</b>	<b>Qur 'anic expression</b>				<b>Lecturer</b>

### **Professional Development**

#### **Orientation of new faculty**

There is a process used by the department administration to guide new, visiting, full-time and part-time faculty members at the institution and department level to do the following:

1. Holding scientific seminars
2. Holding specialized workshops
3. Carrying out activities that will raise the efficiency of teachers

#### **Faculty Professional Development**

Holding seminars, cultural seminars and workshops in teaching methods and modern

teaching methods, as well as paying attention to knowing the methods of evaluation and how to develop questions, and knowing the methods of testing.

## **12. Acceptance Criteria**

**There are a number of systems related to college enrollment by focusing on the following:**

- 1. Adopt student admission conditions according to regulations of the Ministry of Higher Education and Scientific Research (Central Admission)**
- 2. The student successfully passes a special test, or a personal interview that the college or department council deems appropriate**
- 3. The applicant must be medically fit**
- 4. Applying the absorptive capacity of the department**

## **13. The most important sources of information about the program**

1. Master's theses and doctoral theses
2. The scientific research site on the search engine (Google)
3. Virtual Library
4. Comprehensive Library

## **14. Program Development Plan**

1. Access to sources and references close to the topic and expand the scope of the lecture with additional information that is not included in the course
2. Contribute to providing universities and colleges with scientifically qualified graduates with the application of software
3. Developing students' thinking, ability to deduce and knowledge by deriving results from the concepts they learn

Program Skills Diagram															
				Program Intended Learning Outcomes											
Year / Level	Course Code	Course Name	Abasis or optional	Al Ma 'arfa				Skills				Q_yam			
				A1	A2	A3	A4	B1	B2	B3	B4	A1	A2	A3	C4
First Stage	AG109	Grammar	Primary	√	√			√	√	√		√	√	√	√
	APIEL111	Pre-Islamic Arabic Literature	Primary	√	√			√	√	√		√	√	√	√
	AMC113	Exchange Rate	Primary	√	√			√	√	√		√	√	√	√
		Language skills:	Primary	√	√			√	√	√		√	√	√	√
	ARS215	Rhetoric	Primary	√	√			√	√	√		√	√	√	√
Phase 2	AG110	Grammar	Primary	√	√			√	√	√		√	√	√	√
	AIAUL114	Islamic and Umayyad Literature	Primary	√	√			√	√	√		√	√	√	√
	AMC116	Exchange Rate	Primary	√	√			√	√	√		√	√	√	√
	ATAP219	Arabic Dictionary	Primary	√	√			√	√	√		√	√	√	√

		and Sound													
	AOS316	Pitches	Primary	√	√			√	√	√		√	√	√	√
	AOTB218	Old Texts	Primary	√	√			√	√	√		√	√	√	√
	ARS214	Rhetoric	Primary	√	√			√	√	√		√	√	√	√
Phase 3	AG211	Grammar	Primary	√	√			√	√	√		√	√	√	√
	AASL212	Abbasid Literature	Primary	√	√			√	√	√		√	√	√	√
	AAL310	Andalusian Literature	Primary	√	√			√	√	√		√	√	√	√
	AOC411	Ancient Arab Criticism	Primary	√	√			√	√	√		√	√	√	√
	AML312	Teaching Curricula and Methods	Primary	√	√			√	√	√		√	√	√	√
	AQR419	Qur 'anic readings	Primary	√	√			√	√	√		√	√	√	√
Phase 4	AG210	Grammar	Primary	√	√			√	√	√		√	√	√	√
	AML409	Modern Arabic Literature	Primary	√	√			√	√	√		√	√	√	√
	AMC412	Modern Arab	Primary	√	√			√	√	√		√	√	√	√

		<b>criticism and its doctrines</b>													
	<b>AGS415</b>	<b>Grammar schools</b>	<b>Primary</b>	√	√			√	√	√		√	√	√	√
	<b>ALJ414</b>	<b>Philology</b>	<b>Primary</b>	√	√			√	√	√		√	√	√	√
	<b>ALEL416</b>	<b>Late Literature</b>	<b>Primary</b>	√	√			√	√	√		√	√	√	√
	<b>AQE420</b>	<b>Qur 'anic expression</b>	<b>Primary</b>	√	√			√	√	√		√	√	√	√
	<b>AML312</b>	<b>Language</b>	<b>Primary</b>	√	√			√	√	√		√	√	√	√

- Please tick the boxes corresponding to the individual learning outcomes from the assessed programme

## Syllabus for the first stage

### Description Syllabus for Grammar

<b>1. Course Name: Grammar/Explanation by Ibn Aqil</b>	
<b>2. Course Code</b>	
AG109	
<b>3. Semester/Year Second semester/academic year 2025-2026</b>	
<b>4. Date of preparation of this description</b>	
1/10/2025	
<b>5. Available attendance formats: In-person</b>	
<b>6. Number of credit hours (90)/Number of units (180)</b>	
<b>7. Name of course coordinator (if more than one name is mentioned) A.M.D. Musqa Sufyan Daham</b>	
<b>1- Name: Musqah Sufyan Daham</b> <b>Email: Musksufian@imamaladgham.edu.iq</b> <b>2- Name</b> <b>Email:</b> <b>3- Name:</b> <b>Email:</b>	
<b>8. Course objectives</b>	
<b>Course objectives</b>	General objectives of the whole book: Introducing the basics of grammar science and its topics, strengthening the student's ability to understand the meanings of sentences and structures, distinguishing the noun from the verb from the letter, knowing the construct from the Arabized and other basic topics in grammar.
<b>9. Teaching and learning strategies</b>	
<b>Strategy</b>	<b>Blended learning: Face-to-face mainly uses aids such as illustrations, the use of smart screens, and data shows.</b>

**10. Course structure**

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit Name or Topic</b>	<b>Learning Method</b>	<b>Assessment Method</b>
1-2 /2026	3	The student's understanding of the topic and the ability to apply what the professor explained	Explanation of the entire introduction and introduction to the author of the book	Direct reception through the professor's detailed explanation of the topic	Daily written tests and direct questions to the student
8 -9/2026	3	The student's understanding of the subject and ability to apply what the subject teacher has explained	Introduction to speech and its parts, noun markers, verb markers, letters	Direct reception through the teacher's detailed explanation of the subject	Daily written tests and direct questions for students to answer
15-23	3	Student understanding of the topic and ability to apply what the teacher has explained	Verbs and nouns - the six nouns - dual forms - masculine plural forms	Direct reception through detailed explanation of the subject by the subject teacher	Daily written tests and direct questions to the student
1-9/2026	3	Student understanding of the subject and ability to apply it	Pronouns (implicit pronouns, explicit pronouns, attached pronouns, separate pronouns, pronoun order according to their specific function, review)	Direct instruction from the subject teacher	Written test and direct questions
15-23 /2026	3	Student's understanding of the subject and ability to apply it	Sign name - Sign for dual - Sign for plural - Sign for distant, connected	Direct reception from the subject teacher with the use of images and data show screens as required	Daily and monthly written tests and direct questioning of students
22-23/4/	3	Student understanding of the subject	Similarity between (aya) and (ma) Interpretation of aya	Direct feedback from the subject teacher	Monthly and daily tests
29-30/3/2026	3	Student's understanding of the subject	Sentence news - single news / circumstance (circumstance of place - circumstance of time)	Direct reception from the teacher	Monthly and daily tests

5-6/4/2026	3	Student's understanding of the subject	Presenting and delaying the news - Sections of the news - The obligation to present the news	Direct reception from the teacher	Daily and monthly tests
12-13/4/2026	3	Student's understanding of the subject	Omission in the subject and predicate - Obligation to omit the predicate - Multiple predicates	Direct reception from the teacher	Daily and monthly tests and direct questions to the student
19-25/4/2026	3	Student's understanding of the subject	Kan and its sisters - sections Kan and its sisters - old news Kan - Kan is redundant	Direct reception from the subject teacher	Daily and monthly tests
26-27/4/2026	3	Student's understanding of the subject	The perfect and imperfect in "kan" and its derivatives - "ma'moul khabar kan"	Direct reception from the subject teacher	Daily and monthly tests
3-4 /5/2026	3	Student's understanding of the subject	Delete كان - Delete her name or news - Delete نون كان	Direct reception from the subject teacher	Daily and monthly tests
10/11/5/2026	3	Student's understanding of the subject and ability to apply it	Review of the entire subject from start to finish	Direct feedback from the subject teacher	Daily and monthly tests

#### 11. Course evaluation

Course evaluation is measured by student performance in terms of attendance and participation in class, periodic and quarterly tests, and final exams, in addition to assignments and reports that reflect the level of student comprehension.

#### 12. Learning and teaching resources

Required textbooks (methodology, if available)	Grammar book / Explanation by Ibn Aqil
Main References (Sources)	Books on grammar, language, morphology, and syntax
Recommended supporting books and references (scientific journals, reports, etc.)	----
Electronic references, websites	----

### Course description for morphology

<b>1. Course name</b>	
<b>Exchange</b>	
<b>2. Course code</b>	
<b>AMC113</b>	
<b>3. Semester/Year</b>	
<b>Annual</b>	
<b>4. Date of Description Preparation</b>	
<b>1/10/2025</b>	
<b>5. Available attendance formats</b>	
<b>Weekly schedule (attendance)</b>	
<b>6. Number of credit hours (total)/Number of units (total)</b>	
<b>60/90</b>	
<b>7. Name of course coordinator (if more than one name is mentioned)</b>	
<b>Name: A. M. D. Silwan Ali Hussein</b> <b>Email: <a href="mailto:salwan.ali@imamaladham.edu.iq">salwan.ali@imamaladham.edu.iq</a></b>	
<b>8. Course objectives</b>	
<b>Course objectives</b>	<p>Course objectives: (General objectives for the entire book):</p> <p>To introduce the most important areas of morphological research in Arabic linguistics. Enable students to apply morphological sciences in research projects. Understand the philosophy of morphology in terms of its existence, branches, and relationship to other sciences.</p> <p>To understand the components of morphology. To master speaking on its topics. Be able to develop a modern idea about the foundations of morphology. Acquires multiple concepts in ancient and modern morphology curricula. Employs these modern fields in the study of language. Speaks fluently about modern morphological research methods. Defends the Arabic language by explaining its place among the world's language families, especially in this field. Advocates for the Arabic language through by exposing its unique morphological characteristics and comparing it with other languages within the linguistic family to which it belongs. Students appreciate the value of learning about recent studies that keep pace with Arabic studies and the scientific foundations on which they are based in the West, and try to benefit from them in their study of the Arabic language. They savor linguistic texts in order to appreciate the beauty of the language they speak by learning about the primacy of Arabic in most areas of linguistics, especially morphology.</p>
<b>9. Teaching and learning strategies</b>	
<b>Strategy</b>	<p>Lecture.</p> <p>Questioning (question and answer) through Raising questions and deducing answers from them.</p> <p>Dialogue and discussion.</p> <p>Collaborative learning.</p>

	<p>Linking scientific material to relevant external examples to achieve the goal and purpose of brainstorming lesson.</p> <p>Investigate and emphasize the research and conclusion method.</p> <p>Enable students to express their cognitive abilities related to the course topics through classroom activities.</p>
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#### 10. Course structure

Week	Hours	Required learning outcomes	Unit Name or Topic	Learning Method	Assessment Method
1	2	Introduction to inflection	Definition of exchange. Its subject and benefits	Dialogue and discussion	Oral questions
2	2	Sources of conjugation	Ancient and modern sources	Lecture	Discussion
3	2	The monetary balance	The balance of payments and its applications	Lecture	Analysis and Discussion
4	2	The Spatial Heart	The spatial heart and its applications	Lecture	Individual assignments and discussion
5	2	Linguistic derivation	Minor, major, and grand derivation and sculpture	Lecture	Discussion
6	2	The abstract verb	Triple and quadruple	Lecture	Analysis and Criticism
7	2	Measurement and Evaluation	First month exam for the first semester	Prepare a test test	Written test 1
8	2	The verb "more"	The verb "to increase," meanings of increase	Lecture	Analysis and criticism
9	2	The verb "more"	Quartet More	Lecture	Individual assignments and discussion
10	2	Compliance	Verbs of compliance and their applications	Lecture	Analysis and Criticism
11	2	Addition	Definition, types, and provisions	Lecture	Discussion
12	2	Additional letters	Their positions and purposes, and ways of distinguishing them from the original	Lecture	Individual assignments and discussion
13	2	Measurement and evaluation	Second month exam for the first semester	Preparation of a model Test	Written Test 2
14	2	Positions where letters are added	Addition of nun, ta, ha, sin, and lam	Lecture	Discussion and analysis
15	2	The correct verb	Its Types and Applications	Lecture	Individual assignments and

					discussion
16	2	Irregular verbs	Types and Applications	Lecture	Presentation and discussion
17	2	Attributing verbs to pronouns	Attributing correct and defective verbs and their applications	Lecture	Observation and analysis
18	2	Verb emphasis	Permissibility, obligation, and prohibition of affirmation	Lecture	Observation and analysis
19	2	Transitivity and intransitivity	Transitive and Intransitive Verbs: Their Definition, Characteristics, and Conditions	Lecture	Presentation and discussion
20	2	Infinitive and finite verbs	Their definitions and types	Lecture	Discussion
21	2	Measurement and evaluation	First month exam for the second semester	Preparation of a model Test	Written Test 1
22	2	Passive voice	The passive voice: types and applications	Lecture	Presentation and discussion
23	2	Sources	Sources of triliteral and non-triliteral verbs	Lecture	Individual assignments and discussion
24	2	Sources	Source of Marra, Al-Hayat, Al-Mimi, and Al-Sina'i	Lecture	Presentation and discussion
25	2	Sources	Verb forms, forms of exaggeration	Lecture	Presentation and discussion
26	2	Derivatives	Verb forms, comparative adjectives, and superlative adjectives	Lecture	Presentation and discussion
27	2	Derivatives	Name, time, place, and name of instrument	Lecture	Presentation and discussion
28	2	Al-A'lal and Al-Ibadal	Types, rulings, and applications of al-'ila	Lecture	Presentation and discussion
29	2	Al-A'lal and Al-Ibadal	Substitution: Types, Rules, and Applications	Lecture	Presentation and discussion
30	2	Measurement and evaluation	Second month exam for the second semester	Preparation of a model Test	Written Test 2

#### 11. Course Evaluation

Distribution of 100 points according to the tasks assigned to the student:  
 First semester = 20 points distributed as follows:  
 1- Monthly test = 10

2. Daily preparation = 5  
 3. Activity = 5  
 Second semester = 20 points distributed as follows:  
 1. Monthly test = 10  
 2. Daily preparation = 5  
 3. Activity = 5  
 End-of-year exam = 60 points  
 Total = 100 points

## 12. Learning and teaching resources

Required textbooks (methodology, if available)	Currency/ Dr. Hatem Saleh Al-Daman
Main references (sources)	1- Al-Muhadhdhab fi 'Ilm al-Mufradat by Dr. Hashim Taha Shalash and Dr. Salah al-Fartousi. 2- Morphological Application, Dr. Abdu Al-Rajhi. 3- Morphology, Dr. Fakhr al-Din Qabawa.
Recommended supporting books and references (scientific journals, reports, etc.)	1- Arabic Morphology: Rules and Meanings, Dr. Muhammad Fadel al-Samarrai 2- Adequate exchange. Dr. Hadi Nahar. 3- Al-Mawrid magazine, Al-Lisan Al-Arabi, Al-Ustaz, and the Iraqi Scientific Academy Magazine, etc.
Electronic references, websites	1- The Waqf Library 2- Al-Mustafa Electronic Library 3- Qatrab website 4- Al-Ma'ani website

**Course description for the Skills course**

<b>1. Course Name: Language Skills</b>					
<b>2. Course Code</b>					
ARB101					
<b>3. Semester/Year 2025/2026</b>					
<b>4. Date of preparation of this description 1/10/2025</b>					
<b>5. Available attendance formats In-person</b>					
<b>6. Number of credit hours (total) / 2 Number of units (total) 3</b>					
<b>7. Name of course coordinator (if more than one name is mentioned)</b>					
1- Name: M.M. Osama Kamel Sakr Email: osamakamil9@imamaladham.edu.iq					
2- Name Email:					
3- Name: Email:					
<b>8. Course objectives</b>					
<b>Course objectives</b>		Writing Arabic sentences and words with correct spelling			
<b>9. Teaching and learning strategies</b>					
<b>Strategy</b>		Reading the material, memorizing the rules, and applying them			
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Unit name or topic</b>	<b>Learning Method</b>	<b>Assessment Method</b>
1	2	Introduction to the book	Introduction to the meaning of skills	Reading and Application	Homework and Exams
2	2	Identifying Language Skills	Listening and writing methods	Reading and application	Homework and exams
3	2	Understanding the concept of spelling	Meaning of spelling	Reading and application	Homework and exam
4	2	Knowing how to correct spelling	Methods of correction	Reading and application	Homework and exams

5	2	Knowing the tanwin of the accusative noun	The rule of tanwin and its alif	Reading and application	Homework and exam
6	2	Knowing the broken hamza in the middle of a word	How to write the hamza	Reading and application	Homework and exam
7	2	Knowing the silent hamza in the middle of a word	How to write the hamza	Reading and application	Homework and exam
8	2	Recognizing solar and lunar letters	Distinguishing letters	Reading and application	Homework and exam
9	2	Recognizing similar letters	Distinguishing similar letters	Reading and application	Homework and exam
10	2	Knowing connected names	How to use the name	Reading and application	Homework and exam
11	2	Knowing the alif at the end of a trilateral verb	Rule for writing the alif	Reading and application	Homework and exam
12	2	Knowing the alif at the end of nouns	Rule for writing the letter alif	Reading and application	Homework and exam
13	2	Recognizing the omission of the letter "alif"	Permissibility of deletion and retention	Reading and application	Homework and exam
14	2	Knowing the addition of the letter alif	Permissibility of increase	Reading and application	Homework and exam
15	2	First semester exam	Midterm exam		
16	2	Recognizing written permission	Rule for using the word	Reading and application	Homework and exam
17	2	Knowing the connecting hamza	Positions of the hamza	Reading and application	Homework and exam
18	2	Hamza al-qat	Positions of the hamza	Reading and application	Homework and exam
19	2	Knowing when to omit the hamza	Words and letters	Reading and application	Homework and exam
20	2	Knowing the extreme hamza	Drawing the hamza	Reading and application	Homework and exam
21	2	Recognizing duration	How to write duration	Reading and application	Homework and exam
22	2	Knowing the simple ta	Rule for writing the letter ت	Reading and application	Homework and exam
23	2	Recognizing the tied ta	The rule of the ta	Reading and application	Homework and exam
24	2	Knowing which letters to omit	Rule for deleting certain letters	Reading and application	Homework and exam
25	2	Recognizing the addition of certain letters	Increasing letters	Reading and application	Homework and exam
26	2	Knowing punctuation marks and numbering	How to use punctuation marks	Reading and application	Homework and exam
27	2	Knowing the long alif	How to write the alif	Reading and application	Homework and exam
28	2	Recognizing the short alif	Writing the alif	Reading and application	Homework and exam
29	2	General review	Applications of the rules	Reading and application	Homework and exams
30	2	Midterm exam	End-of-second-semester test		

11. Course assessment: Grades are distributed as follows: 20 for the first semester and 20 for the second

semester, for a total of 40 points, and 60 points for the final exam, for a total of 100 points.

**12. Learning and teaching resources**

<b>Required textbooks (methodology, if available)</b>	<b>Reference for Spelling Raji Al-Asmar</b>
<b>Main references (sources)</b>	<b>None</b>
<b>Recommended supporting books and references (scientific journals, reports, etc.)</b>	<b>None</b>
<b>Electronic references, websites</b>	<b>None</b>

### Course description for Quranic Sciences

<b>1. Course name</b>					
<b>Abbreviation in Quranic Sciences</b>					
<b>2. Course code</b>					
<b>Abbreviation in Quranic Sciences / First Stage</b>					
<b>3. Semester / Year</b>					
<b>Annual Course</b>					
<b>4. Date of Preparation of this Description</b>					
1/10/2025					
<b>5. Available attendance formats</b>					
<b>Classroom lectures</b>					
<b>6. Total number of study hours/total number of units</b>					
<b>Number of hours (30) / Number of units (60)</b>					
<b>7. Name of course coordinator (if more than one name is mentioned)</b>					
1- Name: M.D. Abdul Qadir Abdul Razzaq Abdul Hamid Abdul Latif Email: bdaqadrrzaq12@gmail.com					
<b>8. Course objectives</b>					
<b>Course objectives</b>		<b>1. To introduce students to the science of the Qur'an, its importance, and the virtues of the Qur'an ( ) and to explain the stages of the revelation, collection, and codification of the Qur'an.</b> <b>2. To learn about the Meccan and Medinan suras and the reasons for their revelation.</b> <b>3. Explaining the abrogated and abrogating verses, the definitive and ambiguous verses</b>			
<b>9. Teaching and learning strategies</b>					
<b>Strategy</b>		<b>Lecture method (recitation)</b> <b>Dialogue and discussion method</b> <b>Brainstorming method</b>			
<b>10. Course Structure</b>					
Week	Hours	Required learning outcomes	Unit Name or Topic	Learning Method	Assessment Method
Week 1	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	Introduction to the sciences of the Holy Quran	Presentation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 2	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	Definition of the Holy Quran, its names, and attributes	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 3	1	Enabling students to understand the sciences of the Holy Quran and its basic	The most famous works on the sciences of the	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and

		topics	Quran		final exams
Week 4	1	Enable students to understand the sciences of the Holy Quran and its basic topics	The subject of Quranic sciences	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 5	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	Stages of recording the sciences of the Quran	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 6	1	Enable students to understand the sciences of the Holy Quran and its basic topics	The virtues of the Holy Quran	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 7	1	Enable students to understand the sciences of the Holy Quran and its basic topics	Differentiating between the Quran, the virtues of some Quranic surahs	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 8	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	Etiquette of reciting the Holy Quran	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 9	1	Enable students to understand the sciences of the Holy Quran and its basic topics	The revelation of the Holy Quran	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 10	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	Defining revelation, its types, and methods	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 11	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	How the Prophet ﷺ received the Quran	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 12	1	Enable students to understand the sciences of the Holy Quran and its basic topics	The revelation of the Holy Quran	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 13	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	Interpretation of the Holy Quran and its wisdom	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 14	1	Enabling students to understand the sciences of the Holy Quran and its basic	The first and last verses revealed in the Quran	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and

		topics			final exams
Week 15	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	Reasons for the revelation of the Holy Quran	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 16	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	Issues related to the reasons for revelation	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 17	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	Mecca and Medina	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 18	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	Transcription of the Holy Quran	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 19	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	Compilation of the Holy Quran into scrolls during the time of Abu Bakr <small>ؓ</small>	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 20	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	Writing the Qur'an during the time of Uthman <small>ؓ</small>	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 21	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	Balancing the compilation of the Quran during the era of the Prophet <small>ﷺ</small> and the eras of Abu Bakr and Uthman	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 22	1	Enable students to understand the sciences of the Holy Quran and its basic topics	The evolution of the form of the Quran	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 23	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	The seven letters and Quranic recitations	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 24	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	Interpretation of the Quran and related sciences	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 25	1	Enabling students to understand the	The most famous interpretations	Recitation Dialogue and	Daily activities and classroom

		sciences of the Holy Quran and its basic topics	and the best methods of interpretation	discussion	performance Midterm and final exams
Week 26	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	The definitive and ambiguous verses of the Quran	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 27	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	The abrogated and abrogating verses in the Quran	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 28	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	Contemplating the Holy Quran	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams
Week 29	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	Quranic Studies	Recitation Dialogue and discussion	Daily Activity and Classroom Performance Quarterly and final exams
Week 30	1	Enabling students to understand the sciences of the Holy Quran and its basic topics	Translation of the Holy Quran and its miraculous nature	Recitation Dialogue and discussion	Daily activities and classroom performance Midterm and final exams

#### 11. Course evaluation

Excellent

#### 12. Learning and teaching resources

Required textbooks (methodology, if available)	A Summary of Quranic Sciences – Ghanem Qadouri Al-Hamad
Main References (Sources)	1. Manahil al-Irfan fi Ulum al-Qur'an by al-Zarqani 2. Mastery in Quranic Sciences by Al-Suyuti 3. Discussions in Quranic Sciences by Manaa al-Qattan 4. Al-Burhan fi 'Ulum al-Qur'an by Al-Zarkashi 5. Studies in Quranic Sciences by Fadel al-Samarrai
Recommended supporting books and references (scientific journals, reports, etc.)	1. Discussions in Quranic Sciences by Manaa al-Qattan 2. Recent publications or scientific research
Electronic references, websites	1. Forum of Exegesis Scholars 2. Islam website 3. Comprehensive Library

### Course description

<b>1. Course name:</b>					
- Memorization of the Qur'an. - Tajweed.					
<b>2. Course Code:</b>					
<b>EAQM101</b> <b>EATV203</b>					
<b>3. Semester/Year.</b>					
Second semester/2025–2026					
<b>4. Date of preparation of this description</b>					
1/10/2026					
<b>5. Available attendance formats:</b>					
Face-to-face attendance in the classroom					
<b>6. Total number of study hours/total number of units</b>					
Total number of study hours: 30      Total number of units: 60					
<b>7. Name of course coordinator (if more than one name is mentioned)</b>					
<b>1- Name: M.D. Omar Tahseen Razik Muhammad</b> <b>Email: <a href="mailto:gdfhu5fgh@gmail.com">gdfhu5fgh@gmail.com</a></b> <b>2- Name</b> <b>Email:</b> <b>3- Name:</b> <b>Email:</b>					
<b>8. Course objectives:</b>					
<b>Course objectives</b>		<b>Memorization:</b> To develop students' ability to memorize the Qur'an and increase their knowledge of the Book of Allah. <b>Tajweed:</b> To enhance students' ability to read the Holy Quran, pronounce it correctly, and protect their tongues from mistakes and errors in reading the Holy Quran, and to strive to establish a close connection between students and the Holy Quran in terms of learning to read it correctly according to the scientific course curriculum.			
<b>9. Teaching and learning strategies</b>					
<b>Strategy</b>		<b>Memorization:</b> Reading the Quranic text, then having students participate in reading. <b>Tajweed:</b> A brief and quick overview of the current lesson topic. Reading the lesson, with several students participating in the reading. Explain the lesson in detail, using the blackboard and some illustrative pictures. Provide comprehensive examples to apply the lesson in practice. Give students the opportunity to participate in pronouncing vocabulary words and examples so that they can better understand and apply the lesson. Determine the topic of the next lesson and instruct students to prepare for it.			
<b>10. Course structure</b>					
Week	Hours	Required learning outcomes	Unit or Topic Name	Learning Method	Assessment Method
1 - 2	2	- Memorization Part One. - Introductions to Tajweed, silent nun, and tanwin	- Pages 11-12 - Seeking refuge and the Basmala, articulation/assimilation	- Reading the page. - Explanation of the topic and practical examples	Listening for memorization, student attendance and classroom participation.

3 - 4	2	<ul style="list-style-type: none"> <li>- Memorization of the first part.</li> <li>- The silent nun and tanwin, and the rules of the silent mim.</li> </ul>	<ul style="list-style-type: none"> <li>- Pages 13-14</li> <li>- Inversion/concealment, and (concealment, assimilation, and oral manifestation)</li> </ul>	<ul style="list-style-type: none"> <li>- Read the page.</li> <li>- Explanation of the topic and practical examples</li> </ul>	Listening for memorization, student attendance and classroom participation.
5	1	<ul style="list-style-type: none"> <li>- Memorization of the first part.</li> <li>-</li> </ul>	Daily exam		Listening comprehension for memorization, student attendance and classroom participation.
6	1	<ul style="list-style-type: none"> <li>- Memorization of Part One.</li> <li>- Rules of elongation, original elongation</li> </ul>	<ul style="list-style-type: none"> <li>- Page 15</li> <li>- Natural elongation, substitution, compensation, and connection</li> </ul>	<ul style="list-style-type: none"> <li>- Read the page.</li> <li>- Explanation of the topic and practical examples</li> </ul>	Listening for memorization, student attendance and classroom participation.
7 - 8	2	<ul style="list-style-type: none"> <li>- Memorization of the first part.</li> <li>- Rules of elongation, secondary elongation</li> </ul>	<ul style="list-style-type: none"> <li>- Pages 16-17</li> <li>- Connected, disconnected, and necessary, and elongation at the beginning of surahs</li> </ul>	<ul style="list-style-type: none"> <li>- Read the page.</li> <li>- Explanation of the topic and practical examples</li> </ul>	Listening for memorization, student attendance and classroom participation.
9	1		<ul style="list-style-type: none"> <li>- Monthly exam</li> </ul>		
10	1	<ul style="list-style-type: none"> <li>- Memorization of Part One.</li> <li>- Rules of elongation, secondary elongation</li> </ul>	<ul style="list-style-type: none"> <li>- Page 18</li> <li>- The obstacle to silence, the elongation of soft sounds, and the combination of the two strongest reasons for elongation</li> </ul>	<ul style="list-style-type: none"> <li>- Read the page.</li> <li>- Explanation of the topic and practical examples</li> </ul>	Listening for memorization, student attendance and classroom participation.
11	1	<ul style="list-style-type: none"> <li>- Memorization of the first part.</li> <li>- Rules of the letters ra and lam</li> </ul>	<ul style="list-style-type: none"> <li>- Pages 19-20</li> <li>- Sections of Ra and Lam</li> </ul>	<ul style="list-style-type: none"> <li>- Read the page.</li> <li>- Explanation of the topic and practical examples</li> </ul>	Listening for memorization, student attendance and classroom participation.
12	1	<ul style="list-style-type: none"> <li>- Memorization of the first part.</li> <li>- The three assimilations</li> </ul>	<ul style="list-style-type: none"> <li>- Page 21</li> <li>- / Symmetrical, homogeneous, and convergent assimilations</li> </ul>	<ul style="list-style-type: none"> <li>- Read the page.</li> <li>- Explain the topic and give practical examples.</li> </ul>	Listening for memorization, student attendance and classroom participation.
13	1		<ul style="list-style-type: none"> <li>- General reviews</li> </ul>	<ul style="list-style-type: none"> <li>- Reading the page.</li> <li>- Explanation of the topic and practical examples</li> </ul>	Listening for memorization, student attendance, and classroom participation.
14	1	<ul style="list-style-type: none"> <li>- Memorization of the first part.</li> <li>- Pauses and beginnings, silences, hamzas, and taas</li> </ul>	<ul style="list-style-type: none"> <li>- Reviews of Part 1</li> <li>- Pauses and beginnings, places of pauses, hamzas, and ta'as</li> </ul>	<ul style="list-style-type: none"> <li>- Read the page.</li> <li>- Explanation of the topic and practical examples</li> </ul>	Listening for memorization, student attendance and classroom participation.

15	1		- Monthly exam		
<b>11. Course assessment</b>					
<p><b>There are monthly exams for students, as follows:</b>  There are daily, monthly, and quarterly assessments.  The first semester is graded out of 20, as is the second semester.  Each semester has two monthly exams, each worth 10 or 20 points, then ÷ 2, including 4 or 5 points for students' daily activities, in terms of attendance, daily preparations, classroom activities, and participation in lessons.  Thus, the total for both semesters is 40 points.  Then the exam at the end of the year is worth 60 points.</p>					
<b>12. Learning and teaching resources</b>					
<b>Required textbooks (curriculum, if available)</b>			<b>Memorization:</b> The first part of the Holy Quran. <b>Tajweed:</b> The textbook prescribed by the college, which is the book of Tajweed, by Dr. Yahya Al-Ghouthani.		
<b>Main references (sources)</b>			The Holy Quran and books on tajweed		
<b>Recommended supporting books and references (scientific journals, reports, etc.)</b>			Books on the rules of recitation by Ayman Suweid and Sheikh Jamal Al-Kubaisi, and other readily available books on tajweed.		
<b>Electronic references, websites</b>			Dr. Yahya Al-Ghouthani's channel and Dr. Ayman Suweid's channel.		

Description of the Islamic jurisprudence course

1. Scientific Section / Center	Arabic Language / Anbar
2. Name / Course code	Jurisprudence (Jurisprudence of Worship) RWJ224
3. Available Attendance Options	Weekly (In-Person)
4. Semester / Year	Annual
5. Number of Credit Hours (Total)	30 academic hours 60 units
6. Date of preparation of this description	<b>1/10/2025</b>
7. Name of course coordinator/email	<a href="mailto:othman.abdalkareem0@imamaladham.edu.iq">othman.abdalkareem0@imamaladham.edu.iq</a> <u>Othman Abdulkarim Abduljabbar</u>  <u>Dr. Omar Yassin Jiad</u> omar_yaseen@imamaladham.edu.iq
<b>8. Course objectives</b>	
1. Ability to understand and comprehend terms and concepts.	
2. Ability to analyze and understand the statements of scholars.	

3. The ability to connect the statements of scholars and attempt to weigh them.

10. Course structure					
Week	Lecture method. Hours	Required learning outcomes discussion method.	Unit Name/Topic	Teaching Method	Assessment Method
	1.Lecture method. 2.Brainstorming and 3.Daily assignments				
First	1	<b>Enabling students to understand scientific material and relate it to practical reality in order to regulate interactions and achieve a balanced understanding of Islamic law</b>	<b>The concept of purity and ablution</b>	Lecture, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Second	1	<b>Enabling students to understand the scientific material and relate it to practical reality in order to regulate interactions and achieve a balanced legal understanding</b>	<b>The obligations, sunnahs, and nullifiers of ablution.</b>	Lecture, discussion, and presentation of material in the form of interactive questions.	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Third	1	<b>Enabling students to understand the scientific material and relate it to practical reality in order to regulate interactions and achieve a balanced understanding of Islamic law</b>	<b>Washing, its obligations, requirements, and Sunnah.</b>	Presentation, discussion, and presentation of the material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Fourth	1	<b>Enabling students to understand the scientific material and relate it to practical reality in order to regulate interactions and achieve a balanced legal understanding</b>	<b>Water that is permissible for purification</b>	Presentation, discussion, and presentation of the material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Fifth	1	<b>Enabling students to understand the scientific material and relate it to practical reality in order to regulate interactions and achieve a balanced understanding of Islamic law</b>	<b>The purity of dead skin and the ruling on captives.</b>	Presentation, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Six	1	<b>Enabling students to understand the scientific material and relate it to practical reality in order to regulate interactions and achieve a balanced legal understanding</b>	<b>Tayammum</b>	Presentation, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Seventh	1	<b>Enabling students to understand the scientific material and relate it to practical reality in order to regulate interactions and achieve a balanced legal understanding</b>	<b>Wiping over the socks</b>	Presentation, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests

Eighth	1	Enabling students to understand the scientific material and relate it to practical reality in order to regulate interactions and achieve a balanced legal understanding	-----	Monthly exam	Monthly exam
Ninth	1	Enabling students to understand scientific material and relate it to practical reality in order to regulate interactions and achieve a balanced understanding of Islamic law.	The Chapter on Menstruation	Presentation, discussion, and questioning in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Tenth	1	Enabling students to understand the scientific material and relate it to practical reality in order to regulate interactions and achieve a balanced legal understanding	Menstruation	Presentation, discussion, and presentation of the material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Eleventh	1	Enabling students to understand the scientific material and relate it to practical reality in order to regulate interactions and achieve a balanced understanding of Sharia law	The chapter on impurities and purification	Presentation, discussion, and presentation of the material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Twelfth	1	Enabling students to understand the scientific material and relate it to practical reality in order to regulate interactions and achieve a balanced understanding of Sharia law	The chapter on impurities and purification	Presentation, discussion, and presentation of the material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Thirteenth	1	Enabling students to understand the scientific material and relate it to practical reality in order to regulate interactions and achieve a balanced legal understanding	-----	Monthly exam	Monthly exam
Fourteenth	1	Enabling students to understand scientific material and relate it to practical reality in order to regulate interactions and achieve a balanced understanding of Islamic law.	The chapter on impurities and purification	Presentation, discussion, and presentation of the material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Fifteenth	1	Enabling students to understand the scientific material and relate it to practical reality in order to regulate interactions and achieve a balanced legal understanding	Review of the material	Presentation, discussion, and presentation of the material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests

First half of the academic year break					
Week					
1	1	Enabling students to understand scientific material and relate it to educational reality in order to achieve cognitive goals	The Book of Prayer (times when prayer is recommended and times when it is disliked)	Presentation, discussion, and questioning in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Second	1	Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive objectives	Chapter on the call to prayer and the iqama	Presentation, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Third	1	Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive objectives	The chapter on Witr prayer	Presentation, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Fourth	1	Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive objectives	Catching up on missed lessons	Presentation, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Fifth	1	Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals	Prayer (supererogatory prayers, Taraweeh, eclipse prayers, prayers for rain)	Presentation, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Six	1	Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals	-----	Monthly exam	Monthly exam
Seventh	1	Enabling students to understand scientific material and relate it to educational reality in order to achieve cognitive objectives	Bab Sujud (Forgetfulness – Recitation – Prayer for the Sick)	Presentation, discussion, and presentation of the material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Eighth	1	Enabling students to understand scientific material and relate it to educational reality in order to achieve cognitive goals	Prayer (traveler, flash, Eid, fear, funerals)	Presentation, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Ninth	1	Enabling students to understand the scientific material and relate it to the educational reality in order	The Book of Zakat (Zakat on livestock, gold and silver, crops	Presentation, discussion, and presentation of the material in	1. Explanation of the material by the student. 2. Daily tests.

		to achieve cognitive goals	and fruits)	the form of interactive questions	3. Monthly and quarterly tests
Tenth	1	Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals	-----	Monthly exam	Monthly exam
		Enabling students to understand scientific material and relate it to	The Book of	Presentation, discussion, and presentation of	1. Explanation of the material by the student.

## 12. Learning and teaching resources

		objectives		interactive questions	and quarterly tests
Twelfth	1	Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive objectives	I'tikaf	Presentation, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Thirteenth	1	Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals	The Book of Hajj (Hajj timings - Umrah)	Presentation, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Fourteenth	1	Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive objectives	Criminal Law	Presentation, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests.
Fifteenth	1	Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive objectives	Fishing during the state of ihram	Presentation, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests

## 11. Course evaluation

Grades are distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily exams, oral exams, monthly exams, written exams, reports, etc.  
15 points for the written test and 5 points for attendance and participation in the first semester  
15 points for the written test and 5 points for attendance and participation in the second semester  
60 points for the final exam

1- Required textbooks	Selection for explanation of the chosen: Abdullah bin Mahmoud bin Moudoud al-Mousuli al-Hanafi.
2- Main references (sources)	Some books, theses, and dissertations that include vocabulary from the course are recommended.
a) Recommended books and references (scientific journals, reports)	1. Al-Mabsut, by Al-Sarkhsi. 2. Tuhfat al-Fuqaha, by al-Samarqandi. 3. Bada'i al-Sana'i, by al-Kasani.
b) Electronic references, websites, etc.	Comprehensive library

### Course description for the subject of rhetoric

<b>13. Course Name</b>	
Rhetoric / Semantics	
<b>14. Course code</b>	
ARS215	
<b>15. Semester/Year</b>	
First and second semesters / First stage / For the academic year 2025-2026	
<b>16. Date of preparation of this description</b>	
1/10/2026	
<b>17. Available attendance formats</b>	
In classrooms	
<b>18. Number of study hours (total)/ Number of units (total)</b>	
Two hours per week	
<b>19. Name of course instructor (if more than one name is mentioned)</b>	
1- Name: Ahmed Saleh Ibrahim Latif Email: Ahmedsaleh@imamaladham.edu.iq 2- Name Email: 3- Name: Email:	
<b>20. Course objectives</b>	
<b>Course objectives</b>	1- Understanding the importance of the Arabic language and the necessity of learning it for Arab Muslims 2- Understanding the secrets of eloquence and rhetoric in the Arabic language. 3- Understanding the secrets of the miraculous nature of the Holy Quran through an extensive rhetorical study of meanings, expressions, and figures of speech
<b>21. Teaching and learning strategies</b>	
<b>Strategy</b>	1- The teaching strategy is based on building students' scientific, intellectual, and ideological knowledge through the study and mastery of rhetoric. 2- The teaching strategy is based on preparing students to move from one stage of study to another with full preparation. 3- The teaching strategy is based on preparing graduates for a higher, more specialized, and more focused stage of study.

<b>22. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Unit or Topic Name</b>	<b>Learning Method</b>	<b>Assessment Method</b>
2	2	Detailed explanation and analysis	Introduction to Rhetoric: Meaning, Expression, and Eloquence	Lectures	Daily and Quarterly Exams
3	2	Detailed explanation and analysis	Explanation / eloquence / flaws in eloquence / explanation of applications and exercises related to eloquence	Lectures	Daily and quarterly tests
4	2	Detailed explanation and analysis	Explanation / Eloquence / Defects in eloquence Explanation/application and related exercises	Lectures	Daily and quarterly tests
5	2	Detailed explanation and analysis	Definition of eloquence / rhetoric / eloquent speech Definition of speaker eloquence / related exercises	Lectures	Daily and quarterly tests
6	2	Detailed explanation and analysis	Detailed and thorough explanations/notes Explanation / Types of methods and their applications in Arabic speech	Lectures	Daily and quarterly tests
7	2	Detailed explanation and analysis	Introduction to semantics, its subject matter, usefulness, originator, and derivation Knowledge of the conditions and meanings of the subject and predicate	Lectures	Daily and quarterly tests

			and their types		
8	2	Detailed explanation and analysis	Definition of news and the purposes for which news is delivered / Explanation of types of news and its tools	Lectures	Daily and quarterly tests
9	2	Detailed explanation and analysis	Explanation of applications related to the topic of the news and explanation of training Dividing the news into a nominal sentence or a verbal sentence	Lectures	Daily and quarterly tests
10	2	Detailed explanation and analysis	The reality of construction and its sections / Non-requested construction / Definition and explanation of requested construction	Lectures	Daily and quarterly tests
11	2	Detailed explanation and analysis	Explanation of the command, its forms, and purposes / Explanation and solution of related exercises	Lectures	Daily and quarterly tests
12	2	Detailed explanation and analysis	Introduction to prohibition, its forms and purposes / Explanation of the application of prohibition	Lectures	Daily and quarterly tests
13	2	Detailed explanation and analysis	Interrogation and its tools and other purposes / Explanation of the application and exercises related to interrogation	Lectures	Daily and quarterly tests
14	2	Detailed explanation and analysis	Wishes, their forms and purposes / Exercise related to the	Lectures	Daily and quarterly tests

			topic of wishes		
15	2	Detailed explanation and analysis	The call, its forms and purposes / Explanation of the exercise and its application	Lectures	Daily and quarterly tests
16	2	Detailed explanation and analysis	Conditions for mentioning and omitting the referent / explanation of related training and application	Lectures	Daily and quarterly tests
17	2	Detailed explanation and analysis	The referent and its definition by implication and explanation Definition of the referent in scientific terms and explanation of related notes	Lectures	Daily and quarterly tests
18	2	Detailed explanation and analysis	Definition of the referent by reference / Definition of the referent by connection	Lectures	Daily and quarterly tests
19	2	Detailed explanation and analysis	Definition of the referent of (al) in the context of a covenant / Definition of the referent of (al) in the context of nationality	Lectures	Daily and quarterly tests
20	2	Detailed explanation and analysis	Identify the object of the verb, addition, and call Identify the referent by its declension, presentation, and postponement, and explain the general application thereof	Lectures	Daily and quarterly tests
21	2	Detailed explanation and analysis	Mentioning or omitting the predicate, defining it, and negating it Presentation and	Lectures	Daily and quarterly tests

			postponement of the predicate. Explanation of the related exercise		
22	2	Detailed explanation and analysis	In the launch and restriction of adjectives and emphasis / restriction by conjunction, conjunction of sequence, and substitution	Lectures	Daily and quarterly tests
23	2	Detailed explanation and analysis	Restriction by pronoun, copy, and conditions, then related warnings Restriction with negation, the five verbs, and the like	Lectures	Daily and quarterly tests
24		Detailed explanation and analysis	Explanation of related notes General application, restrictions, and conditions related to the verb	Lectures	Daily and quarterly tests
25		Detailed explanation and analysis	Definition and methods of abbreviation / Division of abbreviation based on truth and reality	Lectures	Daily and quarterly tests
26		Detailed explanation and analysis	The two types of shortness and dividing shortness into real and additional Explanation of related applications	Lectures	Daily and quarterly tests
27		Detailed explanation and analysis	Connection and its locations / General application to the topic of connection	Lectures	Daily and quarterly tests
28		Detailed explanation and analysis	Separation and its applications / General application of the topic	Lectures	Daily and quarterly tests

			of separation and explanation of the exercise (1)		
29		Detailed explanation and analysis	Introduction to equality and its sections / Explanation of general application to brevity, verbosity, and equality	Lectures	Daily and quarterly tests
30		Detailed explanation and analysis	Explanation of the exercise related to brevity, redundancy, and equality Explanation of the conclusion and the most important principles and requirements of semantics	Lectures	Daily and quarterly tests
31		Detailed explanation and analysis	The referent and its definition by implication and explanation thereof Definition of the referent in scientific terms and explanation of related warnings	Lectures	Daily and quarterly tests

### 23. Course evaluation

The course is excellent and important. It is a fundamental curriculum in linguistic studies, and it is indispensable for students of Arabic language sciences to study and master it.

### 24. Learning and teaching resources

Required textbooks (methodology, if available)	Jawahir al-Balaghah by Ahmad al-Hashimi
Main references (sources)	Balagha wa al-Ta'liq (Rhetoric and Application) by Dr. Ahmad Matloub Meaning, Expression, and Eloquence by Abdulaziz Ateeq Dictionary of Rhetorical Terms and Their Development by Dr. Ahmad Mutlab
Recommended supporting books and references (scientific journals, reports, etc.)	1- The Mayor in the Beauties of Poetry, its Etiquette and Criticism 2- The Secrets of Rhetoric by Al-Jurjani 3- The Proof in the Sciences of the Qur'an by Al-Zarkashi
Electronic references, websites	1- The Comprehensive Library

## Course description for the subject of pre-Islamic literature

1. Course Name:					
Pre-Islamic Literature					
2. Course Code:					
APIEL111					
3. Semester/Year:					
2025_2026					
4. Date of preparation of this description:					
1/10/2025					
5. Available attendance formats:					
First-stage students / In-person (classroom system)					
6. Total number of study hours/total number of units					
90					
7. Name of course coordinator (if more than one name is mentioned)					
M.M. Osama Tariq Juma Email: <a href="mailto:aussmaalkudese@gmail.com">aussmaalkudese@gmail.com</a>					
8. Course objectives					
Course objectives		<ul style="list-style-type: none"> <li>1) We seek to create a generation capable of understanding the history of the Arabic language.</li> <li>2) To enable students to grasp literary, linguistic, and historical sciences.</li> <li>3) To enable students to teach linguistic sciences and related subjects.</li> <li>4) To create a generation that believes in the professionalism and development of education.</li> <li>5) To learn about the history of pre-Islamic Arabic literature, beginning with the Arabian Peninsula, the development of languages there, and everything related to literary productions before Islam.</li> </ul>			
9. Teaching and learning strategies					
<p>1. Adopting a lecture-based approach      2. Directing students to write reports on topics related to the subject matter.</p> <p>Interventions</p> <p>3-Using questions and answers 4-Using brainstorming to generate creative ideas among students.</p>					
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning Method	Assessment Method
First	3	Referred to in the previous section, depending on the content	Literature, history of literature, divisions of Arabic literary history and its eras	Presentation and discussion	Written exams
Second	3	Referred in the previous section, each according to its content	Characteristics of the Arabian Peninsula, the Semites	Presentation and discussion	Written tests
Third	3	Referred in the previous section,	Southern Arabs, Northern Arabs	Presentation and discussion	Written tests

		each according to its content			
Four	3	Referenced in the previous section, depending on the content	The afternoon period, Northern Arab Emirates: (Ghassanids, Manadhira, Kinda)	Presentation and discussion	Written tests
Fifth	3	Referenced in the previous section, depending on content	The cities of the Hijaz, Bedouin tribes, wars	Presentation and discussion	Written tests
Six	3	Referenced in the previous section, depending on content	Narration and recording of pre-Islamic poetry, professional narrators	Recitation and discussion	Written tests
Seventh	3	Referenced in the previous section, depending on the content	Assessment	Brainstorming	Class performance
Eighth	3	Referenced in the previous section, depending on the content	Notation, the issue of plagiarism	Brainstorming	Written tests
9	3	Referenced in the previous section, each according to its content	Sources of pre-Islamic poetry	Brainstorming	Written tests
Tenth	3	Referenced in the previous section, each according to its content	The emergence of pre-Islamic poetry and its variation among tribes	Presentation and discussion	Written tests
Eleventh	3	Referenced in the previous section, each according to its content	Poetic topics	Recitation and discussion	Written tests
Twelfth	3	Referred to in the previous section, each according to its content	Meaningful characteristics, characteristics for silver	Presentation and discussion	Written tests
Thirteenth	3	Referred to in the previous section, each according to its content	Imru' al-Qais: (his tribe, his family, his life)	Presentation and discussion	Written tests
Fourteenth	3	Referenced in the previous section, according to content	Imru' al-Qais: (his poetry collection, his poetry)	Recitation and discussion	Written tests
Fifteenth	3	Referenced in the previous section, according to content	Al-Nabigha al-Dhubiani: (his tribe, his life)	Presentation and discussion	Written tests
Sixteenth	3	Referenced in the previous section, according to content	Al-Nabigha al-Dhubiani: (his poetry collection, his poetry)	Recitation and discussion	Written tests
Seventeenth	3	Referenced in the previous section, according to content	Zuhair bin Abi Salma: (his tribe, his life)	Presentation and discussion	Written tests
Eighteenth	3	Referenced in the previous section, according to content	Zuhair bin Abi Salma: (his poetry collection, his poetry)	Recitation and discussion	Written tests
Nineteenth	3	Referenced in the previous section, each according to its	Al-Ashi: (his tribe, his life)	Presentation and discussion	Written tests

		<b>content</b>			
Twenty	3	Referenced in the previous section, each according to its content	Al-Ashi: (his diwan, his poetry)	Recitation and discussion	Written tests
Twenty-first	3	Referenced in the previous section, each according to its content	Calendar	Brainstorming	Classroom performance
Twenty-second	3	Referenced in the previous section, depending on the content	Notation, the issue of plagiarism	Presentation and discussion	Written tests
Twenty-third	3	Referenced in the previous section, depending on the content	Calendar	Brainstorming	Classroom performance
Twenty-fourth	3	Referred to in the previous section, each according to its content	Knights	Brainstorming	Written tests
Twenty-fifth	3	Referred to in the previous section, depending on the content	The Beggars	Presentation and discussion	Written tests
Twenty-sixth	3	Referenced in the previous section, each according to its content	Other poets from the pre-Islamic era	Recitation and discussion	Written tests
Twenty-seventh	3	Referenced in the previous section, each according to its content	Proverbs	Presentation and discussion	Written tests
Twenty-eighth	3	Referenced in the previous section, depending on the content	Public speaking	Presentation and discussion	Written tests
Twenty-ninth	3	Referred to in the previous section, each according to its content	The rhymes of the priests	Brainstorming	Editorial tests
Thirty	3	Referenced in the previous section and according to content	Comprehensive review	Brainstorming	Written tests

#### 11. Course evaluation

First semester	Second semester	Laboratory	Project	Final Exam
20	20	None	None	60

#### 12. Learning and teaching resources

Required textbooks (methodology, if any)	History of Pre-Islamic Arabic Literature by Shawqi Daif
Main references (sources)	Studies in Pre-Islamic Poetry by Nouri Hamoud Al-Qaisi
Recommended supporting books and references (scientific journals, reports, etc.)	
Electronic references, websites	Comprehensive Library

Course description for the subject of psychology

13. Scientific Department / Center	Arabic Language / Anbar
14. Course Name / Code	Educational Psychology EAEP108
15. Available Attendance Options	Weekly (In-person)
16. Semester / Year	Annual
17. Number of Credit Hours (Total)	60 credit hours 120 units
18. Date of preparation of this description	1/10/2025
19. Name of course coordinator/email	<a href="mailto:othman.abdalkareem0@imamaladham.edu.iq">othman.abdalkareem0@imamaladham.edu.iq</a> Othman Abdul Karim Abdul Jabbar
20. Course objectives	
1. To understand the purpose of educational psychology and its relationship to the academic career of college students	
2. Focus on the most important issues addressed by educational psychology and its relationship to the educational process	
3. Raise awareness among elementary school students of the teaching methods, planning, and goals that go into making a successful teacher	

21. Teaching and learning strategies
<ol style="list-style-type: none"> <li>1. Lecture method.</li> <li>2. Brainstorming and discussion.</li> <li>3. Use of modern technologies and some electronic information sources such as libraries and electronic programs.</li> <li>4. Daily assignments.</li> </ol>

## 22. Course Structure

Week	Hours	Required learning outcomes	Unit Name/Topic	Teaching Method	Assessment Method
First	2	<b>Enabling students to understand scientific material and relate it to educational reality in order to achieve cognitive objectives</b>	<b>Introduction to educational psychology and important definitions</b>	Lecture, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Second	2	<b>Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals</b>	<b>Educational psychology: its fields and limitations, and the relationship between general psychology and educational psychology</b>	Lectures, discussions, and presenting material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Third	2	<b>Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals</b>	<b>The concept of education and the focus of educational psychology</b>	Lectures, discussions, and presenting the material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Fourth	2	<b>Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals</b>	<b>Factors affecting the effectiveness of the teaching-learning process</b>	Lectures, discussions, and presenting the material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Fifth	2	<b>Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals</b>	<b>Educational psychology in the service of the educational process</b>	Lectures, discussions, and presenting the material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Six	2	<b>Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals</b>	<b>in the field of skills and abilities, in the field of interests and trends</b>	Presentation, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Seventh	2	<b>Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals</b>	<b>Learning theories and teaching theories</b>	Lectures, discussions, and presenting material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Eighth	2	<b>Enabling students to</b>	<b>Sources of</b>	Lectures,	1. Explanation

		<b>understand the scientific material and relate it to the educational reality in order to achieve cognitive goals</b>	<b>information Educational psychology</b>	discussions, and presenting the material in the form of interactive questions	of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
9	2	<b>Enabling students to understand scientific material and relate it to educational reality in order to achieve cognitive goals</b>	<b>Beginning teachers and educational psychology, teaching model</b>	Lecture, discussion, and presenting the material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Tenth	2	<b>Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive objectives</b>	<b>Chapter II Educational objectives</b>	Lectures, discussions, and presenting the material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Eleventh	2	<b>Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive objectives</b>	<b>Objectives Philosophy of education, teaching theories</b>	Lectures, discussions, and presenting the material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Twelfth	2	<b>Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive objectives</b>	<b>objectives and develop curricula</b>	Lectures, discussions, and presenting the material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Thirteenth	2	<b>Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive objectives</b>	<b>What are the educational objectives, and the steps for writing the objective</b>	Presentation, discussion, and posing the material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Fourteenth	2	<b>Enabling students to understand the scientific material and relate it to the educational reality to achieve cognitive objectives</b>	<b>Major direction, final behavior, conditions and specifications, criteria</b>	Presentation, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Fifteenth	2	<b>Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals</b>	<b>Towards Greenland, specific behaviors, formulation of general objectives</b>	Presentation, discussion, and posing material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
<b>First half of the academic year break</b>					
Week					
first	2	<b>Enabling students to understand scientific material and relate it to educational</b>	<b>Third semester, principles of learner</b>	Lecture, discussion, and presentation of	1. Explanation of the material by the student.

		<b>reality in order to achieve cognitive goals</b>	<b>development</b>	material in the form of interactive questions	2. Daily tests. 3. Monthly and quarterly tests
Second	2	<b>Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals</b>	<b>Meaning of growth, general principles of growth</b>	Lecture, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Third	2	<b>Enabling students to understand the scientific material and relate it to the educational reality in order to achieve developmental cognitive goals</b>	<b>Development tasks</b>	Presentation, discussion, and posing questions in an interactive manner	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Four	2	<b>Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals</b>	<b>Factors affecting human growth</b>	Lecture, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Fifth	2	<b>Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals</b>	<b>Additional evidence of the impact of the environment and guided experiences</b>	Lectures, discussions, and presenting material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Six	2	<b>Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals</b>	<b>Summary of discussions on preparation</b>	Presentation, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Seventh	2	<b>Enabling students to understand scientific material and relate it to educational reality in order to achieve cognitive objectives</b>	<b>Developmental characteristics of learners</b>	Presentation, discussion, and posing questions in an interactive manner	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Eighth	2	<b>Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals</b>	<b>Characteristics of growth in grades 6-12 Elementary school</b>	Presentation, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
9	2	<b>Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive objectives</b>	<b>Characteristics of emotional growth</b>	Presentation, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests

Tenth	2	Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive learning objectives	Cognitive learning	Lectures, discussions, and presenting the material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Eleventh	2	Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals	The role of imitation in education	Presentation, discussion, and presentation of material in the form of interactive	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly

#### 24. Learning and teaching resources

3-	Required textbooks	understand the scientific material and relate it to the educational reality to achieve cognitive goals	learning included Cognitive	discussions, and presenting	of the material by the student
Twelfth	2	Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals	Cognitive learning	the material in the form of interactive questions	2. Daily tests. 3. Monthly and quarterly tests
Thirteenth	2	Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals	Cultural influences on learning concepts	Presentation, discussion, and posing material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests.
Fourteenth	2	Enabling students to understand the scientific material and relate it to the educational reality in order to achieve cognitive goals	Continuity of education Remembrance and forgetting	Lecture, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests
Fifteenth	2	Enabling students to understand the scientific material and relate it to the educational reality to achieve cognitive goals	Lack of appropriate educational conditions	Presentation, discussion, and presentation of material in the form of interactive questions	1. Explanation of the material by the student. 2. Daily tests. 3. Monthly and quarterly tests

#### 23. Course evaluation

Grades are distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily exams, oral exams, monthly exams, written exams, reports, etc.  
15 points for the written test and 5 points for attendance and participation in the first semester  
15 points for the written test and 5 points for attendance and participation in the second semester  
60 points for the final exam

4- Main references (sources)	Some books, theses, and dissertations that include course vocabulary are recommended.
c) Recommended books and references (scientific journals, reports)	
d) Electronic references, websites, etc.	Comprehensive library

**Course description for the subject of rights and democracy**

<b>1. Course name</b>	<b>Rights and Democracy</b>
<b>2. Course code</b>	<b>Eard 107 / Rights and Democracy / First Stage</b>
<b>3. Semester / Year</b>	<b>Annual Course 2025/2026</b>
<b>4. Date of Preparation of this Description</b>	<b>1/10/2025</b>
<b>5. Available attendance formats</b>	<b>Classroom lectures</b>
<b>6. Number of credit hours (total)/Number of units (total)</b>	<b>Number of credit hours (60)/Number of units (60)</b>
<b>7. Name of course coordinator (if more than one name is mentioned)</b>	<b>1- Name: M.D. Omar Yassin Jiad / First semester</b> <b>Email: omar_yaseen@imamaladham.edu.iq</b> <b>2- Name: M.M. Abdullatif Rashid Mahdi / Second semester</b> <b>Email: abdallatefrashd@imamaladham.edu.iq</b> <b>3- Name: A.M.D. Yasser Fadel Mashraf</b>

Email: [Yasserfadel8@imamaladham.edu.iq](mailto:Yasserfadel8@imamaladham.edu.iq)

## 8. Course objectives

<b>Course objectives</b>	To educate students about human rights, children's rights, and democracy + To educate students about freedom and how to exercise it in a way that does not conflict with public freedoms or harm the public interest
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## 9. Teaching and learning strategies

<b>Strategy</b>	<b>Lectures / Review and use of class time.</b>
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## 10. Course Structure

Week	Hours	Required learning outcomes	Unit name or topic	Learning Method	Assessment Method
Week 1 October 2025	2	Human rights, children's rights, democracy, and freedom around the world	The meaning of freedom, its limitations, and its proportion Definition of freedom	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 2 October 2025	2	Human rights, children's rights, democracy, and freedom around the world	Human Rights	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 3 October 2025	2	Human rights, children's rights, democracy, and freedom around the world	The crisis of freedom, its protection, and its guarantees	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 4 October 2025	2	Human rights, children's rights, democracy, and freedom around the world	Human Rights in Sustainable Civilizations	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 5 November 2025	2	Human rights, children's rights, democracy, and freedom around the world	Types of freedoms	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 6 November 2025	2	Human rights, children's rights, democracy, and freedom around the world	Human Rights in Divine Laws and Religions	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 7 November 2025	2	Human rights, children's rights, democracy, and freedom around	Characteristics of freedoms	Lecture	Student attendance, daily activities, and classroom performance/midterm

		the world			and final exams
Week 8 November 2025	2	Human rights, children's rights, democracy, and freedom around the world	Sources of human rights	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 9 December 2025	2	Human rights, children's rights, democracy, and freedom around the world	Characteristics of Freedom in the World	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 10 December 2025	2	Human rights, children, democracy, and freedom around the world	Human rights guarantees	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 11 December 2025	2	Human rights, children's rights, democracy, and freedom around the world	Characteristics of Freedom in Islam	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 12 December 2025	2	Human rights, children's rights, democracy, and freedom around the world	Human rights guarantees Internal guarantees	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 13 January 2026	2	Human rights, children's rights, democracy, and freedom around the world	Human rights guarantees Regional Guarantees	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 14 January 2026	2	Human rights, children's rights, democracy, and freedom around the world	Children's Rights	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 15 January 2026	2	Human rights, children's rights, democracy, and freedom around the world	Children's Rights in Islam	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 16 1–2/2/2026	2	Human rights, children's rights, democracy, and freedom around the world	Comprehensive review of what was studied in the first semester	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 17 February 8–9, 2026	2	Human rights, children's rights, democracy, and freedom around the world	Rights – Origin and development of children's rights / Freedom – Prospects for freedom of criticism / Restrictions on the practice of religion	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 18 February 15– 16, 2026	2	Human rights, children's rights, democracy, and freedom around the world	Rights – Defining the meaning of child / Freedom – the three forms – fighting those who prevent zakat	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams

Week 19 February 22– 23, 2026	2	Human rights, children's rights, democracy, and freedom around the world	Rights – Children's rights in ancient civilizations Freedom – Fighting the Kharijites	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 20 1–2/3/2026	2	Human rights, children's rights, democracy, and freedom around the world	Rights – Children's rights in Islam Freedom – Punishment for Apostasy – The Punisher of Apostates	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 21 8–9/3/2026	2	Human rights, children's rights, democracy, and freedom around the world	Rights – Children's rights in international conventions Freedom – Freedom of political participation	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 22 March 15–16, 2026	2	Human rights, children's rights, democracy, and freedom around the world	.....	Written exam	First month exam for the second semester
Week 23 March 22–23, 2026	2	Human rights, children's rights, democracy, and freedom around the world	Rights – The Concept and Forms of Democracy Freedom – Islam and political tyranny	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 24 March 29–30, 2026	2	Human rights, children's rights, democracy, and freedom around the world	Rights - Direct democracy Freedom - Governance Some freedoms - General concept of freedoms	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 25 5–6/4/2026	2	Human rights, children's rights, democracy, and freedom around the world	Rights – Semi-direct democracy Freedom – Environmental Protection in Islamic Law	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 26 12– 13/4/2026	2	Human rights, children's rights, democracy, and freedom around the world	Rights – Representative democracy Freedom – Special freedoms	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 27 19– 20/4/2026	2	Human rights, children's rights, democracy, and freedom around the world	Rights – Mechanism of the representative system Freedom – Women's Freedom and Diligence	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 28 April 26–27, 2026	2	Human rights, children's rights, democracy, and freedom around the world	.....	Written exam	Second month exam for the second semester
Week 29 May 3–4, 2026	2	Human rights, children's rights, democracy, and freedom around the world	Rights – The concept of elections and their legal adaptation Freedom – Islam's stance on women – Women in the age of prophethood	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
Week 30	2	Human rights,	Rights - Electoral systems	Lecture	Student attendance,

May 10–11, 2026		children's rights, democracy, and freedom around the world	Freedom – Between Islam and Women – Balancing the Three Trends of Freedom		daily activities, and classroom performance/midterm and final exams
<b>11. Course evaluation</b>					
<b>Daily, monthly, and final evaluation through the following:</b> <ul style="list-style-type: none"> <li>• Evaluating student attendance and daily participation</li> <li>• Conducting midterm and final exams</li> </ul>					
<b>12. Learning and teaching resources</b>					
<b>Required textbooks (methodology, if available)</b>			<b>Human Rights, Children, and Democracy by Prof. Maher Saleh Al-Douri et al. + The Right to Freedom in the World / Prof. Wahba Al-Zuhayli</b>		
<b>Main references (sources)</b>					
<b>Recommended supporting books and references (scientific journals, reports, etc.)</b>			<b>International human rights law</b>		
<b>Electronic references, websites</b>			<b>Comprehensive library, studies and reports on the subject</b>		

**Course description for the computer science course**

<b>25. Course name</b>
<b>Computer Science, Level I</b>
<b>26. Course code</b>
<b>EACS105</b>
<b>27. Semester/Year</b>
<b>2025</b>
<b>28. Date of Description Preparation</b>
<b>1/10/2025</b>

<b>29. Available attendance formats</b>					
<b>Classroom attendance - Computer lab</b>					
<b>30. Total number of study hours/total number of units</b>					
<b>30 hours – 60 units</b>					
<b>31. Name of course coordinator (if more than one name is mentioned)</b>					
<b>1- Name: M.M. Ahmed Abdullah Mahmoud</b> <b>Email: Ahmed.abdullah91@imamaladham.edu.iq</b> <b>2- Name</b> <b>Email:</b> <b>3- Name:</b> <b>Email:</b>					
<b>32. Course objectives</b>					
<b>Course objectives</b>		<b>Students will learn a brief overview of computers, their types, components, programs, and operating systems. Students will then learn an introduction to the Windows operating system, how to manage it, and the most important functions of the system. Students will then learn how to avoid viruses to protect their computers. They will also learn artificial intelligence techniques and methods.</b>			
<b>33. Teaching and learning strategies</b>					
<b>Strategy</b>		Use of theoretical lectures and practical application through computer labs			
<b>34. Course structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Unit name or topic</b>	<b>Learning Method</b>	<b>Assessment Method</b>
<b>1</b>	<b>1</b>	An overview of computers and their components	<b>Overview and definition of computers</b>	Theory and practice	Laboratory performance and tests
<b>2</b>	<b>1</b>	An overview of computers and their components	<b>Overview and introduction to computers</b>	Theory and practice	Laboratory performance and tests
<b>3</b>	<b>1</b>	An overview of computers and their components	<b>Definition of a computer</b>	Theory and practice	Laboratory performance and tests
<b>4</b>	<b>1</b>	Overview of computers and their components	<b>Advantages and disadvantages of computer use</b>	Theory and practice	Laboratory performance and testing
<b>5</b>	<b>1</b>	Overview of the computer and its components	<b>Computer Components</b>	Theory and practice	Laboratory performance and testing
<b>6</b>	<b>1</b>	Overview of computers and their components	<b>How to buy a computer</b>	Theory and practice	Laboratory performance and testing

7	1	Overview of computers and their components	<b>Units of measurement</b>	Theory and practice	Laboratory performance and tests
8	1	Overview of computers and their components	<b>Units of measurement</b>	Theory and practice	Laboratory performance and tests
9	1	Overview of computers and their components	<b>Definition of an operating system</b>	Theory and practice	Laboratory performance and testing
10	1	Overview of computers and their components	<b>Definition of an operating system</b>	Theory and practice	Laboratory performance and testing
11	1	Overview of computers and their components	<b>Review and testing</b>	Theory and practice	Laboratory performance and testing
12	1	Windows 10 operating system environment	<b>Introduction to the Windows 10 operating system environment</b>	Theoretical-Practical	Laboratory performance and testing
13	1	Windows 10 operating system environment	<b>Introduction to the Windows 10 operating system environment</b>	Theoretical-Practical	Laboratory performance and testing
14	1	Windows 10 operating system environment	<b>Windows 10 operating system interface</b>	Theoretical-Practical	Laboratory performance and testing
15	1	Windows 10 operating system environment	<b>Windows 10 operating system interface</b>	Theoretical-Practical	Laboratory performance and testing
16	1	Windows 10 operating system environment	<b>Explanation of the Windows 10 lock screen</b>	Theory and practice	Laboratory performance and testing
17	1	Windows 10 operating system environment	<b>Explanation of the Windows 10 lock screen</b>	Theory and practice	Laboratory performance and testing
18	1	Windows 10 operating system environment	<b>Windows 10 desktop</b>	Theoretical-Practical	Laboratory performance and testing
19	1	Windows 10 operating system environment	<b>Windows 10 desktop</b>	Theoretical-Practical	Laboratory performance and testing
20	1	Windows 10 operating system environment	<b>Icons and taskbar</b>	Theory and practice	Laboratory performance and testing
21	1	Windows 10 operating system environment	<b>Personal Assistant in Windows 10</b>	Theoretical-Practical	Laboratory performance and testing
22	1	Windows 10 operating system environment	<b>Task View button in Windows 10</b>	Theoretical-Practical	Laboratory performance and testing
23	1	Windows 10 operating system environment	<b>Start menu</b>	Theoretical-Practical	Laboratory performance and testing
24	1	Windows 10 operating system environment	<b>Start menu</b>	Theoretical-Practical	Laboratory performance and testing
25	1	Windows 10 operating system environment	<b>Search bar and operating system settings</b>	Theory and practice	Laboratory performance and testing

26	1	Windows 10 operating system environment	<b>Files and folders</b>	Theoretical-Practical	Laboratory performance and tests
27	1	<b>Computer viruses</b>	<b>Computer viruses</b>	Theory-Practical	Laboratory performance and testing
28	1	<b>Artificial intelligence</b>	<b>Introduction to Artificial Intelligence: Definition and Historical Overview</b>	Theoretical-Practical	Laboratory Performance and Testing
29	1	<b>Artificial Intelligence</b>	<b>Artificial intelligence techniques and methods</b>	Theoretical-Practical	Laboratory performance and testing
30	1	<b>Artificial Intelligence</b>	<b>Artificial intelligence applications and tools</b>	Theoretical-Practical	Laboratory performance and tests

### 35. Course assessment

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

15 points for the monthly exam, 5 points for the oral exam, and daily attendance for the first semester

15 points for the monthly exam, 5 points for the oral exam, and daily attendance for the second semester

60 points for the final exam

### 36. Learning and teaching resources

<b>Required textbooks (methodology, if available)</b>	<b>Computer Basics and Office Applications for Office 2019</b> Compiled and prepared by the Computer Committee at the Imam Al-Azam University College Prof. Shaker Mahmoud Hussein Prof. Lubna Riad Abduljabbar A.M.D. Emad Mohammad Farhan M.D. Mustafa Abdul Ghafoor M. Ma'an Nawaf Abboud M. Zahra Adnan Abdulkarim M. Imad Akla Shukuri M. Nizar Saleh Abdul M.M. Amer Khader Jarjis
<b>Main References (Sources)</b>	1- Computer Basics and Office Applications Part 1, 2015 2- Everything you need to know about ppt: what is a power point. 3- Microsoft PowerPoint Fundamentals 2019.
<b>Recommended supporting books and references (scientific journals, reports, etc.)</b>	ISBN: 978-0-7356-2691-1), by Joyce Cox and Joan Lambert, Beginning Microsoft Word 2010, by T.y Anderson, Guy Hart-Davis
<b>Electronic references, websites</b>	

### Course description for English

<b>1. Course name</b>	<b>English</b>
<b>2. Course code EAEL103</b>	<b>Headway plus/ Level 1</b>
<b>3. Semester/Year</b>	<b>Second Semester 2025/2026</b>

<b>4. Date of preparation of this description</b>					
1/10/2026					
<b>5. Available attendance formats</b>					
In-person / Classroom lectures					
<b>6. Total number of academic hours/total number of units</b>					
Number of credit hours (10)/Number of units (30)					
<b>7. Name of course coordinator (if more than one name is mentioned)</b>					
1- Name: M. Daghsan Muhammad Abdulrazzaq Email: ghassanalganbi@gmail.com 2- Name Email: 3- Name: Email:					
<b>8. Course objectives</b>					
<b>Course objectives</b>		To educate students and introduce them to English as a global language that relies on communication through its four skills: writing, reading, listening, and speaking.			
<b>9. Teaching and learning strategies</b>					
<b>Strategy</b>		Lectures/review and use of class time.			
<b>10. Course Structure</b>					
Week	Hours	Required learning outcomes	Unit name or topic	Learning Method	Assessment Method
1 – 2/2/2026			Hello. Good morning. I am . Numbers 1-10	<b>Lecture</b>	Student attendance and daily activities
8 – 9 /2/2026	2		Vocabulary and speaking. Camera, bus, house. Singular and plural.	Lecture	Student attendance and daily activities, classroom performance/midterm and final exams
February 15–16, 2026	2		Your World. Where is he from? Countries and cities. He, she, it adjectives	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
22– 23/2/2026	2		Reading and speaking passages. Grammar. Complete the conversation. Numbers 11-20. Nouns	Lecture	Student attendance, daily activities, classroom performance/midterm and final

					exams
1– 2/3/2026	2		All about you. Jobs. Negative and questions. Personal information. Social expressions. Adverbs	Lecture	Student attendance, daily attendance, classroom performance/exams and finals
8 – 9 /3/2026	2		Family and Friends. Our. Their. Possessive 's. Has have. The alphabet	Lecture	Student attendance, daily activities, classroom performance/midterm and final exams
15– 16/3/2026	2		The way I live. Sports/foods/present simple tense. a/an	Written test	First month test for the second semester
March 22– 23, 2026	2		Every day. The time. Always, never, sometimes. Days of the week. Present simple	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
March 29– 30, 2026	2		My favorites. Question words. Me/him/us. This/that. . Adj	Lecture	Student attendance, daily activities, classroom performance/midterm and final exams
5– 6/4/2026	2		Adverbs and past simple. Adding ing		Student attendance, daily activities, and classroom performance
12– 13/4/2026	2		Sorry and apologies. Order and request	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
19– 20/4/2026	2		Present perfect. Countable nouns. Months of the year. Show the way	Lecture	Student attendance, daily activities, and classroom performance/midterm and final exams
April 26– 27, 2026	2		.....	Written exam	
May 3–4, 2026			Reading Comprehension. Passages. Performance. Adding ed/ed	Lecture	Student attendance, daily activities, and classroom performance/midterm and final

					exams
May 10–11, 2026	2		How to write a composition? How to communicate with others. Speaking.	Lecture	Student attendance, daily activities, classroom performance/midterm and final exams

**11. Course assessment**

**Daily, monthly, and final evaluation through the following:**

- Evaluating student attendance and daily participation
- Conducting midterm and final exams

**12. Learning and teaching resources**

<b>Required textbooks (Headway pls</b>	
<b>Main references (sources)</b>	
<b>Recommended supporting books and references (scientific journals, reports, etc.)</b>	
<b>Electronic references, websites</b>	

## Phase II Courses

### Course Description of Grammar

#### 1. Course Name

Explanation of Ibn Aqeel Part Two

#### 2. Course Code

Grammar / Second Stage

#### 3. Semester/Year

Annual System

#### 4. Date this description was prepared

1/10/2025

#### 5. Available Forms of Attendance

Class Lectures

#### 6. Number of Hours (Total) / Number of Credits (Total)

90/180

#### 7. Course administrator name (if more than one name mentioned)

1- Name: Omar Abdel Jalil Mohamed Ibrahim

Email: [omarabd4@imamaladham.edu.iq](mailto:omarabd4@imamaladham.edu.iq)

2- Name

Email:

3- Name:

Email:

#### 8. Course Objectives

Familiarity with the rules and regulations set by the grammar, and the use of these controls through the application of the texts, in order to acquire the qualified skill to deal with the texts.

**Course Objectives**

#### 9. Teaching and Learning Strategies

<p><b>Lecture/ review and time investment. And not accumulating intensive lessons on students to make it easier for them to memorize and understand; my motto in teaching is a little permanent is better than a lot that is interrupted</b></p>	<p><b>Strategy</b></p>
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**10. Course Structure**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit Name or Subject</b>	<b>Required Learning Outcomes</b>	<b>Watches</b>	<b>The week</b>
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	N and her sisters	Distinguish women and their sisters, explain their work and meanings, express them and employ them properly.	<b>3</b>	September
Through classroom interaction and daily and quarterly	Explanation of the material with what is in the	N and her sisters	Distinguish women and their sisters, explain their work and	<b>3</b>	October/Week 1

tests	book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel		meanings, express them and employ them properly.		
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	N and her sisters	Distinguish women and their sisters, explain their work and meanings, express them and employ them properly.	<b>3</b>	October Week Two
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing	No that to deny sex	Discrimination rather than gender-neutralization, clarification of their conditions of employment,	<b>3</b>	October/Week Three

	it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel		expression and proper employment		
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	No that to deny sex	Discrimination rather than gender-neutralization, clarification of their conditions of employment, expression and proper employment	<b>3</b>	October/Week Four
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that	Thought and her sisters	Distinguish the verbs of suspicion and their sisters, explain their work, express their effects, and employ them properly.	<b>3</b>	November/Week 1

	simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel				
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Thought and her sisters	Distinguish the verbs of suspicion and their sisters, explain their work, express their effects, and employ them properly.	<b>3</b>	November/Week Two
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation	Thought and her sisters	Distinguish the verbs of suspicion and their sisters, explain their work, express their effects, and employ them properly.	<b>3</b>	November/Week Three

	on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel				
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	I know and I see	Distinguish the actions of (I know and see) and its sisters, explain their work, express their effects and employ them properly.	<b>3</b>	November/Week Four
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the	Subject	Identifying the subject, locating him, and expressing him properly.	<b>3</b>	December/Week 1

	marriage between the millennium and the explanation of Ibn Aqeel				
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Subject	Identifying the subject, locating him, and expressing him properly.	<b>3</b>	December/Week Two
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium	Subject	Identifying the subject, locating him, and expressing him properly.	<b>3</b>	December/Week 3

	and the explanation of Ibn Aqeel				
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Deputy for the actor	Distinguishing the MP from the actor, stating his provisions, and expressing him properly.	<b>3</b>	December/Week Four
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn	Transgression of the act and its necessity	Distinguishing the necessary and transgressive acts, explaining their provisions, expressing what is related to them.	<b>3</b>	January/Week 1

	Aqeel				
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Absolute effect	Distinguish the absolute effect, indicate its types and purposes, express it and employ it properly.	<b>3</b>	January/Week Two
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	The effect in it which is called an adverb	Distinguish the object therein, state its provisions, and express it properly.	<b>3</b>	February/Week One
Through classroom	Explanation of the	The effect in it which is called	Distinguish the object	<b>3</b>	February/Second Week

interaction and daily and quarterly tests	material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	an adverb	therein, state its provisions, and express it properly.		
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Effect with him	Distinguishing the object with it, explaining its rulings, and expressing it properly.	<b>3</b>	February/Week Three
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the	Effect with him	Distinguishing the object with it, explaining its rulings, and	<b>3</b>	February/Week Four

tests	book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel		expressing it properly.		
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Exception	Distinguish the tools of exception, clarify the provisions of the excluded, and express it properly.	<b>3</b>	March/Week One
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing	Exception	Distinguish the tools of exception, clarify the provisions of the excluded, and express it properly.	<b>3</b>	March/Week One

	it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel				
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Exception	Distinguish the tools of exception, clarify the provisions of the excluded, and express it properly.	<b>3</b>	March/Week One
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that	Exception	Distinguish the tools of exception, clarify the provisions of the excluded, and express it properly.	<b>3</b>	March/Week One

	simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel				
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Situation	Distinguishing the case, explaining its provisions and types, and expressing it properly.	<b>3</b>	April/Week 1
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation	Situation	Distinguishing the case, explaining its provisions and types, and expressing it properly.	<b>3</b>	April/Week 2

	on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel				
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Situation	Distinguishing the case, explaining its provisions and types, and expressing it properly.	<b>3</b>	April/Week Three
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the	Situation	Distinguishing the case, explaining its provisions and types, and expressing it properly.	<b>3</b>	April/Week Four

	marriage between the millennium and the explanation of Ibn Aqeel				
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Discrimination	Distinguishing discrimination, explaining its provisions and types, and expressing it properly.	<b>3</b>	May/Week 1
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium	Discrimination	Distinguishing discrimination, explaining its provisions and types, and expressing it properly.	<b>3</b>	May/Week 2

	and the explanation of Ibn Aqeel				
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Discrimination	Distinguishing discrimination, explaining its provisions and types, and expressing it properly.	<b>3</b>	May/Week Three

## 11. Course Evaluation

## 12. Learning and Teaching Resources

<b>Explanation of Ibn Aqeel on the Thousand Ibn Malik</b>	<b>Required Textbooks (Methodology, if any)</b>
	<b>Main References (Sources)</b>
<b>Collector of Arabic Lessons: Mustafa Al-Ghalayini, Adequate Grammar: Abbas Hassan</b>	<b>Recommended books and references (scientific journals, reports...)</b>
<b>The Comprehensive Library, the Eloquent Forum, and the website of Dr. Muhammad Saeed Rabi Al-</b>	<b>Electronic References, Websites</b>

### Course Description

<b>1. Course Name</b>	
Islamic and Umayyad literature	
<b>2. Course Code</b>	
AIAUL114	
<b>3. Semester/Year</b>	
Annual	
<b>4. Date this description was prepared</b>	
1/10/2025	
<b>5. Available Forms of Attendance</b>	
Attendance of the halls system	
<b>6. Number of Hours (Total) / Number of Credits (Total)</b>	
90 Hours – Units 180	
<b>7. Course administrator name (if more than one name mentioned)</b>	
1- Name: Ali Faiq Noman Email: alialhasun4@gmail.com	
<b>8. Course Objectives</b>	
<p>1. Identify the characteristics of literature in the Islamic and Umayyad eras in terms of themes and styles, and understand the impact of religious and political transformation on the direction of literature.</p> <p>2. Identify the most prominent figures of poetry and prose in these two eras, such as Hassan bin Thabet, Ka'b bin Zuhair, Jarir, Al-Farazdaq, and Al-Akhtal, and indicate their literary contributions.</p> <p>3. Analyze poetic and prose texts artistically in terms of idea, emotion, rhetorical images, poetic music, and style.</p> <p>4. Balancing pre-Islamic and Umayyad literature to reveal the aspects of development and the continuation of meanings and methods.</p> <p>5. Developing the skills of reading, taste, and literary criticism by expressing an opinion supported by evidence from texts.</p> <p>6. Promoting Islamic values, pride in the Arab heritage, and developing belonging to the Arabic language</p>	<b>Course Objectives</b>

through the study of meaningful literary texts.

### 9. Teaching and Learning Strategies

#### Strategy

**1. Brainstorming:**

Ask a stimulating question about the impact of Islam on poetry, and record the students' ideas in preparation for the lesson.

**2. Collaborative Learning:**

Divide students into groups to analyze the literary text (idea – emotion – rhetorical images – style).

**3. Classroom Dialogue and Discussion:**

Discuss and compare the results of the collections to arrive at the technical characteristics of the text.

**4. Learning by Discovery:**

Guiding students to extract the features of Islamic and Umayyad literature on their own through selected texts by poets such as Hassan ibn Thabit and Jarir.

**5. Comparison Strategy:**

Balance texts from different eras to highlight the evolution in meanings and styles.

**6. Constructive Evaluation and Feedback:**

Ask short analytical questions or a quick written activity to gauge the achievement of goals and provide immediate feedback.

### 10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Class Performance	Brainstorming	Defining the term Islamic literature	Referenced in the previous axis and each according to the content	3	The first

<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>Islam's Position on Poetry</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>3</b>	<b>The second</b>
<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>The State of Poetry in the Early Islamic Era</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>3</b>	<b>The third</b>
<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>Defining the term "Prophet's Poets"</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>3</b>	<b>Fourth</b>
<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>A detailed study of Hassan bin Thabit</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>3</b>	<b>Fifth</b>
<b>Save with Classroom Performance and Analysis</b>	<b>Each student stands and analyzes a house A detailed analysis using all Arabic sciences With Evaluation</b>	<b>Analysis of Hassan bin Thabet's poem</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>3</b>	<b>Sixth</b>
<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>A detailed study of the poet Abdullah bin Rawaha and the analysis of his poem</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Seventh</b>

<b>Editorial</b>	<b>Lecture and Discussion</b>	<b>A detailed study of the poet Al-Hattiya With an exam</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Eighth</b>
<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>The Ancient Poetic Purposes of the Early Islam</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Ninth</b>
<b>Analytical Literary Style</b>	<b>Each student stands and analyzes a house A detailed analysis using all Arabic sciences With Evaluation</b>	<b>Analysis of the poem of Malik ibn al-Reeb</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Tenth</b>
<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>Praise and satire</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Eleventh</b>
<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>Poets of Contradictions</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>XII</b>
<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>Lament</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Thirteenth</b>

<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>Mid-year vacation</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Fourteenth</b>
<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>Spinning</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Fifteenth</b>
<b>Classroom Performance and Student's Ability to Analyze</b>	<b>Lecture and Discussion</b>	<b>Poem and Analysis – Jamil Buthaina The Poet of the Virgin Ghazal</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Sixteenth</b>
<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>Omar bin Abi Rabiah is the poet of frank ghazal</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Seventeenth</b>
<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>Wisdom</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Eighteenth</b>
<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>Islamic literature includes poetry and prose - rhetoric</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Nineteenth</b>
<b>Class Performance</b>	<b>Lecture and Discussion Application and training them</b>	<b>Pledge of Allegiance, Caliphate and Guardianship</b>	<b>Referenced in the previous axis and</b>		<b>Twenty</b>

	<b>to deliver</b>		<b>each according to the content</b>		
<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>Accident speeches</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Twenty first</b>
<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>Speeches of Political Revolutions</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Twenty two</b>
<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>Speeches of delegates</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Twenty Three</b>
<b>Class Performance</b>	<b>Brainstorming</b>	<b>Sermons and commandments with an exam</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Twenty fourth</b>
<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>Texts from the Oratory - The Prophet's Sermon in the Farewell Argument</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Twenty Fifth</b>
<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>Texts from the Oratory - The Prophet's Sermon in the Farewell Argument</b>	<b>Referenced in the previous axis and each according</b>		<b>Twenty-sixth</b>

			<b>to the content</b>		
<b>Class Performance</b>	<b>Lecture and Discussion</b>	<b>Messages, Text messages and analysis</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Twenty Seventh</b>
<b>Analytical Literary Style</b>	<b>Lecture and Discussion</b>	<b>Literary Applications and Activities</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Twenty Eight</b>
<b>Class Performance</b>	<b>Brainstorming</b>	<b>Comprehensive replay and conclusion</b>	<b>Referenced in the previous axis and each according to the content</b>		<b>Twenty Ninth</b>
<b>Class Performance</b>	<b>Lecture and Discussion</b>		<b>Referenced in the previous axis and each according to the content</b>		<b>Thirty</b>

### 11. Course Evaluation

### 12. Learning and Teaching Resources

<b>Al-Amali in Islamic Literature by Dr. Ibtisam Al-Saffar</b> <b>It is the prescribed curriculum</b>	<b>Required Textbooks (Methodology if any)</b>
<b>History of Arabic Literature – Literature in the Era of Early Islam and Umayyad – Literature of Early Islam Analysis of Literary Texts.</b>	<b>Main References (Sources)</b>
<b>Amali - The Unique Contract - Songs</b>	<b>Recommended books and references (scientific journals, reports...)</b>
<b>Comprehensive Library</b>	<b>Electronic References, Websites</b>

## Course Description

**1. Course Name:**

**Disbursement: Dr. Hatem Al-Damen**

**2. Course Code:**

**AMC116**

**3. Chapter/Year:**

**Annual Course**

**4. Date this description was prepared:**

**10/2025**

**5. Available Attendance Forms:**

**Class Lectures**

**6. Number of Hours (Total) / Number of Credits (Total)**

**Number of Academic Hours (60) / Number of Units (90)**

**7. Course administrator name (if more than one name mentioned)**

**1 Name: Dr. Emad Hamad Abed**

**Email: madhmd73@gmail.com**

**2 Name**

**Email:**

**3 Name:**

**Email:**

**8. Course Objectives**

The Exchange course aims to enable the student to:

- Understanding and distinguishing the structures of the Arabic word and its different weights (verbal and nominal). Conjugation of verbs, analysis of the structure of the verb in terms of abstraction and addition, validity and illness.
- Identifying derivatives (subject name, object noun, suspicious adjective, exaggeration forms... etc.) and differentiate between them.
- Understand the phenomena of reasoning, substitution, and integration and apply them correctly.
- Acquire the skill of morphological analysis, and apply its rules in the correct linguistic use.

**Objectives of the course:**

**9. Teaching and Learning Strategies**

There are several effective strategies in teaching morphology, the most prominent of which are:

First: Using word weight analysis, and focusing on conjugation tables.

Second: Linking weights and formulas in tables, or applying etymological exercises from the reality of language.

Third: Self-learning through digital platforms.

Fourth, using real-life examples from literary texts, in this way, we help students understand grammar deeper and stronger.

Fifth: Interactive learning, where students are engaged in live activities and dialogues.

Sixth: Learning by projects to apply the rules in practical contexts.

In these ways, the student is able to grasp the rules more deeply and relate them to the application to understand morphology.

**Strategy**

<b>10. Course Structure</b>	

			Required		
Evaluation Method	Learning method	Unit Name or Subject	Learning Outcomes	Watches	The week
Classroom Performance and Exams	Standard Method	Dividing the noun into: correct, shortened, elongated, and incomplete	Exchange	2	First
Classroom Performance and Exams	Standard Method	Dividing the noun into: correct, shortened, elongated, and incomplete	Exchange	2	The second
Classroom Performance and Exams	Standard Method	Dividing the noun into: correct, shortened, elongated, and incomplete	Exchange	2	The third
Classroom Performance and Exams	Standard Method	Review/Training with Examples	Exchange	2	Fourth
Classroom Performance and Exams	Standard Method	How to Deuteronomy the compartment and combine it with a feminine plural intact	Exchange	2	Fifth
Classroom Performance and Exams	Standard Method	Review/Training with Examples	Exchange	2	Sixth
Research Hours	Standard Method	Elongated	Exchange	2	Seventh
Research Hours	Standard Method	How to Deuteronomy the extended and plural a masculine plural and a feminine plural intact	Exchange	2	Eighth
Classroom Performance and Exams	Standard Method	The Imperfect and How to Fold It And its Friday is a plural of masculine and feminine Salem	Exchange	2	Ninth
Classroom Performance	Standard Method	Review/Training with Examples	Exchange	2	Tenth
Classroom Performance	Standard Method	Muthanna	Exchange	2	Eleventh
Classroom Performance and Exams	Standard Method	Plural of the masculine	Exchange	2	XII
Classroom Performance and Exams	Standard Method	Review/Training with Examples	Exchange	2	Thirteenth
Classroom Performance and Exams	Standard Method	Plural of the feminine	Exchange	2	Fourteenth
Classroom Performance and Exams	Standard Method	Review/Training with Examples	Exchange	2	Fifteenth
Classroom	Standard	Crushing Collection/Weights	Exchange	2	Sixteenth

Performance and Exams	Method				
Classroom Performance and Exams	Standard Method	Review/Training with Examples	Exchange	2	Seventeenth
Classroom Performance and Exams	Standard Method	Plural noun, plural noun	Exchange	2	Eighteenth
Classroom Performance and Exams	Standard Method	Minimization/Purposes/Conditions	Exchange	2	Nineteenth
Classroom Performance and Exams	Standard Method	Minimization Provisions	Exchange	2	Twentieth
Classroom Performance and Exams	Standard Method	Lineage and its methods	Exchange	2	Twenty-first
Classroom Performance and Exams	Standard Method	Review/Training with Examples	Exchange	2	Twenty-two
Classroom Performance and Exams	Standard Method	The connection and the cutting	Exchange	2	Twenty-three
Classroom Performance and Exams	Standard Method	Merger	Exchange	2	Twenty-fourth
Research Hours	Standard Method	Merger	Exchange	2	Twenty-fifth
Research Hours	Standard Method	Review/Training with Examples	Exchange	2	Twenty-sixth
Research Hours	Standard Method	Residents meet	Exchange	2	Twenty-seventh
Classroom Performance and Exams	Standard Method	Endowment	Exchange	2	Twenty-eighth
Classroom Performance	Brainstorming	Review	Exchange	2	Twenty-ninth
Classroom Performance and Exams	Standard Method	Recommendations	Exchange	2	Thirtieth

**Course Assessment:** The topics are clear and appropriate to the level of the student in the third stage, and the content is balanced and covers the basic aspects of grammar.

## 11. Learning and Teaching Resources

<p>Disbursement: Dr. Hatem Al-Damen</p>	<p><b>Required Textbooks (Methodology, if any)</b></p>
<p>Adequate Grammar / Abbas Hassan / Morphology Department / Explanation of Al-Ashmouni / Morphology Department</p>	<p><b>Main References (Sources)</b></p>
<p>The comprehensive library, applications available in the communication sites.</p>	<p><b>Recommended books and references (scientific journals, reports...)</b></p>
	<p><b>Electronic References, Websites</b></p>

## Course Description of the Presentations Course

### 1. Course Name

**Facilitated Practical Presentations by Dr. Abdel Moneim Ahmed Saleh**

### 2. Course Code

**AOS316**

### 3. Semester/Year

**Annual System**

### 4. Date this description was prepared

**1/10/2025**

### 5. Available Forms of Attendance

**Class Lectures**

### 6. Number of Hours (Total) / Number of Credits (Total)

**60/90**

### 7. Course administrator name (if more than one name mentioned)

**1- Name: Omar Abdel Jalil Mohamed Ibrahim**

**Email: omarabd4@imamaladham.edu.iq**

**2- Name**

**Email:**

**3- Name:**

**Email:**

### 8. Course Objectives

Training students to master the correct poetic weights so that they are able to organize poetry on its famous weights, distinguishing poetry composed on its correct weights that adhere to the rules of performances from the effect that has gone out of weight or the poetic sea.

#### Course Objectives

### 9. Teaching and Learning Strategies

**Familiarity with the rules and regulations set by the grammar, and the use of these controls through the application of the texts, in order to acquire the qualified skill to deal with the texts.**

#### Strategy

## 10. Course Structure

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit Name or Subject</b>	<b>Required Learning Outcomes</b>	<b>Watches</b>	<b>The week</b>
<b>Through classroom interaction and daily and quarterly tests</b>	<b>The theoretical method with the applied process and the greater reliance on the analytical application aspect</b>	<b>Chapter One: Introduction to Speech Science, Presentational Terminology</b>	<b>Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.</b>	<b>2</b>	<b>September</b>
<b>Through classroom interaction and daily and quarterly tests</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>Capillary cutting method, skis and bugs</b>	<b>Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.</b>	<b>2</b>	<b>October/Week 1</b>
<b>Through classroom interaction and daily and quarterly tests</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>The poetic verse and its parts, the titles of the verses, the poetic harms</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.	<b>2</b>	<b>October Week Two</b>

<p><b>Through classroom interaction and daily and quarterly tests</b></p>	<p>The theoretical method with the applied process and the greater reliance on the analytical application aspect</p>	<p><b>Chapter Two: The First Prosodic Circle (The Circle of the Different ), The First Circle Sailed</b></p>	<p>Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.</p>	<p><b>2</b></p>	<p>October/Week Three</p>
<p><b>Through classroom interaction and daily and quarterly tests</b></p>	<p>The theoretical method with the applied process and the greater reliance on the analytical application aspect</p>	<p><b>The Long Sea, its Slides, Its Ills, Its Shows and Strikes, Applications and Exercises on the Long Sea</b></p>	<p>Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.</p>	<p><b>2</b></p>	<p>October/Week Four</p>
<p><b>Through classroom interaction and daily and quarterly tests</b></p>	<p>The theoretical method with the applied process and the greater reliance on the analytical application aspect</p>	<p><b>The Long Sea, its Skis, Its Ills, Its Symptoms and Strikes, Conclusion, Applications</b></p>	<p>Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.</p>	<p><b>2</b></p>	<p>November/Week 1</p>
<p><b>Through classroom interaction and daily and quarterly tests</b></p>	<p>The theoretical method with the applied process and the greater reliance on the analytical application aspect</p>	<p><b>The simple sea, its skis, its ills, its symptoms and its beatings , applicati</b></p>	<p>Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.</p>	<p><b>2</b></p>	<p>November/Week Two</p>

<p><b>Through classroom interaction and daily and quarterly tests</b></p>	<p>The theoretical method with the applied process and the greater reliance on the analytical application aspect</p>	<p><b>ons</b> <b>Chapter Two: The Second Prosodic Circle (The Circle of the Compiler), The Sail of the Second Circle</b></p>	<p>Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.</p>	<p><b>2</b></p>	<p>November/Week Three</p>
<p><b>Through classroom interaction and daily and quarterly tests</b></p>	<p>The theoretical method with the applied process and the greater reliance on the analytical application aspect</p>	<p><b>The abundant sea, its slides, its ills, its symptoms and strikes, conclusion, applications</b></p>	<p>Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.</p>	<p><b>2</b></p>	<p>November/Week Four</p>
<p><b>Through classroom interaction and daily and quarterly tests</b></p>	<p>The theoretical method with the applied process and the greater reliance on the analytical application aspect</p>	<p><b>The Whole Sea, Its Slides, Ills, Symptoms and Strikes, Conclusion, Applications</b></p>	<p>Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.</p>	<p><b>2</b></p>	<p>December/Week 1</p>
<p><b>Through classroom interaction and daily and quarterly tests</b></p>	<p>The theoretical method with the applied process and the greater reliance on the analytical application aspect</p>	<p><b>Chapter Four: The Third Prosodic Circle (Al-Mushtiy a Circle), The</b></p>	<p>Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.</p>	<p><b>2</b></p>	<p>December/Week Two</p>

		<b>Third Circle</b>			
<b>Through classroom interaction and daily and quarterly tests</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>The sea of swinging , its slides, its ills, its symptoms and its beatings , the conclusion, applications</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.	<b>2</b>	December/Week 3
<b>Through classroom interaction and daily and quarterly tests</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>The Sea of Rags - its slides - its ills - its symptoms and its beats - Conclusion - Applications</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.	<b>2</b>	December/Week Four
<b>Through classroom interaction and daily and quarterly tests</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>The sea of sand, its slides, its ills, its symptoms and its beatings , conclusion, applications</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.	<b>2</b>	January/Week 1
<b>Through classroom interaction and daily</b>	The theoretical method with the applied process and the greater reliance on the	<b>Chapter Five: The Fourth Prosodic</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read	<b>2</b>	January/Week Two

<b>and quarterly tests</b>	analytical application aspect	<b>Circle (Al-Mujtaleb), Sail the Circle</b>	poetry shows, apply the rules of performances.		
<b>Through classroom interaction and daily and quarterly tests</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>Mid-year vacation</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.	<b>2</b>	February/Week One
<b>Through classroom interaction and daily and quarterly tests</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>The Deserted Sea, its Slides, Its Ills, Its Symptoms and Strikes, Conclusion, Applications</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.	<b>2</b>	February/Second Week
<b>Through classroom interaction and daily and quarterly tests</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>The light sea, its slides, its ill, its symptoms and its beats, conclusion, applications</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.	<b>2</b>	February/Week Three
<b>Through classroom interaction and daily and quarterly tests</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>The present sea, its slides, its ill, its symptoms and its multiplication, conclusion</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.	<b>2</b>	February/Week Four

		<b>on, applications</b>			
<b>Through classroom interaction and daily and quarterly tests</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>The Brief Sea, Its Slides, Ills, Symptoms and Strikes, Conclusion, Applications</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.	<b>2</b>	March/Week One
<b>Through classroom interaction and daily and quarterly tests</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>The uprooted sea, its slides, its ill, its symptoms and its beatings, the conclusion, applications</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.	<b>2</b>	March/Week One
<b>Through classroom interaction and daily and quarterly tests</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>Chapter Six: The Fifth Prosodic Circle (Agreed), The Sailing of the Circle</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.	<b>2</b>	March/Week One
<b>Through classroom interaction and daily and quarterly tests</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>The convergent sea, its slides, its ill, its symptoms and its strikes, conclusion</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.	<b>2</b>	March/Week One

		<b>on, applications</b>			
<b>Through classroom interaction and daily and quarterly tests</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>The rebounding sea, its slides, its ills, its symptoms and its beats, the conclusion, applications</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.	<b>2</b>	April/Week 1
<b>Through classroom interaction and daily and quarterly tests</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>Chapter Seven: In Poetic Weights, Overlapping Weights, Renewal in Poetic Weights</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.	<b>2</b>	April/Week 2
<b>Through classroom interaction and daily and quarterly tests</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>Musical Ear and Performanceology, Free Poetry and its Rhythms</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.	<b>2</b>	April/Week Three
<b>Through classroom interaction and daily and quarterly tests</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>Chapter Eight: Rhyme, Types, and Requirements</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.	<b>2</b>	April/Week Four
<b>Through classroom interaction and daily and</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>Its letters, movements, types, and</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.	<b>2</b>	May/Week 1

<b>quarterly tests</b>		<b>defects</b>			
<b>Through classroom interaction and daily and quarterly tests</b>	The theoretical method with the applied process and the greater reliance on the analytical application aspect	<b>General Audit Exercises and Solutions</b>	Distinguish the seas and their weights, know the activations, determine performances and multiplication, read poetry shows, apply the rules of performances.	<b>2</b>	May/Week 2

## 11. Course Evaluation

**Very good but there are some ramifications that the student finds difficult**

## 12. Learning and Teaching Resources

<b>Facilitated Practical Presentations by Dr. Abdel Moneim Ahmed Saleh</b>	<b>Required Textbooks (Methodology, if any)</b>
<b>Eloquent Arabic poetry collections</b>	<b>Main References (Sources)</b>
<b>The gold scale of Mr. Ahmed Al-Hashemi</b>	<b>Recommended books and references (scientific journals, reports...)</b>
<b>The Comprehensive Library, the Eloquent Forum, and the website of Dr. Muhammad Saeed Rabi Al-Ghamdi</b>	<b>Electronic References, Websites</b>

## Course Description of Ancient Texts

13. Course Name:

Ancient texts

14. Course Code:

AOTB218

15. Semester /Year:

Annual

16. Date of preparation of this description:

1/10/2025

17. Available Attendance Formats:

Second Stage Students / Attendance (Halls System)

18. Number of Hours (Total) / Number of Units (Total)

60

19. Course administrator name (if more than one name mentioned)

Eng. Esraa Jamil Sharif

Email: [esraajamil@imamaladham.edu.iq](mailto:esraajamil@imamaladham.edu.iq)

## 20. Course Objectives

- 1) We seek to create a generation capable of understanding the Arabic language.
- 2) Enabling students to be familiar with linguistic sciences.
- 3) Enabling students to teach linguistic sciences.
- 4) Creating a generation that believes in the professionalism of education and its development.
- 5) The student should study the origins of Arabic literature, the secret of the eloquence of the Arabic language, and the secrets of the miracle of the Holy Qur'an.

Course Objectives

## 21. Teaching and Learning Strategies

1. Adopting the method of giving lectures

2- Directing the student to write a report on a topic related to the subject.

Interventions

3. Use the question and answer

4- Using the brainstorming method for students to generate creative ideas.

## 22. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Class Performance	<b>Brainstorming</b>	The beginning of the book of the stick	<b>Referenced in the previous axis and each according to the content</b>	2	The first
Written Tests	<b>Lecture and Discussion</b>	The poetry of the alliance and the resolution of disputes and the methods of this among the Arabs	<b>Referenced in the previous axis and each according to the content</b>	2	The second
Written Tests	<b>Lecture and Discussion</b>	The importance of the orators' stick among the Arabs	<b>Referenced in the previous axis and each according to the content</b>	2	The third
Written Tests	<b>Lecture and Discussion</b>	Types of sticks according to populism and those who are intolerant of the Ajmaiya	<b>Referenced in the previous axis and each according to the content</b>	2	Fourth
Written Tests	<b>Lecture and Discussion</b>	The importance of Al-Jahiz's saying about those who love to be informed in the making of rhetoric ...	<b>Referenced in the previous axis and each according to the content</b>	2	Fifth
Written Tests	<b>Lecture and Discussion</b>	How the Arabs' weapons, horse saddles, and boats were made.	<b>Referenced in the previous axis and each according to the content</b>	2	Sixth
Written Tests	<b>Lecture and Discussion</b>	Divisions of spears, their types and uses among the Arabs	<b>Referenced in the previous axis and each according to the</b>	2	Seventh

			<b>content</b>		
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Types of stabs with spears among Arabs</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Eighth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Divisions of the Army and the War Machines of the Arabs</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Ninth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Do Arabs use saddles when riding horses and camels?</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Tenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>The difference between Arabs and non-Arabs in rhetoric and speech industry</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Eleventh</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>The role of the stick in the story of Moses (peace be upon him) and examples from the Holy Qur'an</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>XII</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>The story of Amer bin the aggressive beating and beating of the stick for him by his daughter</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Thirteenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Evidence for taking the stick Examples - stories - poems and hadiths of the Prophet - may God bless him and grant him peace</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Fourteenth</b>
<b>Class Performance</b>	<b>Brainstorming</b>	<b>The story of the eastern in the benefits of the stick</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Fifteenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Mid-year vacation</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Sixteenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>The story of Ghani Al-I'rabiyya in the mention of the stick and the poetry it represented</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Seventeenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>The story of Al-Mansour with Abu Muslim Poems and lessons</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Eighteenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>The Story of Ibn Harmah's Praise of Abu Ja'far Al-Mansour - Poems and Lessons</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Nineteenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Attitudes that increase the muhallab with Al-Mansour Words, eloquence and eloquence</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Twenty</b>

Written Tests	Lecture and Discussion	The story of the apostate of Khorasani with Al-Ma'mun words and lessons	Referenced in the previous axis and each according to the content	2	Twenty first
Written Tests	Lecture and Discussion	Words in the Nuki and the Mussosin stories and lessons	Referenced in the previous axis and each according to the content	2	Twenty two
Written Tests	Lecture and Discussion	Different words in the story of the woman of Muhallab Qualities of the good woman sayings and poetry	Referenced in the previous axis and each according to the content	2	Twenty Three
Class Performance	Lecture and Discussion	Some poets from Arjan have been attached to sticks Examples of poets' poems	Referenced in the previous axis and each according to the content	2	Twenty fourth
Written Tests	Lecture and Discussion	The story of Habab ibn Musa from al-Shaabi	Referenced in the previous axis and each according to the content	2	Twenty Fifth
Written Tests	Lecture and Discussion	Poetry in the stick of Jarir and Al-Farazdaq and some poets	Referenced in the previous axis and each according to the content	2	Twenty-sixth
Written Tests	Lecture and Discussion	The stick in the story of Shabib bin Kraib al-Tai	Referenced in the previous axis and each according to the content	2	Twenty Seventh
Written Tests	Lecture and Discussion	The importance of the stick in Al-Jahiz's thought	Referenced in the previous axis and each according to the content	2	Twenty Eight
Class Performance	Lecture and Discussion	The most important clothes that the fiancé wears to perform the engagement and choose the stick as a penis or a channel	Referenced in the previous axis and each according to the content	2	Twenty Ninth
Written Tests	Lecture and Discussion	The most important thing is especially the people of the Haram if they go out to dissolve in the months other than the Haram	Referenced in the previous axis and each according to the content	2	Thirty

### 23. Course Evaluation

Final Exam	Project	Laboratory	Second Semester	First Semester
60	None	None	20	20

### 24. Learning and Teaching Resources

Full, for the cooler.	Required textbooks (methodology if available)
The writer's literature, by Ibn Qutayba.	Main References (Sources)

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

**Comprehensive Library**

Electronic References, Websites

## Course Description of Memorization

**1. Course Name** Memorization of Quran

**2. Course Code**

EAQM102

**3. Semester/Year**

Annual

**4. Date this description was prepared**

1/10/2025

**5. Available Forms of Attendance**

Presence

**6. Number of Hours (Total) Number of Units (Total)**

30/30

**7. Course administrator name (if more than one name mentioned)**

**1- Name:** Eng. Osama Kamel Sakr

**Email:** osamakamil9@imamaladham.edu.iq

**2- Name**

**Email:**

**3- Name:**

**Email:**

**8. Course Objectives**

Save the second part in full  
Developing the skills of memorization and correct recitation

**Course Objectives**

**9. Teaching and Learning Strategies**

Reading, memorizing, and listening to the required verses of the second part.

**Strategy**

## 10. Course Structure

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit Name or Subject</b>	<b>Required Learning Outcomes</b>	<b>Watches</b>	<b>The week</b>
<b>Listening to the Verses</b>	<b>Read &amp; Listen</b>	Surah Al-Baqarah from verses 142-145	Read the first page	<b>1</b>	<b>1</b>
<b>Listening to the Verses</b>	<b>Read &amp; Save</b>	<b>From verses 146-153</b>	<b>Read &amp; Listen</b>	<b>1</b>	<b>2</b>
<b>Listening to the Verses</b>	<b>Read &amp; Save</b>	<b>154-163</b>	<b>Read &amp; Listen</b>	<b>1</b>	<b>3</b>
<b>Listening to the Verses</b>	<b>Read &amp; Save</b>	<b>164-169</b>	<b>Read &amp; Listen</b>	<b>1</b>	<b>4</b>
<b>Listening to the Verses</b>	<b>Read &amp; Save</b>	<b>170-176</b>	<b>Read &amp; Listen</b>	<b>1</b>	<b>5</b>
<b>Listening to the Verses</b>	<b>Read &amp; Save</b>	<b>Review</b>	<b>Random listening</b>	<b>1</b>	<b>6</b>
<b>Listening to the Verses</b>		<b>Semester Exam1</b>	<b>Written Exam</b>	<b>1</b>	<b>7</b>
<b>Listening to the Verses</b>	<b>Read &amp; Save</b>	<b>177-181</b>	<b>Read &amp; Listen</b>	<b>1</b>	<b>8</b>
<b>Listening to the Verses</b>	<b>Read &amp; Save</b>	<b>182-186</b>	<b>Read &amp; Listen</b>	<b>1</b>	<b>9</b>
<b>Listening to the Verses</b>	<b>Read &amp; Save</b>	<b>187-190</b>	<b>Read &amp; Listen</b>	<b>1</b>	<b>10</b>
<b>Listening to the Verses</b>	<b>Read &amp; Save</b>	<b>191-196</b>	<b>Read &amp; Listen</b>	<b>1</b>	<b>11</b>
<b>Listening to the Verses</b>	<b>Read &amp; Save</b>	<b>197-202</b>	<b>Read &amp; Listen</b>	<b>1</b>	<b>12</b>
<b>Listening to the Verses</b>	<b>Read &amp; Save</b>	<b>Review</b>	<b>Random listening</b>	<b>1</b>	<b>13</b>
<b>Listening to the Verses</b>		<b>Semester Exam 2</b>	<b>Written Exam</b>	<b>1</b>	<b>14</b>
<b>Listening to the Verses</b>	<b>Read &amp; Save</b>	<b>203-210</b>	<b>Read &amp; Listen</b>	<b>1</b>	<b>15</b>
<b>Listening to the Verses</b>	<b>Read &amp; Save</b>	<b>211-215</b>	<b>Read &amp; Listen</b>	<b>1</b>	<b>16</b>
<b>Listening to the Verses</b>	<b>Read &amp; Save</b>	<b>216-219</b>	<b>Read &amp; Listen</b>	<b>1</b>	<b>17</b>
<b>Listening to the Verses</b>	<b>Read &amp; Save</b>	<b>220-224</b>	<b>Read &amp; Listen</b>	<b>1</b>	<b>18</b>

Listening to the Verses	Read & Save	225-230	Read & Listen	1	19
Listening to the Verses	Read & Save	231-233	Read & Listen	1	20
Listening to the Verses	Read & Save	Review	Random listening	1	21
Listening to the Verses	Read & Save	Semester Exam1	Written Exam	1	22
Listening to the Verses	Read & Save	234-237	Read & Listen	1	23
Listening to the Verses	Read & Save	238-245	Read & Listen	1	24
Listening to the Verses	Read & Save	246-248	Read & Listen	1	25
Listening to the Verses	Read & Save	249-252	Read & Listen	1	26
Listening to the Verses	Read & Save	Review	Random listening	1	27
Listening to the Verses	Read & Save	Semester Exam 2	Written Exam	1	28
Listening to the Verses	Read & Save	Listen to the full part	Review	1	29
		Full Part	Final Exam	1	30

**11. Course Assessment: The distribution of grades will be: 20 for the first semester , 20 for the second semester, for the endeavor to be 40 marks, and 60 marks for the final exam to be 100 marks.**

## **12. Learning and Teaching Resources**

The second part of the Holy Qur'an	Required Textbooks (Methodology, if any)
The Noble Qur'an	Main References (Sources)
None	Recommended books and references (scientific journals,

	reports...)
None	Electronic References, Websites

## Course Description

<b>1. Course Name</b>	
Arabic Dictionary and Sound	
<b>2. Course Code</b>	
ATAP219	
<b>3. Semester/Year</b>	
Annual	
<b>4. Date this description was prepared</b>	
1/10/2025	
<b>5. Available Forms of Attendance in Person, Online Class</b>	
<b>6. Number of Academic Hours (2) / Number of Units (4)</b>	
<b>7. Course administrator name (if more than one name mentioned)</b>	
1- Name: A.M.Dr.Ammar Issa Omar Hussein Al-Obaidi Email: ammarissa@imamaladham.edu.iq	
2- Name Email:	
3- Name: Email:	
<b>8. Course Objectives</b>	
The student should be able to deal with ancient and modern traditional dictionaries and the student should be familiar with modern phonology	<b>Course Objectives</b>
<b>9. Teaching and Learning Strategies</b>	

<b>Theoretical lecture, dialogue and discussions, homework, training</b>	<b>Strategy</b>
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### 10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	The dictionary in language and idiom, the first to call his book "Al-Mu'jam"	Identifying the dictionary in language and idiom, the first to call his book "The Dictionary"	<b>Two hours</b>	<b>21-9-2025</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Dictionary and Dictionary	Familiarize yourself with the dictionary and dictionary	<b>Two hours</b>	<b>28-9</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Dictionary and Index, Dictionary and Encyclopedia	Identify the Dictionary and Index, Dictionary and Encyclopedia	<b>Two hours</b>	<b>5-10</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Adjusting vocabulary, methods of detecting meaning, and types of dictionaries	Identify vocabulary adjustment, methods of revealing meaning, and types of dictionaries	<b>Two hours</b>	<b>12-10</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Al-Ain by Khalil bin Ahmed Al-Farahidi (d. 170 AH) 1	Identifying the Eye by Al-Khalil bin Ahmed Al-Farahidi (d. 170 AH) 1	<b>Two hours</b>	<b>19-10</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Al-Ain by Al-Khalil bin Ahmed Al-Farahidi (d. 170 AH)2	Identifying the Eye by Al-Khalil bin Ahmed Al-Farahidi (d. 170 AH)2	<b>Two hours</b>	<b>26-10</b>

			AH)2		
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	The Language Crowd of Ibn Duraid (d. 321 AH)	Identifying the Language Crowd by Ibn Duraid (d. 321 AH)	<b>Two hours</b>	<b>2-11</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Refinement of Language by Abu Mansour Al-Azhari (d. 370 AH)	Identifying the Refinement of Language by Abu Mansour Al-Azhari (d. 370 AH)	<b>Two hours</b>	<b>9-11</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Measures of Language by Ibn Faris (d. 395 AH)	Identifying the Standards of Language by Ibn Faris (d. 395 AH)	<b>Two hours</b>	<b>16-11</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	The arbitrator and the great ocean, the characteristics and disadvantages of the school of Al Ain	Identifying the arbitrator and the great surroundings, the characteristics and disadvantages of the Al Ain school	<b>Two hours</b>	<b>23-11</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	The Crown of Language and the Arabic Correctness of Al-Jawhari (d. 393 A.H.)	Identifying the Crown of Language and the Arabic Correctness of Al-Jawhari (d. 393 A.H.)	<b>Two hours</b>	<b>30-11</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	The tongue of the Arabs and the surrounding dictionary	Identifying the Arabic language and the surrounding dictionary	<b>Two hours</b>	<b>7-12</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Characteristics and Defects of the School of Rhetoric by Al-Zamakhshari (d. 538 A.H.)	Identifying the characteristics and defects of the school of rhyme is the basis of rhetoric by Al-Zamakhshari (d. 538 AH)	<b>Two hours</b>	<b>14-12</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Jesuit Dictionaries and Intermediate Dictionaries	Introduction to the Jesuit Dictionaries and the Intermediate Dictionary	<b>Two hours</b>	<b>21-12</b>
<b>Daily Assignments</b>	<b>Lecture &amp; Discussion</b>	Classifieds	Identify classified	<b>Two</b>	<b>31-12-2025</b>

<b>and Exams</b>			dictionaries	<b>hours</b>	
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Introduction to phonology, sound production, sound and craft and the genesis of phonological studies	Introduction to phonology, sound production, sound and letters, and the genesis of phonological studies	<b>Two hours</b>	1-2-2026
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Modern Phonology Books, Speech Machine Organs	Introduction to modern phonology books, speech machine members	<b>Two hours</b>	8-2
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Branches of Sound Science	Identify the branches of acoustics	<b>Two hours</b>	15-2
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Audio Lesson Curriculum: The First Curriculum	Identifying the Audio Lesson Curriculum: The First Curriculum	<b>Two hours</b>	22-2
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Audio Lesson Curriculum: Second Curriculum	Identifying the Audio Lesson Curriculum: The Second Curriculum	<b>Two hours</b>	1-3
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Audio Lesson Curricula: The Third Curriculum	Identifying the Phonetic Lesson Curriculum: The Third Curriculum	<b>Two hours</b>	8-3
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Outputs of Arabic sounds and their qualities	Identifying the outputs of Arabic sounds and their qualities	<b>Two hours</b>	15-3
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Outputs of Arabic sounds and their qualities	Identifying the outputs of Arabic sounds and their qualities	<b>Two hours</b>	22-3
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Distinguishing qualities	Recognize the distinctive qualities	<b>Two hours</b>	29-3
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Enhanced traits	Recognize enhanced traits	<b>Two hours</b>	5-4
<b>Daily</b>	<b>Lecture &amp;</b>	Phonetic	Recognize	<b>Two</b>	12-4

<b>Assignments and Exams</b>	<b>Discussion</b>	<b>Symmetry</b>	<b>Phonetic Symmetry</b>	<b>hours</b>	
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	<b>Tides and shorts</b>	<b>Tidal Recognition</b>	<b>Two hours</b>	<b>19-4</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	<b>Open and tilt</b>	<b>Recognize the opening and tilt</b>	<b>Two hours</b>	<b>26-4</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	<b>Waqf and its impact on votes</b>	<b>Identifying the Waqf and its Impact on Sounds</b>	<b>Two hours</b>	<b>3-5</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	<b>Standing at the end of the speech</b>	<b>Recognition of the endowment at the end of the speech</b>	<b>Two hours</b>	<b>14-5-2026</b>

**11. Course Assessment: Grade distribution comes as 20 marks come on the first semester, 20 marks on the second semester to be 40 marks, and 60 marks on the final exam to be 100 marks.**

## **12. Learning and Teaching Resources**

<b>The Arabic Dictionary: Its Origins and Schools: Dr. Ammar Issa Omar Phonics: Dr. Ahmed Abdel Sattar Kamel</b>	<b>Required Textbooks (Methodology, if any)</b>
<b>Arabic Dictionary: Dr. Hussein Nassar, Phonology: Dr. Kamal Bishr</b>	<b>Main References (Sources)</b>
<b>None</b>	<b>Recommended books and references (scientific journals, reports...)</b>
<b>None</b>	<b>Electronic References, Websites</b>

## Course Description of Rhetoric

<b>12.Course Name</b>	
Rhetoric / Statement Science	
<b>13.Course Code</b>	
ARS214	
<b>14.Semester/Year</b>	
Annual	
<b>15.Date this description was prepared</b>	
1/10/2025	
<b>16.Available Forms of Attendance</b>	
In the classroom	
<b>17.Number of Hours (Total) / Number of Credits (Total)</b>	
60/120	
<b>18.Course administrator name (if more than one name mentioned)</b>	
<b>1- Name: Ahmed Saleh Ibrahim Latif</b> <b>Email: Ahmedsaleh@imamaladham.edu.iq</b> <b>2- Name</b> <b>Email:</b> <b>3- Name:</b> <b>Email:</b>	
<b>19. Course Objectives</b>	
1- Knowing the importance of the Arabic language and the need to learn it among Arab Muslims. 2- Knowing the secrets of eloquence and eloquence in the Arabic language. 3- Knowing the secrets of the miracles of the Holy Qur'an through extensive rhetorical study in meanings, explanations and exquisites	<b>Course Objectives</b>
<b>20. Teaching and Learning Strategies</b>	
4- The education strategy is based on building students scientifically, intellectually and ideologically through the study and mastery of the sciences of rhetoric. 5- The education strategy is based on preparing students to move from one stage of study to another with full	<b>Strategy</b>

preparation for this.  
 6- The education strategy is based on preparing graduating students for a higher, more specialized and more focused stage of study.

## 21. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Daily and quarterly exams	Lectures	The science of the statement, its definition, its subject, its subject, its fruit, and the explanation of the introduction Simile / First Topic: Dividing the two sides of the simile into sensory and mental	Detailed explanation and analysis	2	1
Daily and quarterly exams	Lectures	The second topic: the division of the two sides of the simile considering the individuals and the structure The third topic: Dividing the two sides of the simile considering their multiplicity and explaining the exercise	Detailed explanation and analysis	2	2
Daily and quarterly exams	Lectures	The fourth topic: Dividing the two sides of the simile considering the face of the similarity Fifth Topic: On the Tools of Simile	Detailed explanation and analysis	2	3
Daily and quarterly exams	Lectures	Sixth Topic: On the Benefits of Simile / Simile in Other Ways	Detailed explanation and analysis	2	4
Daily and quarterly exams	Lectures	Seventh Topic: Dividing the Simile Considering the Purpose into Acceptable	Detailed explanation and analysis	2	5

		and Rewarding A general application of the types of simile and the explanation of the exercise related to it	<b>analysis</b>		
<b>Daily and quarterly exams</b>	<b>Lectures</b>	The eloquence of simile and the creativity of similes among the Arabs The metaphor / its definition and the explanation of the types of metaphors that are famous among the Arabs in the first topic	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>6</b>
<b>Daily and quarterly exams</b>	<b>Lectures</b>	The second topic: In the singular metaphor that is sent, its most important relationships, and the explanation of the exercise The eloquence of the sent metaphor and the mental metaphor	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>7</b>
<b>Daily and quarterly exams</b>	<b>Lectures</b>	The third topic is the metaphor that is sent by metaphor, and the fourth topic is the division of metaphor. Fifth Topic: Metaphor considering the two parties	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>8</b>
<b>Daily and quarterly exams</b>	<b>Lectures</b>	Sixth Topic: On Metaphor Considering the Nickname The Seventh Topic: Dividing the Authorized Metaphor into Stubbornness and Consensus	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>9</b>
<b>Daily and quarterly exams</b>	<b>Lectures</b>	Eighth Topic: Dividing the Metaphor in Considering the Collector Ninth Topic: Dividing the	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>10</b>

		Metaphor in Considering the Related Conveniences			
<b>Daily and quarterly exams</b>	<b>Lectures</b>	Tenth Topic: In the Metaphor of the Compound Transmitter Eleventh Topic: In the Metaphor Compounded by Representational Metaphor	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>11</b>
<b>Daily and quarterly exams</b>	<b>Lectures</b>	Questions in Metaphors and an Exercise in How to Make Metaphors A general application of metaphor and types of metaphor and explanation of the rhetoric of metaphor	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>12</b>
<b>Daily and quarterly exams</b>	<b>Lectures</b>	Chapter Three: On Metonymy and its Sections/ Explanation of the Exercise Related to Metonymy and Explanation of the Rhetoric of Metonymy among the Arabs	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>13</b>
<b>Daily and quarterly exams</b>	<b>Lectures</b>	The Impact of the Science of Explanation on the Performance of Meanings / Introduction to the Science of Al-Badi', its Creator, its Chapters, and the Sections of Each Chapter	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>14</b>
<b>Daily and quarterly exams</b>	<b>Lectures</b>	Chapter One: On Moral Improvements: 1- Puns 2- Usage 3- Digression 4- Fascination 5- Adaptation	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>15</b>
<b>Daily and quarterly exams</b>	<b>Lectures</b>	6- Interview 7- Consideration of the peer 8- Meteorology 9- Integration 10- Theological doctrine	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>16</b>

<b>Daily and quarterly exams</b>	<b>Lectures</b>	11– Good reasoning 12– Abstraction 13– Problem 14– Marriage	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>17</b>
<b>Daily and quarterly exams</b>	<b>Lectures</b>	15– Folding and spreading 16– Addition 17– Differentiation 18– Division 19– Addition with Differentiation 20– Addition with Division	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>18</b>
<b>Daily and quarterly exams</b>	<b>Lectures</b>	21– Exaggeration 22– Variation 23– Affirmation of praise in a way that resembles reproach 24– Confirmation of reproach in a way that resembles praise 25– Thumb or direction	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>19</b>
<b>Daily and quarterly exams</b>	<b>Lectures</b>	26– Negating the thing by its positive 27– Saying the positive 28– Coalition of the word with the meaning 29– Emptying 30– Follow-up	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>20</b>
<b>Daily and quarterly exams</b>	<b>Lectures</b>	31– Negative and positive 32– Creativity 33– The style of the wise 34– Similarity of the parties 35– Opposite 36– Ignoring the knower	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>21</b>
<b>Daily and quarterly exams</b>	<b>Lectures</b>	Explanation of Exercise (1) and (2), and a general application to the moral exquisite, Chapter Two: On Verbal Virtues: 1– Alliteration	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>22</b>
<b>Daily and quarterly exams</b>	<b>Lectures</b>	Types of Verbal Anagram and its Explanation, Types of Anagram and its Statement	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>23</b>
<b>Daily and quarterly exams</b>	<b>Lectures</b>	1– Anagram of Addition and Anagram of Sign 2– Alliteration 3– Duality 4– Hymn	<b>Detailed explanation and analysis</b>	<b>2</b>	<b>24</b>
<b>Daily and quarterly exams</b>	<b>Lectures</b>	5– Budget 6– Studs 7– Legislation 8– What is not	<b>Detailed explanation</b>	<b>2</b>	<b>25</b>

<b>exams</b>		necessary	<b>and analysis</b>		
<b>Daily and quarterly exams</b>	<b>Lectures</b>	9– Export or (Return of Miracles to Exports) 10– What is Not Impossible by Reversal 11– Equivocality	<b>Detailed explanation and analysis</b>	2	26
<b>Daily and quarterly exams</b>	<b>Lectures</b>	12– Coalition of pronunciation with pronunciation 13– Smiling 14– Harmony or ease 15– Sufficiency	<b>Detailed explanation and analysis</b>	2	27
<b>Daily and quarterly exams</b>	<b>Lectures</b>	16– Embroidery / Explanation of a Model in the Types of Alliteration	<b>Detailed explanation and analysis</b>	2	28
<b>Daily and quarterly exams</b>	<b>Lectures</b>	Quote or Inclusion	<b>Detailed explanation and analysis</b>	2	29
<b>Daily and quarterly exams</b>	<b>Lectures</b>	2– Contract and Solution 3– Beginning 4– Disposal 5– Finish	<b>Detailed explanation and analysis</b>	2	30
<b>Daily and quarterly exams</b>	<b>Lectures</b>	6– Interview 7– Consideration of the peer 8– Meteorology 9– Integration 10– Theological doctrine	<b>Detailed explanation and analysis</b>	2	31

## 22.Course Evaluation

**The course is excellent and important, and it is a basic curriculum in linguistic studies, and it is indispensable for the study of Arabic language sciences from its study and mastery**

## 23.Learning and Teaching Resources

<b>Jewels of Rhetoric by Sayyid Ahmed Al-Hashemi</b>	<b>Required Textbooks (Methodology, if any)</b>
<b>Rhetoric and application by Dr. Ahmed Matloub</b> <b>The meanings, the statement and the exquisite by Abdul Aziz Ateeq</b> <b>Dictionary of Rhetorical Terms and Their Development by Dr. Ahmed Matloub</b>	<b>Main References (Sources)</b>
4- <b>The mayor in the virtues of poetry, literature and criticism</b> 5- <b>The Secrets of Rhetoric by Al-Jurjani</b> 6- <b>Al-Burhan in the sciences of the Qur'an by Al-Zarkashi</b>	<b>Recommended books and references (scientific journals, reports...)</b>
3- <b>Comprehensive Library</b>  4- <b>Al Noor Library</b>	<b>Electronic References, Websites</b>

## Course Description

<b>24.Course Name</b>	
Computer Phase II	
<b>25.Course Code</b>	
EACS106	
<b>26.Semester/Year</b>	
Annual	
<b>27.Date this description was prepared</b>	
1/10/2025	
<b>28.Available Forms of Attendance</b>	
Classroom Attendance - Calculation Lab	
<b>29.Number of Hours (Total) / Number of Credits (Total)</b>	
30 Hours – 60 Units	
<b>30.Course administrator name (if more than one name mentioned)</b>	
1- Name: Eng. Ahmed Abdullah Mahmoud Email: Ahmed.abdullah91@imamaladham.edu.iq	
2- Name Email:	
3- Name: Email:	
<b>31. Course Objectives</b>	
The student is proficient in typing on the Word program, using the presentation program, keyboard shortcuts, the basics of e-learning, entering the classroom, and artificial intelligence techniques and methods.	<b>Course Objectives</b>
<b>32. Teaching and Learning Strategies</b>	
<b>Strategy</b>	

Use of Theoretical Lectures – Practical Application through the Computer Lab

### 33. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Laboratory Performance and Tests	Theoretical-Practical	Introduction to the Office software package and the introduction of the word processor and the most important features of the program	Learn Microsoft Word 2019	1	1
Laboratory Performance and Tests	Theoretical-Practical	Ways to run the program	Learn Microsoft Word 2019	1	2
Laboratory Performance and Tests	Theoretical-Practical	Toolbars in Microsoft Word 2019	Learn Microsoft Word 2019	1	3
Laboratory Performance and Tests	Theoretical-Practical	Toolbars in Microsoft Word 2019	Learn Microsoft Word 2019	1	4
Laboratory Performance and Tests	Theoretical-Practical	Page File Bar	Learn Microsoft Word 2019	1	5
Laboratory Performance and Tests	Theoretical-Practical	Explanation Menus Home Page	Learn Microsoft Word 2019	1	6
Laboratory Performance and Tests	Theoretical-Practical	Complemented by the main menus	Learn Microsoft Word 2019	1	7
Laboratory	Theoretical-	Home tab	Learn	1	8

Performance and Tests	Practical		Microsoft Word 2019		
Laboratory Performance and Tests	Theoretical-Practical	Complemented by the home page	Learn Microsoft Word 2019	1	9
Laboratory Performance and Tests	Theoretical-Practical	List of listings	Learn Microsoft Word 2019	1	10
Laboratory Performance and Tests	Theoretical-Practical	Complement by Insertion	Learn Microsoft Word 2019	1	11
Laboratory Performance and Tests	Theoretical-Practical	Text boxes, equations, and symbols	Learn Microsoft Word 2019	1	12
Laboratory Performance and Tests	Theoretical-Practical	Page Layout	Learn Microsoft Word 2019	1	13
Laboratory Performance and Tests	Theoretical-Practical	Review tab	Learn Microsoft Word 2019	1	14
Laboratory Performance and Tests	Theoretical-Practical	Review and Testing	Learn Microsoft Word 2019	1	15
Laboratory Performance and Tests	Theoretical-Practical	Microsoft PowerPoint Definition, Uses and Features	<b>Microsoft PowerPoint</b>	1	16
Laboratory Performance and Tests	Theoretical-Practical	Start using the app <b>and</b> explain the menus	<b>Microsoft PowerPoint</b>	1	17
Laboratory Performance and Tests	Theoretical-Practical	Insert elements into the slide , design the slide, and animate text and slides	<b>Microsoft PowerPoint</b>	1	18
Laboratory Performance and Tests	Theoretical-Practical	Save the presentation	<b>Microsoft PowerPoint</b>	1	19
Laboratory Performance and Tests	Theoretical-Practical	Review and Testing	<b>Microsoft PowerPoint</b>	1	20
Laboratory Performance	Theoretical-Practical	Keyboard shortcuts	<b>Keyboard shortcuts</b>	1	21

and Tests					
Laboratory Performance and Tests	Theoretical-Practical	Email and E-Learning Basics	<b>Email Basics</b>	<b>1</b>	<b>22</b>
Laboratory Performance and Tests	Theoretical-Practical	Send and receive email	<b>Email Basics</b>	<b>1</b>	<b>23</b>
Laboratory Performance and Tests	Theoretical-Practical	Dealing with the Classroom Program	<b>Classroom</b>	<b>1</b>	<b>24</b>
Laboratory Performance and Tests	Theoretical-Practical	Introduction to Artificial Intelligence: Definition and Brief History	<b>Artificial Intelligence</b>	<b>1</b>	<b>25</b>
Laboratory Performance and Tests	Theoretical-Practical	Artificial Intelligence Techniques and Methods	<b>Artificial Intelligence</b>	<b>1</b>	<b>26</b>
Laboratory Performance and Tests	Theoretical-Practical	The Role of Artificial Intelligence in Smartphones	<b>Artificial Intelligence</b>	<b>1</b>	<b>27</b>
Laboratory Performance and Tests	Theoretical-Practical	The role of AI in services, virtual assistants, and live translation	<b>Artificial Intelligence</b>	<b>1</b>	<b>28</b>
Laboratory Performance and Tests	Theoretical-Practical	Artificial Intelligence Applications and Tools	<b>Artificial Intelligence</b>	<b>1</b>	<b>29</b>
Laboratory Performance and Tests	Theoretical-Practical	Complement AI Applications and Tools	<b>Artificial Intelligence</b>	<b>1</b>	<b>30</b>

### **34. Course Evaluation**

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

15 marks of the monthly exam, 5 marks of the oral exam, and daily attendance for the first semester

15 marks of the monthly exam, 5 grades of the oral exam, and daily attendance for the second semester

60 marks for the final exam

### **35. Learning and Teaching Resources**

<b>Office 2019 Computer and Office Applications Basics</b> <b>Collecting and preparing the computer committee at Imam Al-Azam University College</b> <b>Prof. Dr. Shaker Mahmoud Hussein Prof. Dr. Lubna Riyad Abdul-Jabbar</b> <b>Assoc. Prof. Dr. Emad Mohamed Farhan</b> <b>Assoc. Prof. Dr. Mustafa Abdel Ghafoor</b> <b>Eng. Maan Nawaf Abboud Eng. Zahraa Adnan Abdulkarim</b> <b>Eng. Imad Akla Shakouri Eng. Nizar Saleh Abed</b> <b>Eng. Amer Khader Zarzis</b>	<b>Required Textbooks (Methodology, if any)</b>
<b>4- Fundamentals of Computer and Office Applications Part 1and 2015</b> <b>5- Everyhig you need to know about ppt: what is a power point .</b> <b>6- Microsoft power point fundamentals 2019.</b>	<b>Main References (Sources)</b>
<b>ISBN: 978-0-7356-2691-1), by Joyce Cox and Joan Lambert, . Beginning Microsoft Word 2010, by T.y Anderson, Guy Hart-Davis</b>	<b>Recommended books and references (scientific journals, reports...)</b>
	<b>Electronic References, Websites</b>

## **Course Description of the Foundations**

<b>1. Course Name:</b>
<b>Foundations of Education and Educational Counseling</b>
<b>2. Course Code:</b>
<b>EDU211</b>
<b>3. Chapter/Year:</b>
<b>Annual System</b>
<b>4. Date this description was prepared</b>
<b>1/ 10 /2025</b>

## 5. Available Forms of Attendance

**Classroom Lectures (Face-to-Face)**

## 6. Number of Hours (Total) / Number of Credits (Total)

**Hours :60 - Units :90**

## 7. Course administrator name (if more than one name mentioned)

**1- Name: Eng. Khaled Faraj Badaiwi**

**Email: khalidfarag5@imamaladham.edu.iq**

**2- Name**

**Email:**

**3- Name:**

**Email:**

## 8. Course Objectives

The goal is to elevate the educational and educational process to a higher quality and impact level, by developing an integrated system of values, knowledge and skills among learners. This is achieved by consolidating a clear understanding of the meaning of education, its intellectual foundations and principles, and deepening the student's awareness of the nature of the educational and social reality and its historical development, while highlighting the role of education in building the individual, and enhancing his sense of the importance of education and his responsibility towards it

### Course Objectives

## 9. Teaching and Learning Strategies

**Using methods and plans in giving lectures and investing lesson time in the same way**

### Strategy

## 10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Daily Activity, Classroom Performance, Semester Exam, and	Lecture Method	Introduction - The concept of education and its definitions - The necessity of education - The function of	Foundations of Education and Educational Counseling	2	21/9-25/9

<b>Final</b>		<b>education</b>			
<b>Daily Activity, Classroom Performance, Semester Exam, and Final</b>	<b>Lecture Method</b>	<b>Foundations of Education - First Foundation: Historical Basis - History of Education Through the Ages - Primitive Education</b>	<b>Foundations of Education and Educational Counseling</b>	2	28/9-2/10
<b>Daily Activity, Classroom Performance, Semester Exam, and Final</b>	<b>Lecture Method</b>	<b>Stages of primitive education - characteristics of primitive education</b>	<b>Foundations of Education and Educational Counseling</b>	2	5/10-9/10
<b>Daily Activity, Classroom Performance, Semester Exam, and Final</b>	<b>Lecture Method</b>	<b>Objectives of Primitive Education - The Development of Educational Thought Through the Ages - The Most Important Causes of Counterfeiting and Confiscation in Human History</b>	<b>Foundations of Education and Educational Counseling</b>	2	12/10-16/10
<b>Daily Activity, Classroom Performance, Semester Exam, and Final</b>	<b>Lecture Method</b>	<b>Models of Education in Antiquity- Chinese Education-The Objectives of Basic Chinese Education-The School System-The Examination System, Education among the Ancient Egyptians-Education among the Children of Israel</b>	<b>Foundations of Education and Educational Counseling</b>	2	19/10-23/10
<b>First Month Test , First Semester</b>	<b>Written Exam</b>	-----	<b>Foundations of Education and Educational Counseling</b>	2	26/10-30/10
<b>Daily Activity, Classroom Performance, Semester Exam, and Final</b>		<b>Education in the Middle Ages (Christianity)-Greek Education (Ancient Greek)-First: Athenian Education: The Class System</b>	<b>Foundations of Education and Educational Counseling</b>	2	2/11-6/11
<b>Daily Activity, Classroom Performance, Semester Exam, and Final</b>	<b>Lecture Method</b>	<b>Second: Spartan Education: Advantages of Spartan Education - Raising Girls - Conclusion</b>	<b>Foundations of Education and Educational Counseling</b>	2	6/11-13/11
<b>Daily Activity, Classroom Performance, Semester Exam, and Final</b>	<b>Lecture Method</b>	<b>Education among the Ancient Iraqis (Old Mesopotamian Valley) - The Old Iraqi School - School Administration - Libraries</b>	<b>Foundations of Education and Educational Counseling</b>	2	16/11-20/11
<b>Daily Activity, Classroom Performance, Semester Exam, and Final</b>	<b>Lecture Method</b>	<b>Education among the Arabs in the Pre-Islamic Era: Arab Cultural Markets - Arab Sciences - Conclusion</b>	<b>Foundations of Education and Educational Counseling</b>	2	23/11-27/11
<b>Daily Activity, Classroom Performance, Semester Exam, and Final</b>	<b>Lecture Method</b>	<b>Islamic Education: Islamic Education in the Islamic Era</b>	<b>Foundations of Education and Educational Counseling</b>	2	30/11-4/12
<b>Daily Activity, Classroom Performance, Semester Exam, and Final</b>	<b>Lecture Method</b>	<b>The Concept of Islamic Education: Definition of Education - Islamic Education for Muslim Scholars</b>	<b>Foundations of Education and Educational Counseling</b>	2	7/12-11/12
<b>Second Month Exam , First Semester</b>	<b>Written Exam</b>	-----	<b>Foundations of Education and Educational Counseling</b>	2	14/12-18/12
<b>Daily Activity, Classroom Performance, Semester Exam, and Final</b>	<b>Lecture Method</b>	<b>Sources of Islamic Education First: The Holy Qur'an, Second: The Sunnah of the Prophet, Third: Ijtihad and Scientific Research in the Light of the Qur'an and Sunnah</b>	<b>Foundations of Education and Educational Counseling</b>	2	21/12-25/12
<b>Daily Activity, Classroom Performance, Semester Exam, and Final</b>	<b>Lecture Method</b>	<b>Objectives of Islamic Education: General Objectives of Teaching Islamic Education, General Objectives of Teaching Islamic Education at the Secondary Stage</b>	<b>Foundations of Education and Educational Counseling</b>	2	28/12-31/12
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Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Flags of Islamic Educational Thought: 1- Abu Hamid Al-Ghazali - Al-Ghazali's Views and Educational Ideas - The Learner's Etiquette According to Al-Ghazali	Foundations of Education and Educational Counseling	2	1/2-5/2
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Conditions of the teacher according to Al-Ghazali - The stage of development according to Al-Ghazali (for the three stages)	Foundations of Education and Educational Counseling	2	8/2-12/2
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	2- Abd al-Rahman bin Khaldun - 3- Muhammad bin Sahnoun - his educational ideas	Foundations of Education and Educational Counseling	2	15/2-19/2
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Education in the Modern Era (European Renaissance) - Contemporary Education. The Flags of Western Education: John Dewey - His Educational Views	Foundations of Education and Educational Counseling	2	22/2-26/2
First Month Exam , Second Semester	Written Exam	-----	Foundations of Education and Educational Counseling	2	1/3-5/3
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	The second foundation: the psychological basis – education and the students' tendencies.	Foundations of Education and Educational Counseling	2	8/3-12/3
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	The Third Foundation: The Social Foundation, the Relationship between Education and Society, Education and Community Culture	Foundations of Education and Educational Counseling	2	15/3-19/3
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	*Characteristics and characteristics of culture The relationship between education and the environment	Foundations of Education and Educational Counseling	2	22/3-26/3
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	The Relationship between Education and the Environment- Type I: The Natural Environment- Type II: The Social Environment	Foundations of Education and Educational Counseling	2	29/3-2/4
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Education and Students' Needs: 1- Basic Needs - 2- Mental Needs - 3- Psychological Needs	Foundations of Education and Educational Counseling	2	5/4-9/4
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Education and Students' Needs: 1- Basic Needs - 2- Mental Needs - 3- Psychological Needs	Foundations of Education and Educational Counseling	2	12/4-16/4
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	The Fourth Foundation: The Philosophical Foundation, Types of Western Philosophies, The Conception of the Universe	Foundations of Education and Educational Counseling	2	19/4-23/4
Second Month Test , Second Semester	Written Exam	-----	Foundations of Education and Educational Counseling	2	26/4-30/4
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Fifth Foundation: Economic Foundation, Education and Economic Development	Foundations of Education and Educational Counseling	2	3/5-8/5
Daily Activity, Classroom Performance, Semester Exam, and	Lecture Method	The Economic Return of Education - Financing Education,	Foundations of Education and Educational Counseling	2	10/5-14/5

Final		the Main Sources of Funding for Education - Conclusion			
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## Course Description

<b>1. Course Name</b>
<b>English</b>
<b>2. Course Code</b>
<b>Headway plus/ Phase II</b>
<b>3. Semester/Year</b>
<b>2025/2026</b>
<b>4. Date this description was prepared</b>
<b>1/10/2025</b>
<b>5. Available Forms of Attendance</b>
<b>Physical / Classroom Lectures</b>
<b>6. Number of Hours (Total) / Number of Credits (Total)</b>
<b>Number of Academic Hours (30) / Number of Units 60</b>
<b>7. Course administrator name (if more than one name mentioned)</b>

### 11. Course Evaluation

Course evaluation is measured by students' performance in the course through commitment to attendance, participation in the classroom, periodic tests, semester and final exams, as well as assignments and reports that reflect the level of comprehension.

### 12. Learning and Teaching Resources

<b>Lectures Planned/Written by Assoc. Prof. Dr. Abdul Razzaq Mohamed Amin Al-Jaf Ahmed</b>	<b>Required Textbooks (Methodology, if any)</b>
	<b>Main References (Sources)</b>
* Approved scientific books in education and educational counseling. Refereed scientific journals in education and human development. * Educational research and reports published by educational institutions and associations. Master's and Doctoral Theses in the Fields of Education and Counseling	<b>Recommended books and references (scientific journals, reports...)</b>
Comprehensive Library	<b>Electronic References, Websites</b>

**1- Name: M.Daghsan Mohamed Abdulrazzaq**

**Email: ghassanalganbi@gmail.com**

**2- Name**

**Email:**

**3- Name:**

**Email:**

## 8. Course Objectives

Raising students' awareness and introducing them to English as a universal language that relies on communication with its four skills, namely writing, reading, listening and talking.

## Course Objectives

## 9. Teaching and Learning Strategies

**Lecture/review and invest lesson time.**

## Strategy

## 10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Student attendance and daily activity	Lecture	Your World . Where is he from? Countries and cities. He she it adjectives			1 – 2 /2/2026
Student attendance, daily activity, classroom performance/se mester and final exams	Lecture	vocabulary and speaking. Camera , bus , house. singular and plural.		2	8 – 9 /2/2026
Student attendance, daily activity, classroom performance/se mester and final exams	Lecture	Hello.good morning.is am are . Numbers 1-10		2	15– 16/2/2026
Student attendance, daily activity, classroom performance/se mester and final exams	Lecture	The way I live. Sports/ foods/ present simple tense. a /an		2	22– 23/2/2026
Students' daily	Lecture	All about you. Jobs . Negative and		2	1 – 2

attendance, classroom performance/exams and finals		questions. Personal information. Social expressions. Adverbs			/3/2026
Student attendance, daily activity, classroom performance/semester and final exams	Lecture	Family and Friends. Our . Their. Possessive 's. Has have . The alphabet		2	8 – 9 /3/2026
First Month Exam for the Second Semester	Written Exam	Reading and speaking passages.grammar . Complete the conversation.. Numbers 11-20. Nouns		2	15– 16/3/2026
Student attendance, daily activity, classroom performance/semester and final exams	Lecture	Every day . The time. always, never, sometimes. Days of the week. Present simple		2	22– 23/3/2026
Student attendance, daily activity, classroom performance/semester and final exams	Lecture	My favourites. Questions words.me / him/ us . this / that. . Adj		2	29– 30/3/2026
Student attendance, daily activity and tinline performance		Adverbs and past simple. Adding ing		2	5 – 6 /4 /2026
Student attendance, daily activity, classroom performance/semester and final exams	Lecture	Sorry and apologies. Orderand request		2	12– 13/4/2026
Student attendance, daily activity, classroom performance/semester and final exams	Lecture	How to write a composition? How to communicate with others. Speaking.		2	19– 20/4/2026
	Written Exam	.....		2	26– 27/4/2026
Student	Lecture	Reading Comprehension. Passages.Performance. Adding ed /			3 – 4 / 5/

attendance, daily activity, classroom performance/semester and final exams		ed			2026
Student attendance, daily activity, classroom performance/semester and final exams	Lecture	Present perfect .countable nouns. Months of the year. Show the way		2	10– 11/5/202 6

## 11. Course Evaluation

**Daily, monthly and final evaluation through the following:**

- By assessing student attendance and daily engagement
- By taking the semester and final exams

## 12. Learning and Teaching Resources

	<b>Headway pls</b>
	<b>Main References (Sources)</b>
	<b>Recommended books and references (scientific journals, reports...)</b>
	<b>Electronic References, Websites</b>

## Course Description of Crimes

<b>1. Course Name</b>	
<b>The crimes of the Baath regime in Iraq</b>	
<b>2. Course Code</b>	
<b>Crimes of the Baath regime in Iraq / Phase Two</b>	
<b>3. Semester/Year</b>	
<b>Annual</b>	
<b>4. Date this description was prepared</b>	
<b>1/2/2026</b>	
<b>5. Available Forms of Attendance</b>	
<b>Face-to-face / classroom lectures</b>	
<b>6. Number of Hours (Total) / Number of Credits (Total)</b>	
<b>Number of study hours (15) / Number of units ( 30 )</b>	
<b>7. Course administrator name (if more than one name mentioned)</b>	
<b>1- Name: Eng. Abdullatif Rashid Mahdi</b> <b>Email: abdallatefrashd@imamaladham.edu.iq</b> <b>2- Name:</b> <b>Email:</b> <b>3- Name:</b> <b>Email:</b>	
<b>8. Course Objectives</b>	
Introducing and raising students' awareness of the concept of crime and studying the most prominent types of crimes, the most dangerous religious, social, economic and military practices practiced by the former regime and their effects on society.	<b>Course Objectives</b>

## 9. Teaching and Learning Strategies

Lecture/ review and time investment.

Strategy

## 10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Student attendance, daily activity, classroom performance/semester and final exams	Standard Method/Lecture	A comprehensive review of what was studied in the first semester	The crimes of the Baath regime in Iraq	1	1 – 2 /2/2026
Student attendance, daily activity, classroom performance/semester and final exams	Lecture	Environmental Crimes of the Baath Regime	The crimes of the Baath regime in Iraq	1	8 – 9 /2/2026
Student attendance, daily activity, classroom performance/semester and final exams	Lecture/Research Hour	Radioactive Material Contamination	The crimes of the Baath regime in Iraq	1	15– 16/2/2026
Student attendance, daily activity, classroom performance/semester and final exams	Lecture	Destruction of cities and villages	The crimes of the Baath regime in Iraq	1	22– 23/2/2026
Student attendance, daily activity, classroom performance/semester and final exams	Lecture	Draining the marshes and bulldozing orchards	The crimes of the Baath regime in Iraq	1	1 – 2 /3/2026
First Month Exam for the Second Semester	Written Exam	.....	The crimes of the Baath regime in Iraq	1	8 – 9 /3/2026
Student attendance, daily activity, classroom performance/semester and final exams	Office Visit/Lecture	Mass Grave Crimes	The crimes of the Baath regime in Iraq	1	15– 16/3/2026
Student attendance, daily activity, classroom performance/semester and final exams	Lecture Delivery /Standard Text Method	Events of the extermination cemeteries	The crimes of the Baath regime in Iraq	1	22– 23/3/2026
Student attendance,	Lecture	Events of 1979-	The crimes of	1	29–

daily activity, classroom performance/semester and final exams		2003	the Baath regime in Iraq		30/3/2026
Student attendance, daily activity, classroom performance/semester and final exams	Lecture	Events of 1983	The crimes of the Baath regime in Iraq	1	5 – 6 /4 /2026
Student attendance, daily activity, classroom performance/semester and final exams	Office visit and lecture	Popular uprising	The crimes of the Baath regime in Iraq	1	12– 13/4/2026
Student attendance, daily activity, classroom performance/semester and final exams	Lecture Delivery /Standard Text Method	Chronological classification of genocide graves	The crimes of the Baath regime in Iraq	1	19– 20/4/2026
Second Month Exam for the Second Semester	Written Exam	.....	The crimes of the Baath regime in Iraq	1	26– 27/4/2026
Student attendance, daily activity, classroom performance/semester and final exams	Lecture	Dates and locations of mass graves	The crimes of the Baath regime in Iraq	1	3 – 4 / 5/ 2026
Student attendance, daily activity, classroom performance/semester and final exams	Standard Method / Lecture	Plans and tables of mass grave places	The crimes of the Baath regime in Iraq	1	10– 11/5/2026

## 11. Course Evaluation

Daily, monthly and final evaluation through the following:

- By assessing student attendance and daily engagement
- By taking the semester and final exams

## 12. Learning and Teaching Resources

<b>Book of the Crimes of the Baath Regime in Iraq / Course / Ministry of Higher Education and Scientific Research</b>	<b>Required Textbooks (Methodology, if any)</b>
	<b>Main References (Sources)</b>
<b>The Four Geneva Conventions / Protocols to the Geneva Conventions</b>	<b>Recommended books and references (scientific journals, reports...)</b>
	<b>Electronic References, Websites</b>

## Third Stage Course Course Description

<b>13.Course Title: Grammar - Third Stage.</b>	
<b>14.Course Code</b>	
AG110	
<b>15.Chapter/Year:</b>	
Annual	
<b>16.Date of creation of this description: 1/10/2025</b>	
<b>17.Available Attendance Formats: Attending Lectures</b>	
<b>18.Number of study hours (3 per week) / Number of units (6).</b>	
<b>19.Course administrator name (if more than one name mentioned)</b>	
<b>1- Name: Mustafa Adnan Mohammed Al-Ithawi</b> <b>Email: mustafaad4@imamaladham.edu.iq</b> <b>2- Name</b> <b>Email:</b> <b>3- Name:</b> <b>Email:</b>	
<b>20. Course Objectives</b>	
<ul style="list-style-type: none"> <li>- Training students to use different grammatical thinking methods in understanding and applying grammar.</li> <li>- Make the student able to solve applications and understand the texts related to the course vocabulary, with high self-confidence.</li> <li>- Developing the student's skill in applying grammar rules, and benefiting from them in his studies.</li> </ul>	<b>Course Objectives</b>
<b>21. Teaching and Learning Strategies</b>	
<ul style="list-style-type: none"> <li>- Presenting the material through its explanation, relying on</li> </ul>	<b>Strategy</b>

the prescribed textbook.

- Work to involve students in discussing the subject, through the questions that are asked to them.
- Guiding students to benefit from the resources related to the scientific material available in the college library, the network, and technical means.

## 22. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Monthly exams + various student activities	By giving lectures using a variety of educational methods	Review		3	The first
=	=	Prepositions	Assigning prepositions and knowing their meanings and their function	3	The second
		Prepositions	=	3	The third
		Applications	Proficiency in applying the rules and provisions of the subject	3	Fourth
		Addition	Designating the additive and the additive to it, knowing their provisions, and distinguishing between the two types of	3	Fifth

			<b>addition</b>		
		<b>Addition</b>	=	<b>3</b>	<b>Sixth</b>
		<b>Added to J Speaker</b>	<b>Knowing the rulings of the addition to the speaker's J</b>	<b>3</b>	<b>Seventh</b>
		<b>Applications</b>	<b>Proficiency in applying the rules and provisions of the subject</b>	<b>3</b>	<b>Eighth</b>
		<b>Source Realization</b>	<b>Know the working conditions of the source</b>	<b>3</b>	<b>Ninth</b>
		<b>Apply the noun of the subject and the noun of the object</b>	<b>Knowing the working conditions of derivatives</b>	<b>3</b>	<b>Tenth</b>
		<b>Applying the Dubious Adjective</b>	=	<b>3</b>	<b>Eleventh</b>
		<b>Applications</b>	<b>Proficiency in applying the rules and provisions of the subject</b>	<b>3</b>	<b>XII</b>
		<b>Exclamation</b>	<b>Knowing exclamation forms and how to pronounce them</b>	<b>3</b>	<b>Thirteenth</b>
		<b>Applications</b>	<b>Proficiency in applying the rules and provisions of the subject</b>	<b>3</b>	<b>Fourteenth</b>
		<b>Review</b>	<b>Tighten understanding of</b>	<b>3</b>	<b>Fifteenth</b>

			<b>grammatical topics</b>		
					<b>Chapter Two</b>
		<b>Turn on preference</b>	<b>Knowing the conditions for formulating the verb of preference and its general rules</b>	<b>3</b>	<b>The first</b>
		<b>Turn on preference</b>	<b>=</b>	<b>3</b>	<b>The second</b>
		<b>Applications</b>	<b>Proficiency in applying the rules and provisions of the subject</b>	<b>3</b>	<b>The third</b>
		<b>Adjective</b>	<b>Knowing the types of adjectives and explaining its rulings</b>	<b>3</b>	<b>Fourth</b>
		<b>Adjective</b>	<b>=</b>	<b>3</b>	<b>Fifth</b>
		<b>Applications</b>	<b>Proficiency in applying the rules and provisions of the subject</b>	<b>3</b>	<b>Sixth</b>
		<b>Confirmation</b>	<b>Distinguish between types of affirmation and explain its provisions</b>	<b>3</b>	<b>Seventh</b>
		<b>Confirmation</b>	<b>=</b>	<b>3</b>	<b>Eighth</b>
		<b>Applications</b>	<b>Proficiency in applying the rules and provisions of the subject</b>	<b>3</b>	<b>Ninth</b>

		<b>Compassion</b>	<b>Knowledge of conjunctions, their uses, and the provisions of the subject</b>	<b>3</b>	<b>Tenth</b>
		<b>Compassion</b>	<b>=</b>	<b>3</b>	<b>Eleventh</b>
		<b>Applications</b>	<b>Proficiency in applying the rules and provisions of the subject</b>	<b>3</b>	<b>XII</b>
		<b>Allowance</b>	<b>Knowing the types of allowance and explaining its rulings</b>	<b>3</b>	<b>Thirteenth</b>
		<b>Applications</b>	<b>Proficiency in applying the rules and provisions of the subject</b>	<b>3</b>	<b>Fourteenth</b>
		<b>Review</b>		<b>3</b>	<b>Fifteenth</b>

### **23. Course Evaluation**

### **24. Learning and Teaching Resources**

<b>Explanation of Ibn 'Aqeel</b>	<b>Required Textbooks (Methodology, if any)</b>
<b>Educational Grammar and Application in the Noble Qur'an Grammatical Application</b>	<b>Main References (Sources)</b>
	<b>Recommended books and references (scientific journals, reports...)</b>
<b>Comprehensive Library</b>	<b>Electronic References, Websites</b>

## Course Description

25. Course Name:

Arabic Literature in the Abbasid Era.

26. Course Code:

AASL212

27. Semester /Year:

Annual

28. Date of preparation of this description:

1/10/2025

29. Available Attendance Formats:

Third Stage Students / Physical (Hall System)

30. Number of Hours (Total) / Number of Units (Total)

60

31. Course administrator name (if more than one name mentioned)

Eng. Dr. Sabah Hassan Ali

sabh7722@gmail.com [email](mailto:sabh7722@gmail.com)

32. Course Objectives

- 1) We seek to create a generation capable of understanding the Arabic language.
- 2) Enabling students to be familiar with linguistic sciences.
- 3) Enabling students to teach linguistic sciences.
- 4) Creating a generation that believes in the professionalism of education and its development.
- 5) Reading the literature of the first Abbasid era and the second Abbasid era.
- 6) Familiarize yourself with Abbasid literature and the remarkable and interesting development that has taken place in it.

Course Objectives

33. Teaching and learning strategies.

1. Adopting the method of giving lectures.
2. Directing the student to write a report on a topic related to the subject.  
Interventions.
3. Use the question and answer.
4. Using the brainstorming method for students to generate creative ideas.

#### 34. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Class Performance	<b>Brainstorming</b>	The Establishment of the Abbasid State, (to p. 12)	Referenced in the previous axis and each according to the content	2	The first
Written Tests	<b>Lecture and Discussion</b>	The Construction of Baghdad - The Factors of the Prosperity of Poetry (p. 30)	Referenced in the previous axis and each according to the content	2	The second
Written Tests	<b>Lecture and Discussion</b>	The First Abbasid Era, Poetic Topics: Praise, Satire (pp. 21-34)	Referenced in the previous axis and each according to the content	2	The third
Written Tests	<b>Lecture and Discussion</b>	Poetic Topics: Lamentation, Spinning	Referenced in the previous axis and each according to the content	2	Fourth
Written Tests	<b>Lecture and Discussion</b>	Poetic Topics: Asceticism, Sufism, and Madness.	Referenced in the previous axis and each according to the content	2	Fifth
Written Tests	<b>Lecture and Discussion</b>	Poetic Themes: Populism and Heresy.	Referenced in the previous axis and each according to the content	2	Sixth
Written Tests	<b>Lecture and Discussion</b>	Poetry Topics: Humorous Poetry, Educational Poetry	Referenced in the previous axis and each according to the content	2	Seventh
Written Tests	<b>Lecture and Discussion</b>	Calendar	Referenced in the previous axis and each according to the content	2	Eighth
Written Tests	<b>Lecture and Discussion</b>	Renewal in Meanings and Ideas	Referenced in the previous axis and each according to the content	2	Ninth
Written Tests	<b>Lecture and Discussion</b>	Words and styles, weights and rhymes	Referenced in the previous axis and each according to the content	2	Tenth

Written Tests	Lecture and Discussion	Poets: (Abu al-Atahiyya).	Referenced in the previous axis and each according to the content	2	Eleventh
Written Tests	Lecture and Discussion	Poets: (Muslim bin Walid, Abu Tammam Al-Taie).	Referenced in the previous axis and each according to the content	2	XII
Written Tests	Lecture and Discussion	Poets: (Al-Bahdari)	Referenced in the previous axis and each according to the content	2	Thirteenth
Written Tests	Lecture and Discussion	Poets : (Ibn al-Rumi, Abdullah bin Mu'taz)	Referenced in the previous axis and each according to the content	2	Fourteenth
Class Performance	Brainstorming	Prose: (Factors of Development, Letters, Rhetoric, Stories)	Referenced in the previous axis and each according to the content	2	Fifteenth
Written Tests	Lecture and Discussion	Signatures (authored prose, translated prose).	Referenced in the previous axis and each according to the content	2	Sixteenth
Written Tests	Lecture and Discussion	Book: Al-Jahiz.	Referenced in the previous axis and each according to the content	2	Seventeenth
Written Tests	Lecture and Discussion	The book Muhammad bin Abdul Malik Al-Zayyat	Referenced in the previous axis and each according to the content	2	Eighteenth
Written Tests	Lecture and Discussion	Book: Ibn Qutayba	Referenced in the previous axis and each according to the content	2	Nineteenth
Written Tests	Lecture and Discussion	The Second Abbasid Era - Part One: Literature in the Light of New Environments.	Referenced in the previous axis and each according to the content	2	Twenty
Written Tests	Lecture and Discussion	Poetic Themes, National Poetry.	Referenced in the previous axis and each according to the content	2	Twenty first
Written Tests	Lecture and Discussion	Poetic Themes, Nature Description	Referenced in the previous axis and each according to the content	2	Twenty two
Written Tests	Lecture and Discussion	Poetic Topics, Sufi Poetry	Referenced in the previous axis and each according to the content	2	Twenty Three
Class Performance	Brainstorming	Poets: Abu al-Tayyib al-Mutanabi. Abu Firas Al-Hamdani	Referenced in the previous axis and each according to the content	2	Twenty fourth
Written Tests	Lecture and Discussion	Poets: Al-Sharif Al-Radi, Sibt Ibn Al-Ta'widhi, Omar Bin Al-Farid	Referenced in the previous axis and each according to the content	2	Twenty Fifth
Written Tests	Lecture and Discussion	Prose: Abu al-Fadl ibn al-'Ameed, Abu Hayyan al-Tawhidi	Referenced in the previous axis and each according to the content	2	Twenty-sixth
Written Tests	Lecture and Discussion	Maqamat: Origin and Development, Badi	Referenced in the previous axis and each	2	Twenty Seventh

		<b>Zaman Al-Hamadhani.</b>	<b>according to the content</b>		
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Maqamat: Al-Qadi Al-Fadil</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Twenty Eight</b>
<b>Class Performance</b>	<b>Brainstorming</b>	<b>Maqamat: Imad Al-Din Al-Asbahani Al-Katib</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Twenty Ninth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Review.</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Thirty</b>

### 35. Course Evaluation

<b>Final Exam</b>	<b>Project</b>	<b>Laboratory</b>	<b>Second Semester</b>	<b>First Semester</b>
<b>60</b>	<b>None</b>	<b>None</b>	<b>20</b>	<b>20</b>

### 36. Learning and Teaching Resources

Arabic Literature in the Abbasid Era. by Dr. Nazim Rashid , which is the prescribed curriculum.	Required textbooks (methodology if available)
Arabic Literature in the Abbasid Era. By Dr. Nazem Rashid.	Main References (Sources)
	Recommended books and references (scientific journals, reports...)
<b>Comprehensive Library</b>	Electronic References, Websites

## Course Description

<b>1. Course Name</b>	
Andalusian literature	
<b>2. Course Code</b>	
AAL310	
<b>3. Semester/Year</b>	
Annual	
<b>4. Date of preparation of this description</b>	
1/10/2025	
<b>5. Available Forms of Attendance</b>	
Face-to-face	
<b>6. Number of Hours (Total) / Number of Units (Total)</b>	
60 hours/80	
<b>7. Course administrator name (if more than one name mentioned)</b>	
<b>Name : Assoc. Prof. Dr. Yasser Fadel Supervisor                      Email:</b> Yasserfadel8@imamaladham.edu.iq	
<b>8. Course Objectives</b>	
<ul style="list-style-type: none"> <li>1- <b>Introducing the student to the artistic characteristics of Andalusian poetry</b></li> <li>2- <b>Distinguishing the student between the old poetic purposes and the new poetic purposes</b></li> <li>3- <b>Introducing the student to poetry and prose in the era of Bani al-Ahmar</b></li> </ul>	Course Objectives
<b>9. Teaching and Learning Strategies</b>	
Teaching and learning strategies and methods adopted in the implementation of the program in general	Strategy

10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watch es	The week
Oral and written tests	Lecture	Poetry in the Umayyad Era	Reception and Understanding		1
Oral and written tests	Lecture	Abd El , Rahman Al , Dakhil	Receiving and Discussion		2
Oral and written tests	Lecture	Yahya Al , Ghazal	Receiving and Discussion		3
Oral and written tests	Lecture	Ibn Abd Rabbo	Receiving and Discussion		4
Oral and written tests	Lecture	Literature in the Age of Sects and Almoravids	Receiving and Discussion		5
Oral and written tests	Lecture	Yarn Poetry Themes – Praise	Receiving and Discussion		6
Daily exams	Lecture	Lamentation – Asceticism and Sufism	Receiving and Discussion		7
Oral and written tests	Lecture	Ibn Hazm al–Andalusi: His Life – Culture – Poetry	Receiving and Discussion		8
Exams	Lecture	Its most prominent topics: Ghazal and Naseeb poetry – pride and response to competitors, Islamic and philosophical poetry	Receiving and Discussion		9
Oral and written tests	Lecture	Artistic prose, its themes and characteristics	Receiving and Discussion		10
Oral and written tests	Lecture	The serious and comic message of Ibn Zaidoun al–Andalusi	Receiving and Discussion		11
Oral and written tests	Lecture	The Message of the Followers and the Whirlwinds – Introduction to the Author, Language and Idiom.	Receiving and Discussion		12
Oral and written tests	Lecture	Its sources – its importance – its value – the message between tradition and renewal	Receiving and Discussion		13
Oral and written tests	Lecture	Literature in the Almohad and Bani al–Ahmar Eras – Culture	Receiving and Discussion		14

		and Literature			
<b>Exams</b>	<b>Lectur e</b>	<b>Applied Models</b>	<b>Receiving and Discussion</b>		<b>15</b>
<b>Oral and written tests</b>	<b>Lectur e</b>	Literature in the era of sects and almoravids	<b>Reception and Understan ding</b>	<b>2</b>	<b>16</b>
<b>Oral and written tests</b>	<b>Lectur e</b>	The most prominent poetic themes	<b>Receiving and Discussion</b>	<b>2</b>	<b>17</b>
<b>Oral and written tests</b>	<b>Lectur e</b>	Ibn Zaidoun, his life and poetry	<b>Receiving and Discussion</b>	<b>2</b>	<b>18</b>
<b>Oral and written tests</b>	<b>Lectur e</b>	Ibn Khafaja Al-Andalusi	<b>Receiving and Discussion</b>	<b>2</b>	<b>19</b>
<b>Oral and written tests</b>	<b>Lectur e</b>	Ibn Darraj Al-Qastali (his life and poetry)	<b>Receiving and Discussion</b>	<b>2</b>	<b>20</b>
<b>Daily exams</b>	<b>Lectur e</b>	Ibn Hazm al-Andalusi (his life and poetry)	<b>Receiving and Discussion</b>	<b>2</b>	<b>21</b>
<b>Oral and written tests</b>	<b>Lectur e</b>	Nature Poetry	<b>Receiving and Discussion</b>	<b>2</b>	<b>22</b>
<b>Exams</b>	<b>Lectur e</b>	Lamentation Poetry	<b>Receiving and Discussion</b>	<b>2</b>	<b>23</b>
<b>Oral and written tests</b>	<b>Lectur e</b>	Al-Muwashahat	<b>Receiving and Discussion</b>	<b>2</b>	<b>24</b>
<b>Oral and written tests</b>	<b>Lectur e</b>	Poetry of alienation and nostalgia	<b>Receiving and Discussion</b>	<b>2</b>	<b>25</b>
<b>Oral and written tests</b>	<b>Lectur e</b>	Prose The Message of the Followers and the Whirlwinds	<b>Receiving and Discussion</b>	<b>2</b>	<b>26</b>
<b>Oral and written tests</b>	<b>Lectur e</b>	Literature in the era of Bani Al-Ahmar	<b>Receiving and Discussion</b>	<b>2</b>	<b>27</b>
<b>Oral and written tests</b>	<b>Lectur e</b>	Public Speaking	<b>Receiving and Discussion</b>	<b>2</b>	<b>28</b>
<b>Oral and written tests</b>	<b>Lectur e</b>	Maqams	<b>Receiving and Discussion</b>	<b>2</b>	<b>29</b>
<b>Exams</b>	<b>Lectur e</b>	Applied Models	<b>Receiving and Discussion</b>	<b>2</b>	<b>30</b>

### 11. Course Evaluation

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

### 12. Learning and Teaching Resources

1- Andalusian Literature Dr. Munajed Mustafa Bahgat.	Required textbooks (methodology if available)
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2- Andalusian Literature: Its Themes and Arts, Dr. Mustafa Al-Shakaa.	Main References (Sources)
3- Iraqi Resource Magazine	Recommended books and references (scientific journals, reports...)
	Electronic References, Websites

## Course Description

<b>1. Course Name</b> Old Criticism
<b>2. Course Code</b>
AOC411

**3. Semester/Year****Annual****4. Date this description was prepared****1/10/2025****5. Available Forms of Attendance****Face-to-face****6. Number of Hours (Total) / Number of Credits (Total)****60/120****7. Course administrator name (if more than one name mentioned)****1- Name: Eng. Osama Kamel Sakr****Email: osamakamil9@imamaladham.edu.iq****2- Name****Email:****3- Name:****Email:****8. Course Objectives**

Familiarizing students with the origins of ancient criticism and critical opinions in those eras.  
 Presentation and interpretation of critical issues by scholars

**Course Objectives****9. Teaching and Learning Strategies****Reading, extracting and discussing issues and opinions****Strategy****10. Course Structure**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit Name or Subject</b>	<b>Required Learning Outcomes</b>	<b>Watches</b>	<b>The week</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	Introduction to Critical Studies	Knowledge of Preparing Criticism	<b>2</b>	<b>1</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Linguistic Criticism in the Age</b>	<b>Identifying Pre-Islamic Criticism</b>	<b>2</b>	<b>2</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>The Life of Criticism</b>	<b>Knowledge of Criticism</b>	<b>2</b>	<b>3</b>

		<b>among the Caliphs</b>	<b>in the Early Islamic Era</b>		
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Poets' Situations and Themes</b>	<b>Knowledge of poetry and ethics</b>	<b>2</b>	<b>4</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>The Environment of Poetic Reality</b>	<b>Knowledge of Criticism and Poetic Reality</b>	<b>2</b>	<b>5</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>The Concept of Honesty</b>	<b>Knowing the truth and exaggeration</b>	<b>2</b>	<b>6</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Motives for Saying in Poets</b>	<b>Knowing the truth and the motives of saying</b>	<b>2</b>	<b>7</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Stallion layers</b>	<b>Getting to know Ibn Salam</b>	<b>2</b>	<b>8</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Life and upbringing</b>	<b>Identifying Al-Jahiz</b>	<b>2</b>	<b>9</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Words and Meaning for Critics</b>	<b>Knowledge of words and meanings</b>	<b>2</b>	<b>10</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Difference in style and speaker</b>	<b>Know the different methods</b>	<b>2</b>	<b>11</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Al-Jahiz's attitude towards him</b>	<b>Knowledge of the ancient and the modern</b>	<b>2</b>	<b>12</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>The Conflict Between the Old and the Modern</b>	<b>Getting to know Ibn Qutayba</b>	<b>2</b>	<b>13</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Traditional Poem Form</b>	<b>Knowing the structure of the poem</b>	<b>2</b>	<b>14</b>
		<b>Semester Exam</b>	<b>First Semester Exam</b>	<b>2</b>	<b>15</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Al-Buda'i Theory</b>	<b>Getting to know Ibn al-</b>	<b>2</b>	<b>16</b>

			<b>Mu'taz</b>		
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Book Divisions</b>	<b>Knowing the Curriculum of Al-Badia</b>	<b>2</b>	<b>17</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Aristotelian ideas</b>	<b>Getting to know Qadamah bin Ja'far</b>	<b>2</b>	<b>18</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Limiting the meanings</b>	<b>Knowing the meanings in poetry</b>	<b>2</b>	<b>19</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Its four pillars</b>	<b>Knowledge of praise and virtues</b>	<b>2</b>	<b>20</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Budget</b>	<b>Identifying Amedi</b>	<b>2</b>	<b>21</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Balancing Apps</b>	<b>Knowing old budgets</b>	<b>2</b>	<b>22</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>The case of thefts</b>	<b>Getting to know Judge Al-Jurjani</b>	<b>2</b>	<b>23</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Comparison with critics</b>	<b>Knowledge of poetry thefts</b>	<b>2</b>	<b>24</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Systems Theory</b>	<b>Identifying Al-Jurjani and Systems</b>	<b>2</b>	<b>25</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Composition of words</b>	<b>Knowledge of letter systems</b>	<b>2</b>	<b>26</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Plagiarism among the ancients</b>	<b>Knowledge of Poetic Plagiarism among Critics</b>	<b>2</b>	<b>27</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Poetry by Hazem</b>	<b>Getting to know Hazem al-Cartageni</b>	<b>2</b>	<b>28</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Knowledge of poetic meanings</b>	<b>Knowing what poetry is</b>	<b>2</b>	<b>29</b>
		<b>Second Semester End</b>	<b>Semester exam</b>	<b>2</b>	<b>30</b>

		<b>Exam</b>		
<b>11. Course Assessment: The distribution of grades will be: 20 for the first semester, 20 for the second semester, for the endeavor to be 40 marks, and 60 marks for the final exam to be 100 marks.</b>				
<b>12. Learning and Teaching Resources</b>				
<b>Lectures on the History of Arab Criticism among Arabs Ibtisam Marhoon and Nasser Al-Halawi</b>		<b>Required Textbooks (Methodology, if any)</b>		
<b>Layers of poets' stallions Poetry Criticism Statement and Explanation</b>		<b>Main References (Sources)</b>		
<b>None</b>		<b>Recommended books and references (scientific journals, reports...)</b>		
<b>Comprehensive Library</b>		<b>Electronic References, Websites</b>		

### **Course Description**

<b>1. Course Name:</b>
<b>Curriculum and Teaching Methods</b>
<b>2. Course Code : EAMT306</b>
<b>Third Stage</b>
<b>3. Chapter/Year:</b>
<b>Annual System (P1-P2)</b>

**4. Date this description was prepared****1/ 10 /2025****5. Available Forms of Attendance****Classroom Lectures (Face-to-Face)****6. Number of Hours (Total) / Number of Credits (Total)****Hours :60 - Units :90****7. Course administrator name (if more than one name mentioned)****1- Name: Eng. Khaled Faraj Badaiwi****Email: khalidfarag5@imamaladham.edu.iq****2- Name****Email:****3- Name:****Email:****8. Course Objectives**

Promoting the process of education and making it the best and most complete by providing learners with a set of goals, values, experiences and abilities, and developing the ability of learners to innovate and create, and to face individual differences between learners and provide them with the desired values, habits and trends for the benefit of the individual and society.

**Course Objectives****9. Teaching and Learning Strategies**

**Using the methods and organized plans adopted by the teacher (professor) to convey knowledge**

**• Developing students' skills in order to achieve the objectives of the course efficiently.**

**It includes various methods such as (collaborative learning, active learning, problem solving, and self-paced learning) to strengthen the interaction and deep understanding of students**

**Strategy****10. Course Structure**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit Name or Subject</b>	<b>Required Learning Outcomes</b>	<b>Watches</b>	<b>The week</b>
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Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	The personality of the successful teacher, his qualities and the ethics of his profession	Curriculum and Teaching Methods	2	21/9-25/9
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Qualities of a successful teacher	Curriculum and Teaching Methods	2	28/9- 2/10
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Curriculum: (Concept, Foundations).	Curriculum and Teaching Methods	2	5/10- 9/10
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Curriculum Foundations, Curriculum Components, and Types	Curriculum and Teaching Methods	2	12/10- 16/10
First Month Test, First Semester	Written Exam	-----	Curriculum and Teaching Methods	2	19/10- 23/10
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Types of Curricula:	Curriculum and Teaching Methods	2	26/10- 30/10
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Textbook.	Curriculum and Teaching Methods	2	2/11- 6/11
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Educational Objectives:	Curriculum and Teaching Methods	2	6/11-13/11
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Educational Content: Concept, Elements, Components, Standards, Importance	Curriculum and Teaching Methods	2	16/11- 20/11
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Lesson Planning, Methods and Methods	Curriculum and Teaching Methods	2	23/11- 27/11
Second Month Exam, First Semester	Written Exam	-----	Curriculum and Teaching Methods	2	30/11- 4/12
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Types of Methods and Methods.	Curriculum and Teaching Methods	2	7/12-11/12
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	The Inductive Method: (Its concept, features, drawbacks, steps).	Curriculum and Teaching Methods	2	14/12- 18/12
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Standard method: (its steps, features, sockets).	Curriculum and Teaching Methods	2	21/12- 25/12
Daily Activity, Classroom Performance, Semester	Lecture Method	Problem Solving Method: (Definition, Steps, Advantages,	Curriculum and Teaching Methods	2	28/12- 31/12

Exam, and Final		Drawbacks).			
		-----	Mid-year vacation		18/1 – 31/1
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Method of Dialogue and Discussion:	Curriculum and Teaching Methods	2	1/2- 5/2
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Collective frequency method	Curriculum and Teaching Methods	2	8/2-12/2
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Interrogation or question– and–answer method	Curriculum and Teaching Methods	2	15/2- 19/2
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Story Style:	Curriculum and Teaching Methods	2	22/2- 26/2
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Concept Map Teaching Method	Curriculum and Teaching Methods	2	1/3- 5/3
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Collaborative learning Seminar Style	Curriculum and Teaching Methods	2	8/3- 12/3
First Month Exam, Second Semester	Written Exam	-----	Curriculum and Teaching Methods	2	15/3- 19/3
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Survey Method, Text Analysis Method	Curriculum and Teaching Methods	2	22/3- 26/3
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Brainstorming method	Curriculum and Teaching Methods	2	29/3- 2/4
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Method of discovery	Curriculum and Teaching Methods	2	5/4- 9/4
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Computer–programmed learning method	Curriculum and Teaching Methods	2	12/4- 16/4
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Educational Aids, Educational Activities	Curriculum and Teaching Methods	2	19/4- 23/4
Second Month Test, Second Semester	Written Exam	-----	Curriculum and Teaching Methods	2	26/4- 30/4
Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Teaching Skills Needed	Curriculum and Teaching Methods	2	3/5- 8/5

Daily Activity, Classroom Performance, Semester Exam, and Final	Lecture Method	Educational and Educational Evaluation: Its Definition, Importance, Foundations, Fields,	Curriculum and Teaching Methods	2	10/5- 14/5
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## Course Description

<b>1. Course Name: Linguistics</b>
<b>2. Course Code</b>
<b>AML313</b>

<b>11. Course Evaluation</b>	
The evaluation of the course is measured by the students' performance in the course through commitment to attendance, participation in the hall, periodic exams, semester and final exams, as well as assignments and reports that reflect the level of comprehension.	
<b>12. Learning and Teaching Resources</b>	
<b>The Book of Curricula and Teaching Methods / Written by Prof. Dr. Abdul Razzaq Muhammad Amin Al-Jaf, Eng. Ahmed Iyad Anwar Al-Azami</b>	<b>Required Textbooks (Methodology, if any)</b>
	<b>Main References (Sources)</b>
Books that deal with teaching curricula and methods. * Refereed scientific journals and journals in education. * Educational and scientific research reports published by universities * Related Master's and Doctoral Theses	<b>Recommended books and references (scientific journals, reports...)</b>
<b>Comprehensive Library</b>	<b>Electronic References, Websites</b>

<b>3. Semester/Year</b>					
<b>Annual</b>					
<b>4. Date this description was prepared</b>					
<b>1-10-2025</b>					
<b>5. Available Forms of Attendance in Person, Online Class</b>					
<b>6. Number of Academic Hours (2) / Number of Units (4)</b>					
<b>30/120</b>					
<b>7. Course administrator name (if more than one name mentioned)</b>					
<b>1- Name: A.M.Dr.Ammar Issa Omar Hussein Al-Obaidi</b> <b>Email: ammarissa@imamaladham.edu.iq</b> <b>2- Name</b> <b>Email:</b> <b>3- Name:</b> <b>Email:</b>					
<b>8. Course Objectives</b>					
The student should know the curricula of modern linguistics				<b>Course Objectives</b>	
<b>9. Teaching and Learning Strategies</b>					
Theoretical lecture, dialogue and discussions, homework, training					<b>Strategy</b>
<b>10. Course Structure</b>					
<b>Evaluation</b>	<b>Learning</b>	<b>Unit Name</b>	<b>Required Learning</b>	<b>Watches</b>	<b>The</b>

<b>Method</b>	<b>method</b>	<b>or Subject</b>	<b>Outcomes</b>		<b>week</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Introduction to Linguistic Studies	Introduction to Linguistic Studies	<b>Two hours</b>	<b>21-9-2025</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	General Linguistics and Common Terminology in Linguistic Studies	Familiarity with General Linguistics and Common Terms in Linguistic Studies	<b>Two hours</b>	<b>28-9</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Linguistics and Humanities	Introduction to Linguistics and Humanities	<b>Two hours</b>	<b>5-10</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Sociolinguistics	Introduction to sociolinguistics	<b>Two hours</b>	<b>12-10</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Psycholinguistics	Introduction to psycholinguistics	<b>Two hours</b>	<b>19-10</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Linguistics and Geography	Learn about linguistics and geography	<b>Two hours</b>	<b>26-10</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Phonology1	Recognition of Phonology1	<b>Two hours</b>	<b>2-11</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Phonology2	Phonics Recognition2	<b>Two hours</b>	<b>9-11</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Build the Word1	Understanding the Structure of the Word1	<b>Two hours</b>	<b>16-11</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Word Building2	Understanding the Structure of the Word2	<b>Two hours</b>	<b>23-11</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Syntax between grammarians and rhetoric1	Syntax recognition between grammarians and rhetoric1	<b>Two hours</b>	<b>30-11</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Symilitude between Grammarians and Rhetoric2	Syntax recognition between grammarians and rhetoric2	<b>Two hours</b>	<b>7-12</b>
<b>Daily</b>	<b>Lecture &amp;</b>	<b>Generative</b>	<b>Identify the</b>	<b>Two</b>	<b>14-12</b>

<b>Assignments and Exams</b>	<b>Discussion</b>	<b>Approach and Sentence Construction1</b>	<b>Generative Method and Sentence Structure1</b>	<b>hours</b>	
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	<b>Generative Approach and Sentence Construction2</b>	<b>Familiarity with the Generative Method and Sentence Construction2</b>	<b>Two hours</b>	<b>21-12</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	<b>Semantics</b>	<b>Identify the science of semantics</b>	<b>Two hours</b>	<b>31-12-2025</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	<b>Semantic Domains</b>	<b>Identify semantic domains</b>	<b>Two hours</b>	<b>1-2-2026</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	<b>Types of Dictionaries1</b>	<b>Identify Types of Dictionaries1</b>	<b>Two hours</b>	<b>8-2</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	<b>Types of Dictionaries2</b>	<b>Identify Types of Dictionaries2</b>	<b>Two hours</b>	<b>15-2</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	<b>Factors Affecting Significance</b>	<b>Identifying the factors affecting significance</b>	<b>Two hours</b>	<b>22-2</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	<b>The Genesis of Human Language1</b>	<b>Understanding the Origin of Human Language1</b>	<b>Two hours</b>	<b>1-3</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	<b>The Genesis of Human Language2</b>	<b>Identifying the Origin of Human Language2</b>	<b>Two hours</b>	<b>8-3</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	<b>The development of language in the child</b>	<b>Identifying the development of language in a child</b>	<b>Two hours</b>	<b>15-3</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	<b>Common language</b>	<b>Learn about the common language</b>	<b>Two hours</b>	<b>22-3</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	<b>Language conflict</b>	<b>Recognizing the Language Conflict</b>	<b>Two hours</b>	<b>29-3</b>
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	<b>Linguistic Research Methods</b>	<b>Identify linguistic research methods</b>	<b>Two hours</b>	<b>5-4</b>
<b>Daily Assignments</b>	<b>Lecture &amp; Discussion</b>	<b>Speech, tongue and language</b>	<b>Speech, tongue and language</b>	<b>Two</b>	<b>12-4</b>

<b>and Exams</b>			recognition	<b>hours</b>	
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Language Function	Recognize the function of the language	<b>Two hours</b>	19-4
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Language is a means of expression and communication	Language recognition as a means of expression and communication	<b>Two hours</b>	26-4
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Linguistic development	Identify language development	<b>Two hours</b>	3-5
<b>Daily Assignments and Exams</b>	<b>Lecture &amp; Discussion</b>	Language and Writing	Language recognition and writing	<b>Two hours</b>	14-5-2026

**11. Course Assessment: Grade distribution comes as 20 marks come on the first semester, 20 marks on the second semester to be 40 marks, and 60 marks on the final exam to be 100 marks.**

## **12. Learning and Teaching Resources**

<b>Linguistics: Dr.Hatem Al , Damen</b>	<b>Required Textbooks (Methodology, if any)</b>
<b>Linguistics: Dr.Ghazi Tolimat, Research in Linguistics and Linguistics: Dr.Rashid Al , Obaidi</b>	<b>Main References (Sources)</b>
<b>None</b>	<b>Recommended books and references (scientific journals, reports...)</b>
<b>None</b>	<b>Electronic References, Websites</b>

## Course Description

<b>1. Course Name</b>	
<b>Memorization of the Holy Quran Third Stage</b>	
<b>2. Course Code</b>	
<b>EAQM201</b>	
<b>3. Semester/Year</b>	
<b>Annual</b>	
<b>4. Date this description was prepared</b>	
<b>1/10/2025</b>	
<b>5. Available Forms of Attendance</b>	
<b>Face-to-face education</b>	
<b>6. Number of Hours (Total) / Number of Credits (Total)</b>	
<b>30 hours – 30 units</b>	
<b>7. Course administrator name (if more than one name mentioned)</b>	
<b>1- Name: Eng. Dr. Omar Yassin Giad</b> <b>Email: omar_yaseen@imamaladham.edu.iq</b> <b>2- Name Eng. Ahmed Abdullah Mahmoud</b> <b>Email: Ahmed.abdullah91@imamaladham.edu.iq</b> <b>3- Name:</b> <b>Email:</b>	
<b>8. Course Objectives</b>	
<p><b>General Objectives :</b> 1. Enhancing students' understanding of the Holy Quran and applying its meanings in their daily lives.                  2. Developing the skills of memorizing and reciting the Holy Qur'an correctly.                  3. Enhancing the spirituality and relationship between the student and the Holy Quran.</p> <p><b>Special Objectives:</b> 1. Memorizing the third part of the Holy Qur'an accurately and perfectly.                  2. Improving the skills of correct recitation while taking into account the rulings of Tajweed.                  3. Understanding the meanings of Quranic verses and their application in daily life.</p> <p><b>Behavioral Objectives:</b> 1. The student should memorize the fourth part of the</p>	<p><b>Course Objectives</b></p>

Holy Quran perfectly.  
 2. The student should recite the Quranic verses correctly, taking into account the provisions of Tajweed.  
 3. The student should apply the meanings of the Quranic verses in his daily life.

## 9. Teaching and Learning Strategies

### Strategy

Memorizing the third part of the Holy Qur'an (Surah Al-Baqar) from verse 253 to the end of the chapter.

And from verse 1 to verse 91 of (and the family of Imran).

## 10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	<b>Surah Al-Baqarah</b> from Verse 253 to Verse 256	Reading and Explaining Quranic Verses	<b>1</b>	<b>1</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 257 to Verse 259	Reading new verses and listening to previous verses	<b>1</b>	<b>2</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 260 to Verse 264	Reading new verses and listening to previous verses	<b>1</b>	<b>3</b>
By	Recitation,	From Verse 265 to	Reading	<b>1</b>	<b>4</b>

listening and testing weekly	then recitation, and then memorization of the Surah	Verse 269	new verses and listening to previous verses		
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 270 to Verse 274	Reading new verses and listening to previous verses	<b>1</b>	<b>5</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	Quick Save Review	Listening to the previous verses	<b>1</b>	<b>6</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	Semester I-1 Exam	Written Testing	<b>1</b>	<b>7</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 275 to Verse 281	Reading new verses and listening to previous verses	<b>1</b>	<b>8</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 282 to Verse 282	Reading new verses and listening to previous verses	<b>1</b>	<b>9</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 283 to Verse 286	Reading new verses and listening to previous verses	<b>1</b>	<b>10</b>
By	Recitation,	Surah Al-Imran from	Reading	<b>1</b>	<b>11</b>

listening and testing weekly	then recitation, and then memorization of the Surah	verse 1 to verse 9	new verses and listening to previous verses		
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 10 to Verse 15	Reading new verses and listening to previous verses	<b>1</b>	<b>12</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	Quick Save Review	Listening to the previous verses	<b>1</b>	<b>13</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	Semester 1-2 Exam	Written exam	<b>1</b>	<b>14</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 16 to Verse 22	Reading new verses and listening to previous verses	<b>1</b>	<b>15</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 23 to Verse 29	Reading new verses and listening to previous verses	<b>1</b>	<b>16</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 30 to Verse 37	Reading new verses and listening to previous verses	<b>1</b>	<b>17</b>
By	Recitation,	From Verse 38 to	Reading	<b>1</b>	<b>18</b>

listening and testing weekly	then recitation, and then memorization of the Surah	Verse 45	new verses and listening to previous verses		
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 46 to Verse 52	Reading new verses and listening to previous verses	<b>1</b>	<b>19</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 53 to Verse 61	Reading new verses and listening to previous verses	<b>1</b>	<b>20</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	Quick Save Review	Listening to the previous verses	<b>1</b>	<b>21</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	Semester II-1 Exam	Written exam	<b>1</b>	<b>22</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 62 to Verse 70	Reading new verses and listening to previous verses	<b>1</b>	<b>23</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 71 to Verse 77	Reading new verses and listening to previous verses	<b>1</b>	<b>24</b>
By	Recitation,	From Verse 78 to	Reading	<b>1</b>	<b>25</b>

listening and testing weekly	then recitation, and then memorization of the Surah	Verse 83	new verses and listening to previous verses		
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 84 to Verse 91	Reading new verses and listening to previous verses	<b>1</b>	<b>26</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	A quick review of the prescribed scientific material	Listening to the previous verses	<b>1</b>	<b>27</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	A quick review of the prescribed scientific material	Listening to the previous verses	<b>1</b>	<b>28</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	Semester II-2 Exam	Written exam	<b>1</b>	<b>29</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	A quick review of the prescribed scientific material	Listening to the previous verses	<b>1</b>	<b>30</b>

## **11. Course Evaluation**

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

15 marks of the monthly exam, 5 marks of the oral exam, and daily attendance for the first semester

15 marks of the monthly exam, 5 grades of the oral exam, and daily attendance for the second semester

60 marks for the final exam

## 12. Learning and Teaching Resources

<b>The third part of the Holy Quran</b>	<b>Required Textbooks (Methodology, if any)</b>
	<b>Main References (Sources)</b>
	<b>Recommended books and references (scientific journals, reports...)</b>
	<b>Electronic References, Websites</b>

### Course Description

37. Course Name:

Research Methodology and Library

38. Course Code:

EARM340

39. Semester /Year:

2025\_2026

40. Date of preparation of this description:

1/10/2025

41. Available Attendance Formats:

Third Stage Students / Physical (Hall System)

42. Number of Hours (Total) / Number of Units (Total)

60 /90

43. Course administrator name (if more than one name mentioned)

Eng. Esraa Jamil Sharif

Email: [esraajamil@imamalaham.edu.iq](mailto:esraajamil@imamalaham.edu.iq)

44. Course Objectives

Course Objectives

- 1) Creating a generation that believes in the professionalism and development of education.
- 2) Introducing students and teaching them how to conduct scientific research and clarifying a large number of sources in various linguistic sciences.

45. Teaching and Learning Strategies

1. Adopting the Method of Giving Lectures
2. Directing the student to write a report on a topic related to the subject.  
Interventions
3. Use the question and answer
4. Using the brainstorming method for students to generate creative ideas.

46. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Written Tests	Lecture and Discussion	The concept of scientific research and its objectives	Referenced in the previous axis and each according to the content	2	The first
Written Tests	Lecture and Discussion	Dissemination of Scientific Research and its Methods	Referenced in the previous axis and each according to the content	2	The second
Written Tests	Lecture and Discussion	Types of Scientific Research and its Characteristics	Referenced in the previous axis and each according to the content	2	The third
Written Tests	Lecture and Discussion	Characteristics of the researcher, supervisor and topic	Referenced in the previous axis and each according to the	2	Fourth

		<b>selection</b>	<b>content</b>		
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Research Resources</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Fifth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Recording information</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Sixth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Library and Related Documents</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Seventh</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Research Plan</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Eighth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Blogging Tools</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Ninth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Topic Books</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Tenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Arabic Dictionaries</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Eleventh</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Choosing a Scientific Subject</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>XII</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Schools of Dictionaries</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Thirteenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Quote Texts</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Fourteenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Citation Rules</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Fifteenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Grammatical and Morphological Library</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Sixteenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Spelling marks</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Seventeenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>General punctuation rules</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Eighteenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Printing the research (research title - dedication - thanks and appreciation - translation books)</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Nineteenth</b>

Written Tests	Lecture and Discussion	Research Introduction, Conclusion, Indexes and Poets' Translations	Referenced in the previous axis and each according to the content	2	Twenty
Written Tests	Lecture and Discussion	Bibliography and sources, thesis binding, volume, discussion, and evaluation	Referenced in the previous axis and each according to the content	2	Twenty first
Written Tests	Lecture and Discussion	The Science of Manuscript Investigation (Its Importance_Rules_)	Referenced in the previous axis and each according to the content	2	Twenty two
Written Tests	Lecture and Discussion	Sources that refer to what has been printed or achieved from manuscripts, descriptions of the researcher, and indexes of Arabic publications	Referenced in the previous axis and each according to the content	2	Twenty Three
Written Tests	Lecture and Discussion	The locations, size, and copies of the manuscripts, and the title of the book, the name of its author, and its attribution to the author	Referenced in the previous axis and each according to the content	2	Twenty fourth
Written Tests	Lecture and Discussion	Copying Approval, Type, Quality and Transcription Process	Referenced in the previous axis and each according to the content	2	Twenty Fifth
Written Tests	Lecture and Discussion	Fabrication between Naskh, Qur'an, and Falsification in Manuscript and Copiable	Referenced in the previous axis and each according to the content	2	Twenty-sixth
Written Tests	Lecture and Discussion	The work of the investigator, his graduations, his comments, and the control of the Quranic verses and the noble hadiths of the Prophet	Referenced in the previous axis and each according to the content	2	Twenty Seventh
Written Tests	Lecture and Discussion	Post-Investigation: Introduction of the Investigator, Introduction to the Author, the Book, and the Description of the Copies	Referenced in the previous axis and each according to the content	2	Twenty Eight
Class Performance	Brainstorming	Curriculum overview	Referenced in the previous axis and each according to the content	2	Twenty Ninth
Class Performance	Brainstorming	Tests	Referenced in the previous axis and each according to the content	2	Thirty

#### 47. Course Evaluation

Final Exam	Project	Laboratory	Second Semester	First Semester
60	None	None	20	20

#### 48. Learning and Teaching Resources

Scientific Research Curriculum Dr. Ali Mohamed _ Library Dr. Hatem Al-Damen.	Required textbooks (methodology if available)
Scientific Research Curriculum Dr. Ali Mohamed _ Library Dr. Hatem Al-Damen.	Main References (Sources)
	Recommended books and references (scientific journals, reports...)
<b>Comprehensive Library</b>	Electronic References, Websites

### Course Description

**1. Course Name:**

Lectures on the Science of Qur'anic Readings

**2. Course Code:**

**AQR419**

**3. Chapter/Year.**

Annual

**4. Date this description was prepared**

1/10/2025

**5. Available Forms of Attendance :**

Face-to-face presence in the classroom

**6. Number of Hours (Total) / Number of Credits (Total)**

Total Credits: 30 Total Credits: 30

**7. Course administrator name (if more than one name mentioned)****1- Name: Eng. Dr. Omar Tahsin Razik Mohamed****Email: [gdfhu5fghg@gmail.com](mailto:gdfhu5fghg@gmail.com)****2- Name****Email:****3- Name:****Email:****8. Course Objectives:**

Reading the verbal differences of some Qur'anic words according to the Qur'anic readings, and knowing the reciters and their narrations, and what they agreed on and what they disagreed on.

**Course Objectives****9. Teaching and Learning Strategies**

Reading the Quranic words, so that students learn how to pronounce them, and then participating in the reading.  
Determine the topics of the next lesson, and ask students to prepare it.

**Strategy****10. Course Structure**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit Name or Subject</b>	<b>Required Learning Outcomes</b>	<b>Watches</b>	<b>The week</b>
Student attendance and actual	Lesson Explanation and Reading	The Origins of Reading Ibn Kathir Al-Makki and His Narrator	Origins of Readings	2	1-2

participation	and Applying Examples				
Attendance and actual participation of students	Explanation and explanation of the lesson and reading and applying examples	Origins of Reading Asim Al-Kufi and a visionary	Origins of Readings	2	3-4
Student attendance and actual participation	Some comparisons with the previous lesson, explanation of the lesson and the application of its examples	The Origins of Reading Abu Amr Al-Basri and His Narrator	Origins of Readings	1	5
		Daily exam		1	6
Attendance and actual participation of students	Lesson Explanation and Reading and Applying Examples	The Origins of Reading Hamza Al-Zayyat and His Narrator	Origins of Readings	1	7
Student attendance and actual participation	Explanation and explanation of the lesson and reading and applying examples	Origins of Reading Nafi' Al-Madani and Rawiyyah	Origins of Readings	1	8
		Monthly exam		1	9
Attendance and actual participation of students	Lesson Explanation and Reading and Applying Examples	The origins of reading Ali Al-Kisai and Rawiyyah	Origins of Readings	1	10
Student attendance and actual participation	Explanation and explanation of the lesson and reading and applying examples	Origins of Reading Abu Ja'far and His Narrator	Origins of Readings	1	11
Student participation in examples and their	General explanations of the above topics	Reviews		1	12

application					
Attendance and actual participation of students	Some comparisons with the previous lesson, explanation of the lesson and the application of its examples	The Origins of Reading Ya'qub Al-Hadrami and His Narrator	Origins of Readings	1	13
Student attendance and actual participation	Lesson Explanation and Reading and Applying Examples	Origins of reading Khalaf al-Baghdadi and his narrator	Origins of Readings	1	14
		Monthly exam		1	15

## 11. Course Evaluation

**There are monthly exams for students, which are as follows:**

Daily, monthly and quarterly assessment.

The first chapter: and its grade is 20, and the second chapter as well.

Each semester has two monthly exams, and the exam is from 10 or 20, then divided into 2 of them, including 4 grades or 5, on the students' daily activities, in terms of their commitment to attending the lecture hall, daily preparation, classroom activities, and their participation in the lesson.

And the total of the two semesters is from 40 degrees.

The exam at the end of the year will be 60 marks.

## 12. Learning and Teaching Resources

The book prescribed by the faculty, which is a book: Lectures on the Science of Qur'anic Readings	<b>Required Textbooks (Methodology, if any)</b>
Book: Lectures on the Science of Qur'anic Readings	<b>Main References (Sources)</b>
He wrote Qur'anic readings, such as al-Shatibiyah and the like.	<b>Recommended books and references (scientific journals, reports...)</b>
	<b>Electronic References, Websites</b>

### **Course Description**

<b>1. Course Title: Measurement and Evaluation</b>
<b>1. Course Code</b>
<b>EAME305</b>
<b>2. Semester / Year / 2025/2026</b>
<b>3. Date this description was prepared</b>
<b>1/10/2025</b>
<b>4. Available Forms of Attendance: Face-to-face</b>

**5. Number of Hours (Total) / Number of Credits (Total)****Number of Hours**60**Number of Units** 120**6. Course administrator name (if more than one name mentioned)****1- Name: Dr. Azizin Nouri Sakr Al-Qaisi****Email:** uhv.edu@ Azizen Alqasi**2- Name****Email:****3- Name:****Email:****7. Course Objectives**

The student learns to assess the extent to which the learning objectives have been achieved.  
The student should learn how to adjust the class  
The student should learn how to solve the educational problems that he encounters  
The student should learn to measure the levels of pupils and learners.  
The student should learn to identify the strengths and weaknesses of the basic educational elements.  
The student should develop the appropriate questions for the learners' abilities  
The student learns to correct questions in the right way  
The student should learn to contribute to making appropriate educational decisions according to a scientific mechanism.

**Course Objectives****8. Teaching and Learning Strategies**

- 1. Lecture**
- 2. Collaborative Learning**
- 3. Survey Method**
- 4. Inductive Method**
- 5. Teaching Method: Conceptual Maps**
- 6. Brainstorming method**
- 7. Method of dialogue and discussion**

**Strategy**

**8. Problem Solving Strategy****9. Synthesis****9. Course Structure**

Information Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
e. I tions	Lecture	Introduction to Counting, Estimating and Measurement, Estimation Tools, Grading Scales	<ul style="list-style-type: none"> <li>- The student should know the meaning of counting, estimating and measuring.</li> <li>- The student should enumerate the estimation tools</li> <li>- The student should distinguish between the grading scales</li> </ul>	2	The first
tions	Brainstorming	School Card, Difference Between Normal and Psychological Measurement, Measurement Levels	<ul style="list-style-type: none"> <li>- The student should know the school card and its contents.</li> <li>- The student should compare the normal and psychological measurements</li> <li>- The student should</li> </ul>	2	The second

			mention the measurement levels		
en	Dialogue and discussion	Evaluation or evaluation and its definitions, types	<ul style="list-style-type: none"> <li>- The student should distinguish between evaluation and evaluation.</li> <li>- Be aware of the definitions of the assessment.</li> <li>- Know the types of calendars</li> </ul>	2	The third
tions	Lecture and problem solving	The difference between measurement, evaluation and estimation, and the activities of the evaluation process, evaluation and its role in the educational process	<ul style="list-style-type: none"> <li>- The student should differentiate between measurement, evaluation, and grading.</li> <li>- Knowledge of the activities of the calendar</li> <li>- Understand the role of evaluation in the educational process</li> </ul>	2	Fourth
tions	Synthesis	Objectives of Psychological and	<ul style="list-style-type: none"> <li>- Mention the objectives of the</li> </ul>	2	Fifth

		<b>Educational Measurement Programs, Difficulties Facing Measurement and Evaluation, Areas of Measurement and Evaluation</b>	<b>measurement programs. - Understand how to face the difficulties related to measurement and evaluation. Distinguish the fields of measurement and evaluation</b>		
	<b>Written exam</b>	<b>Monthly Exam</b>		<b>2</b>	<b>Sixth</b>
	<b>Concept maps</b>	<b>Planning the number of tests, goal sections, goal classification</b>	<b>- Know the meaning of planning for exams. - The student should distinguish between the goals - The student should classify the objectives</b>	<b>2</b>	<b>Seventh</b>
	<b>Inductive</b>	<b>Benefits of Educational Objectives, Specifications of Good Goals (Examples)</b>	<b>- The student should know the benefits of the goals - Distinguish between the characteristics of good goals</b>	<b>2</b>	<b>Eighth</b>
	<b>Cooperative</b>	<b>Evaluation of Educational</b>	<b>- Understand the meaning</b>	<b>2</b>	<b>Ninth</b>

		<b>Objectives, Content Analysis, Specification Table (Daily Test)</b>	<b>of goal evaluation - Define what content analysis means - The Schedule of Specifications shall be applied</b>		
	<b>Problem solving</b>	<b>Tests, Means of Evaluation, Types of Tests, Oral Test, Disadvantages, Advantages, Objective Tests, Advantages of Objective Tests, Forms of Objective Tests</b>	<b>- Know the meaning of the tests - Be aware of the means of evaluation. - Distinguish between the types of tests.</b>	<b>2</b>	<b>Tenth</b>
<b>t en a</b>	<b>Dialogue and discussion</b>	<b>Essay Tests Their Advantages and Disadvantages, Performance Tests, Disadvantages of Tests Comparison between Objective and Essay Tests,</b>	<b>- Know the meaning of essay tests. - Write examples of essay tests - Identify the defects of the tests - Compare essay and objective tests</b>	<b>2</b>	<b>Eleventh</b>

		<b>Methods of Preparing Tests, Improving Exams</b>			
		<b>Second Month Exam</b>		<b>2</b>	<b>XII</b>
	<b>Brainstorming</b>	<b>Specifications of a good test, the most important qualities of a good test (honesty, its types) Factors that affect honesty</b>	<b>The student should know the specifications of a good test. The student should identify the factors that affect honesty</b>	<b>2</b>	<b>Thirteenth</b>
<b>tions</b>	<b>Inductive</b>	<b>Objectivity, Stability, Statistical Methods for Measuring Stability, Repeats, Symmetrical Image Method</b>	<b>The student should know the meaning of objectivity. The student should understand the meaning of honesty and steadfastness. The student should learn how to measure stability</b>	<b>2</b>	<b>Fourteenth</b>
<b>t en a</b>	<b>Lecture Discussion and Dialogue</b>	<b>Intelligence Scales, Intelligence</b>	<b>Understand the meaning of IQ</b>	<b>2</b>	<b>Fifteenth</b>

		<b>Definitions, Most Popular Intelligence Tests, Conditions to Be Met in Who Uses Intelligence Tests</b>	<b>measures The student should distinguish between IQ measures Multiple types of metrics</b>		
	<b>Synthesis</b>	<b>Ability Scales, Types of Aptitude Tests, Sentiment Scales, Factors Affecting Tendencies, Attitude Scales (Test)</b>	<b>Know the measures of ability Distinguish between types of capacity measures Be aware of the factors that affect tendencies</b>	<b>2</b>	<b>Sixteenth</b>
	<b>Lecture</b>	<b>Definition of Statistics Language and Terminology, Types of Statistics, Concept of Statistics, Statistical Concepts, Variables</b>	<b>Statistics should know a language and terminology To differentiate between the two types of statistics To distinguish between variables</b>	<b>2</b>	<b>Seventeenth</b>
<b>tions</b>	<b>Inference</b>	<b>Data Presentation Methods, Table Classification</b>	<b>The student should be aware of the methods of</b>	<b>2</b>	<b>Eighteenth</b>

		Method, Rectangle or Column Method, Broken Line Method, Curved Line Method, Circle Method, Image Display	presenting the data Differentiate between data presentation methods The student should simulate the methods		
tions	Lecture	Frequency distributions, water frequency distributions, relative repetitions, cumulative frequency distribution	The student should understand the frequency distributions The student should be aware of the relative repetitions The student should apply to the types of repetitions	2	Nineteenth
		First Month Exam		2	Twenty
tions	Lecture	Representation of frequency distributions	The student should be proficient in the operations of frequency distributions	2	Twenty first
	Problem solving	Metrics of Centrism, Arithmetic Mean, Median	The student should learn the measures of centralism	2	Twenty two

			<p>The student learns to deduce the arithmetic average.</p> <p>The student learns the medium and applies it to him</p>		
en a	Dialogue and discussion	Loom, range, contrast, standard deviation	<p>The student should understand the meaning of the loom</p> <p>To learn how to deduce the pattern</p> <p>To differentiate between the range and the pattern</p> <p>Be proficient in extracting standard deviation from raw data</p>	2	Twenty Three
ng	Collaborative Learning	Various exercises on statistical problems	Be proficient in solving problems related to averages, deviations, range and pattern	2	Twenty fourth

		<b>Fourth Month Exam</b>		<b>2</b>	<b>Twenty Fifth</b>
tions	<b>Lecture</b>	<b>The concept of management, management styles, the tasks of the school principal, the qualities of a successful school principal,</b>	<b>Explain the concept of management To enumerate management styles Mention the duties of the school principal To enumerate the qualities of a successful manager</b>	<b>2</b>	<b>Twenty-sixth</b>
	<b>Brainstorming</b>	<b>Factors Affecting Educational Administration, Parents' and Teachers' Councils, Their Objectives and Role;</b>	<b>To know the factors affecting educational administration To understand the role of parents' councils in education</b>	<b>2</b>	<b>Twenty Seventh</b>
ten	<b>Lecture</b>	<b>Management Theories, Social Theory Management as the Decision-Making Process Management as Functions</b>	<b>To distinguish between management theories To know how readers are taken</b>	<b>2</b>	<b>Twenty Eight</b>
<b>10. Course Evaluation</b>					

<b>11. Learning and Teaching Resources</b>	
Introduction to Educational and Psychological Measurement and Evaluation	<b>Required Textbooks (Methodology, if any)</b>
	<b>Main References (Sources)</b>
- Educational Administration between Theory and Practice, Dr. Tariq Al-Samarrai. - Educational Administration and Planning: Dr. Mohammed Hassanein Al-Ajmi	<b>Recommended books and references (scientific journals, reports...)</b>
	<b>Electronic References, Websites</b>

## Course Description

<b>1. Course Name</b>
<b>Biography of Ahl al-Bayt</b>

<b>2. Course Code:</b>					
<b>Biography of Ahl al-Bayt / Third Stage</b>					
<b>3. Semester/Year</b>					
<b>Annual Course</b>					
<b>4. Date this description was prepared</b>					
1/10 / 2025					
<b>5. Available Forms of Attendance</b>					
<b>Class Lectures</b>					
<b>6. Number of Hours (Total) / Number of Credits (Total)</b>					
<b>Number of Hours (30) / Number of Units (60)</b>					
<b>7. Course administrator name (if more than one name mentioned)</b>					
1- Name: Eng. Dr. Abdel Qader Abdel Razzaq Abdel Hamid Abdel Latif Email: bdalqadrrzaq12@gmail.com					
<b>8. Course Objectives</b>					
<b>1. Following the example of the Ahl al-Bayt and instilling their love in their hearts</b> <b>2. Learn about the history of Islam</b> <b>3. Education on the highest Islamic values</b>				<b>Course Objectives</b>	
<b>9. Teaching and Learning Strategies</b>					
<b>Lecture Method (Lecture)</b> <b>Method of dialogue and discussion</b> <b>Brainstorming method</b>				<b>Strategy</b>	
<b>10. Course Structure</b>					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Daily Activity and Classroom Performance Semester and final exams	1. Delivery 2. Dialogue and discussion 3. Ask the material in the form of questions	Introducing the Ahl al-Bayt (may Allah be pleased with them)	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and	1	Week 1

			the Sunnah of the Prophet, and explaining their virtue		
Daily Activity and Classroom Performance Semester and final exams	<ol style="list-style-type: none"> <li>1. Delivery</li> <li>2. Dialogue and discussion</li> <li>3. Ask the material in the form of questions</li> </ol>	The virtues of the Ahl al-Bayt (may Allah be pleased with them) in general	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 2
Daily Activity and Classroom Performance Semester and final exams	<ol style="list-style-type: none"> <li>1. Delivery</li> <li>2. Dialogue and discussion</li> <li>3. Ask the material in the form of questions</li> </ol>	Harmony and marriage between the Ahl al-Bayt and the Companions (may Allah be pleased with them)	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 3
Daily Activity and Classroom Performance Semester and final exams	<ol style="list-style-type: none"> <li>1. Delivery</li> <li>2. Dialogue and discussion</li> <li>3. Ask the material in the form of questions</li> </ol>	The importance of loving the Ahl al-Bayt and the Companions (may Allah be pleased with them) in building the unity of the nation	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 4
Daily Activity and Classroom Performance Semester and final exams	<ol style="list-style-type: none"> <li>1. Delivery</li> <li>2. Dialogue and discussion</li> <li>3. Ask the material in the form of questions</li> </ol>	The approach of the Ahl al-Bayt and the Companions (may Allah be pleased with them) in dialogue and disagreement	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 5
Daily Activity and Classroom	<ol style="list-style-type: none"> <li>1. Delivery</li> <li>2. Dialogue and</li> </ol>	Doctrinal rooting love	Introducing the student to the	1	Week 6

Performance Semester and final exams	discussion 3. Ask the material in the form of questions	for the Ahl al-Bayt and the Companions may Allah be pleased with them	concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue		
Daily Activity and Classroom Performance Semester and final exams	1. Delivery 2. Dialogue and discussion 3. Ask the material in the form of questions	The status of the pure Ahl al-Bayt (may Allah be pleased with them) among the companions (may Allah be pleased with them)	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 7
Daily Activity and Classroom Performance Semester and final exams	1. Delivery 2. Dialogue and discussion 3. Ask the material in the form of questions	The ten missionaries of Paradise, may Allah be pleased with them and their virtues	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 8
Daily Activity and Classroom Performance Semester and final exams	1. Delivery 2. Dialogue and discussion 3. Ask the material in the form of questions	The Virtues of the Prophet's Wives - May Allah bless him and grant him peace - Mothers of the Believers	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 9
Daily Activity and Classroom Performance Semester and final exams	1. Delivery 2. Dialogue and discussion 3. Ask the material in the form of questions	Children of the Prophet (peace and blessings of Allaah be upon him)	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of	1	Week 10

			the Prophet, and explaining their virtue		
Daily Activity and Classroom Performance Semester and final exams	<ol style="list-style-type: none"> <li>1. Delivery</li> <li>2. Dialogue and discussion</li> <li>3. Ask the material in the form of questions</li> </ol>	Ali bin Abi Talib may Allah be pleased with him his biography and virtues and virtues	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 11
Daily Activity and Classroom Performance Semester and final exams	<ol style="list-style-type: none"> <li>1. Delivery</li> <li>2. Dialogue and discussion</li> <li>3. Ask the material in the form of questions</li> </ol>	Imams al-Hasan and al-Husayn (may Allah be pleased with them) their biography, virtues and virtues	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 12
Daily Activity and Classroom Performance Semester and final exams	<ol style="list-style-type: none"> <li>1. Delivery</li> <li>2. Dialogue and discussion</li> <li>3. Ask the material in the form of questions</li> </ol>	Al-Abbas ibn Abdul Muttalib (may Allah be pleased with him) and his biography - virtues and virtues	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 13
Daily Activity and Classroom Performance Semester and final exams	<ol style="list-style-type: none"> <li>1. Delivery</li> <li>2. Dialogue and discussion</li> <li>3. Ask the material in the form of questions</li> </ol>	Al-Hamza ibn 'Abd al-Muttalib (may Allah be pleased with him) his biography, virtues and virtues	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 14
Daily Activity and Classroom Performance	<ol style="list-style-type: none"> <li>1. Delivery</li> <li>2. Dialogue and discussion</li> </ol>	Abdullah bin Abbas (may Allah be	Introducing the student to the concept of Ahl al-	1	Week 15

Semester and final exams	3. Ask the material in the form of questions	pleased with him) - his biography - virtues and virtues	Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue		
Daily Activity and Classroom Performance Semester and final exams	1. Delivery 2. Dialogue and discussion 3. Ask the material in the form of questions	Ja'far ibn Abi Talib (may Allah be pleased with him) his biography, virtues and virtues	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 16
Daily Activity and Classroom Performance Semester and final exams	1. Delivery 2. Dialogue and discussion 3. Ask the material in the form of questions	Aqeel bin Abi Talib may Allah be pleased with him his biography and virtues and virtues	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 17
Daily Activity and Classroom Performance Semester and final exams	1. Delivery 2. Dialogue and discussion 3. Ask the material in the form of questions	Abdullah bin Ja'far bin Abi Talib (may Allah be pleased with him) - his biography, virtues and virtues	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 18
Daily Activity and Classroom Performance Semester and final exams	1. Delivery 2. Dialogue and discussion 3. Ask the material in the form of questions	The virtues of the followers of the Ahl al-Bayt Muhammad bin Ali bin Al-Hanafiyyah) may Allah be pleased with	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and	1	Week 19

		him his biography, virtues and virtues	explaining their virtue		
Daily Activity and Classroom Performance Semester and final exams	<ol style="list-style-type: none"> <li>1. Delivery</li> <li>2. Dialogue and discussion</li> <li>3. Ask the material in the form of questions</li> </ol>	Ali bin Al-Hussein Zain Al-Abidin - may Allah be pleased with him - his biography - virtues and virtues	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 20
Daily Activity and Classroom Performance Semester and final exams	<ol style="list-style-type: none"> <li>1. Delivery</li> <li>2. Dialogue and discussion</li> <li>3. Ask the material in the form of questions</li> </ol>	Muhammad bin Ali bin Al-Hussein Al-Baqir - may Allah be pleased with him - his biography - virtues and virtues	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 21
Daily Activity and Classroom Performance Semester and final exams	<ol style="list-style-type: none"> <li>1. Delivery</li> <li>2. Dialogue and discussion</li> <li>3. Ask the material in the form of questions</li> </ol>	Zaid bin Ali bin Al-Hussein may Allah be pleased with him - his biography - virtues and virtues	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 22
Daily Activity and Classroom Performance Semester and final exams	<ol style="list-style-type: none"> <li>1. Delivery</li> <li>2. Dialogue and discussion</li> <li>3. Ask the material in the form of questions</li> </ol>	Ja'far bin Muhammad Al-Sadiq - may Allah be pleased with him - his biography - virtues and virtues	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 23
Daily Activity and Classroom	<ol style="list-style-type: none"> <li>1. Delivery</li> <li>2. Dialogue and</li> </ol>	Musa ibn Ja'far al-Kadhim)	Introducing the student to the	1	Week 24

Performance Semester and final exams	discussion 3. Ask the material in the form of questions	may Allah be pleased with him, his biography, virtues and virtues.	concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue		
Daily Activity and Classroom Performance Semester and final exams	1. Delivery 2. Dialogue and discussion 3. Ask the material in the form of questions	Ali bin Musa Al-Rida) may Allah be pleased with him his biography, virtues and virtues	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 25
Daily Activity and Classroom Performance Semester and final exams	1. Delivery 2. Dialogue and discussion 3. Ask the material in the form of questions	Ali bin Muhammad Al-Hadi) may Allah be pleased with him his biography, virtues and virtues	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 26
Daily Activity and Classroom Performance Semester and final exams	1. Delivery 2. Dialogue and discussion 3. Ask the material in the form of questions	Muhammad Ali bin Muhammad Al-Jawad may God be pleased with him his biography and virtues and virtues	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 27
Daily Activity and Classroom Performance Semester and final exams	1. Delivery 2. Dialogue and discussion 3. Ask the material in the form of questions	Al-Hasan bin Ali Al-Askari may God be pleased with him his biography and virtues and virtues	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of	1	Week 28

			the Prophet, and explaining their virtue		
Daily Activity and Classroom Performance Semester and final exams	1. Delivery 2. Dialogue and discussion 3. Ask the material in the form of questions	Imam Mahdi (may Allah be pleased with him) and the hadiths of the Prophet (peace and blessings of Allah be upon him) on his virtues	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 29
Daily Activity and Classroom Performance Semester and final exams	1. Delivery 2. Dialogue and discussion 3. Ask the material in the form of questions	Review	Introducing the student to the concept of Ahl al-Bayt and explaining their position in the Holy Qur'an and the Sunnah of the Prophet, and explaining their virtue	1	Week 30

## 11. Course Evaluation

Excellent.

## 12. Learning and Teaching Resources

Biography of the Ahl al-Bayt Preparation of a Committee of Specialists	Required Textbooks (Methodology, if any)
1. The doctrine of the pure Ahl al-Bayt in the good companions (may Allah be pleased with them) prepared by Diaa al-Din Abdullah al-Salih 2. The righteous are united with the virtues of the pure Ahl al-Bayt (peace be upon them) prepared by Diaa al-Din Abdullah al-Saleh 3. The Biography of the Prophet by Ibn Hisham 4. The Sealed Nectar of Sheikh Al-Mubarakfour	Main References (Sources)
Biography of the flags of the nobility of Al-Dhahabi	Recommended books and references (scientific journals, reports...)
1. Comprehensive Library 2. Virtual Library	Electronic References, Websites

## Fourth Stage Course

### Course Description

<b>1. Course Name</b>	
Explanation of Ibn Aqeel Part Four	
<b>2. Course Code: AG210</b>	
Grammar / Fourth Stage	
<b>3. Semester/Year</b>	
Annual System	
<b>4. Date this description was prepared</b>	
1/10/2025	
<b>5. Available Forms of Attendance</b>	
Class Lectures	
<b>6. Number of Hours (Total) / Number of Credits (Total)</b>	
90/180	
<b>7. Course administrator name (if more than one name mentioned)</b>	
1- Name: Prof. Dr. Asaad Abdel Aleem Abdel Rahman Email: asaadabd3@imamaladham.iq 2- Name Email: 3- Name: Email:	
<b>8. Course Objectives</b>	
Familiarity with the rules and regulations set by the grammar, and the use of these controls through the application of the texts, in order to acquire the qualified skill to deal with the texts.	<b>Course Objectives</b>

## 9. Teaching and Learning Strategies

<p><b>Lecture/ review and time investment. And not accumulating intensive lessons on students to make it easier for them to memorize and understand; my motto in teaching is a little permanent is better than a lot that is interrupted</b></p>	<p><b>Strategy</b></p>
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## 10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	The call	The student should be able to identify the style of calling, distinguish its tools and types, pronounce the caller correctly, and use it in correct sentences.	3	September
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the	The call	The student should be able to identify the style of calling, distinguish its tools and types, pronounce the caller correctly, and use it in correct sentences.	3	October/Week 1

	marriage between the millennium and the explanation of Ibn Aqeel				
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	The call	The student should be able to identify the style of calling, distinguish its tools and types, pronounce the caller correctly, and use it in correct sentences.	<b>3</b>	October Week Two
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Judgment on the ruling of the petitioner	The student should be able to know the subordinates that come after the caller, distinguish their types, and pronounce them correctly in the sentence.	<b>3</b>	October/Week Three
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and	Judgment on the ruling of the petitioner	The student should be able to know the subordinates that come after the caller, distinguish their types, and pronounce them correctly in the sentence.	<b>3</b>	October/Week Four

	the explanation of Ibn Aqeel				
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Added Caller	The student should be able to identify the added caller and distinguish it in the sentence, express it correctly, and use it in the style of calling.	<b>3</b>	November/Week 1
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Added Caller	The student should be able to identify the added caller and distinguish it in the sentence, express it correctly, and use it in the style of calling.	<b>3</b>	November/Week Two
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Added Caller	The student should be able to identify the added caller and distinguish it in the sentence, express it correctly, and use it in the style of calling.	<b>3</b>	November/Week Three

Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Distress	The student should be able to identify the method of distress, distinguish its elements, use it in sentences, and pronounce his words correctly.	<b>3</b>	November/Week Four
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	scar	The student should be able to recognize the style of the scar, distinguish its words, understand its meaning, and pronounce it correctly in the sentence.	<b>3</b>	December/Week 1
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Marshing	The student should be able to recognize the marking in the call, know its locations, how to use it in speech, and pronounce the marbled caller correctly.	<b>3</b>	December/Week Two
Through classroom interaction and	Explanation of the material with what is in	Marshing	The student should be able to recognize the	<b>3</b>	December/Week 3

daily and quarterly tests	the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel		marking in the call, know its locations, how to use it in speech, and pronounce the marbled caller correctly.		
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Jurisdiction	The student should be able to identify the style of specialization, distinguish it in the sentence, and know its pronunciation and use it correctly.	<b>3</b>	December/Week Four
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Warning Temptation	The student should be able to distinguish between the methods of warning and temptation, know their meanings, use them in sentences, and express them correctly.	<b>3</b>	January/Week 1
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the	Warning Temptation	The student should be able to distinguish between the methods of warning and	<b>3</b>	January/Week Two

	example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel		temptation, know their meanings, use them in sentences, and express them correctly.		
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Verb and Sound Names	The student should be able to recognize verb nouns and sound nouns, distinguish them in sentences, know their meanings and use them correctly.	<b>3</b>	February/Week One
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Verb and Sound Names	The student should be able to recognize verb nouns and sound nouns, distinguish them in sentences, know their meanings and use them correctly.	<b>3</b>	February/Second Week
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on	Nona Affirmation	The student should be able to identify the nouns of affirmation, distinguish them in verbs, know their effect on the present	<b>3</b>	February/Week Three

	the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel		tense, and express them correctly.		
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Nona Affirmation	The student should be able to identify the nouns of affirmation, distinguish them in verbs, know their effect on the present tense, and express them correctly.	<b>3</b>	February/Week Four
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	What doesn't go away	The student should be able to identify the names that are prohibited from conjugation, explain the reasons for preventing them from conjugation, and express them correctly in the sentence.	<b>3</b>	March/Week One
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage	What doesn't go away	The student should be able to identify the names that are prohibited from conjugation, explain the reasons for preventing them from conjugation, and express them	<b>3</b>	March/Week One

	between the millennium and the explanation of Ibn Aqeel		correctly in the sentence.		
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	What doesn't go away	The student should be able to identify the names that are prohibited from conjugation, explain the reasons for preventing them from conjugation, and express them correctly in the sentence.	<b>3</b>	March/Week One
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Present Verb Expression	The student should be able to know the cases of the expression of the present tense, distinguish it in the sentence, and express it correctly.	<b>3</b>	March/Week One
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation	A chapter on if and if not and if it wasn't for	The student should be able to distinguish between (lo, lola, luma), know their meanings, use them in sentences, and express them correctly.	<b>3</b>	April/Week 1

	of Ibn Aqeel				
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	A chapter on if and if not and if it wasn't for	The student should be able to distinguish between (lo, lola, luma), know their meanings, use them in sentences, and express them correctly.	<b>3</b>	April/Week 2
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	A chapter on if and if not and if it wasn't for	The student should be able to distinguish between (lo, lola, luma), know their meanings, use them in sentences, and express them correctly.	<b>3</b>	April/Week Three
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	A chapter on if and if not and if it wasn't for	The student should be able to distinguish between (lo, lola, luma), know their meanings, use them in sentences, and express them correctly.	<b>3</b>	April/Week Four
Through classroom	Explanation of the material	The news is in the who,	Distinguishing discrimination,	<b>3</b>	May/Week 1

interaction and daily and quarterly tests	with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	the thousand and the lam	explaining its provisions and types, and expressing it properly.		
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	The news is in the who, the thousand and the lam	The student should be able to convert the sentence into the method of telling the that or the alphabet and the lam, while understanding the grammatical rule for that.	<b>3</b>	May/Week 2
Through classroom interaction and daily and quarterly tests	Explanation of the material with what is in the book, and then reinforcing it with the example that simplifies the explanation on the blackboard and the marriage between the millennium and the explanation of Ibn Aqeel	Issue	The student should be able to know the types of numbers in the Arabic language, distinguish it in the sentence, and match the number to the number correctly and use it.	<b>3</b>	May/Week Three

## 11. Course Evaluation

## 12. Learning and Teaching Resources

<b>Explanation of Ibn Aqeel on the Thousand Ibn Malik</b>	<b>Required Textbooks (Methodology, if any)</b>
	<b>Main References (Sources)</b>
<b>Collector of Arabic Lessons: Mustafa Al-Ghalayini, Adequate Grammar: Abbas Hassan</b>	<b>Recommended books and references (scientific journals, reports...)</b>
<b>The Comprehensive Library, the Eloquent Forum, and the website of Dr. Muhammad Saeed Rabi Al-Ghamdi</b>	<b>Electronic References, Websites</b>

## Course Description

### 1. Course Name

**Modern Literature**

<b>2. Course Code</b>	
AML409	
<b>3. Semester/Year</b>	
Annual	
<b>4. Date this description was prepared</b>	
1/10/2025	
<b>5. Available Forms of Attendance</b>	
Face-to-face	
<b>6. Number of Academic Hours /Number of Units</b>	
30/180	
<b>7. Course administrator name (if more than one name mentioned)</b>	
1- Name: Eng.M. Bakr Musharraf Ahmed Al-Najjar Email: 2- Name Email: 3- Name: Email:	
<b>8. Course Objectives</b>	
The student should be able to deal with the subject of modern literature and be familiar with modern poetry and prose.	<b>Course Objectives</b>
<b>9. Teaching and Learning Strategies</b>	
Theoretical Lecture, Dialogue and Discussions, Homework, Training	<b>Strategy</b>
<b>10. Course Structure</b>	

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Assignments and Daily Exam	Lecture & Discussion	Poetry	Learn about Hadith and Poetry Literature	Two hours	21-9 2025
Daily Assignments and Exams	Lecture & Discussion	Iraqi poetry in the nineteenth century	Iraqi poetry in the nineteenth century	Two hours	28-9
Daily Duties	Lecture & Discussion	Neighborhood Group	Getting to know the Biology Group	Two hours	5-10
Daily Exam Assignments	Lecture & Discussion	Conservative poets	Neighborhood Group	Two hours	10-12
	Lecture & Discussion	Sami Al, Baroudi	Sami Al, Baroudi	Two hours	19-10
	Lecture & Discussion	Moderate poets	Moderate poets	Two hours	26-10
<b>Daily Exam Assignments</b>	<b>Lecture with Discussion</b>	<b>ahmed shawky</b>	<b>Getting to know Ahmed Shawky</b>	Two hours	2-11
Daily Assignments and Exams	Lecture & Discussion	Abd El, Rahman Shukri	Getting to know the Diwan Group	Two hours	9-11
Daily Assignments and Exams	Lecture & Discussion	Ayolo Ibrahim Naji Group	Getting to know the Ayolo community	Two hours	11-16
Daily Exam Assignments	Lecture & Discussion	Diaspora Poetry	Identifying Displaced Hair	Two hours	23-11
Daily Assignments and Exams	Lecture & Discussion	Free poetry and its most important pioneers	Identify free hair	Two hours	30-11
Daily Assignments and Exams	Lecture & Discussion	Nazik Al-Malaika	Knowing Nazik Al-Malaika	Two hours	7-12

Daily Assignments and Exams	Lecture and Debate	The development of modern Arabic prose, its factors and manifestations	Introduction to Modern Arabic Prose	Two hours	12-14
Daily Assignments and Exams	Lecture & Discussion	Mohamed Abdo Mustafa Sadiq Al-Rafei	Learn about the article	Two hours	21-12
Daily Exam Assignments	Lecture & Discussion	Ahmed Amin	Getting to know Ahmed Amin	Two hours	31-12 2025
Daily Exam Assignments	Lecture & Discussion	The story and Mohammed Al-Muwailihi	Learn about the story	Two hours	1-2 2026
Daily Exam Assignments	Lecture & Discussion	Mohamed Hussein Heikal	Getting to know Muhammad Hussein Heikal	Two hours	8-2
Daily Assignments and Exams	Lecture & Discussion	Mahmoud Ahmed Alsayed and Naguib Mahfouz	Getting to know Mahmoud Ahmed El-Sayed and Naguib Mahfouz	Two hours	15-2
Daily Exam Assignments	Lecture & Discussion	The play	Getting to know the play	Two hours	22-2
Daily Assignments and Exams	Lecture & Discussion	Everyone's School	Meet Everyone's School	Two hours	1-3
Assignments and Daily Exam	Lecture & Discussion	Mikhail Naima	Tariff on Mikhail Naima	Two hours	8-3
Daily Exam Assignments	Lecture & Discussion	Heroes of the Wine	Meet the Heroes of the Wine	Two hours	15-3
Daily Assignments and Exams	Lecture & Discussion	Minor gods of Dhu al-Nun Ayyub	Getting to know the lesser gods	Two hours	22-3
Daily Assignments	Lecture &	The honest	Identifying an	Two	29-3

and Exams	Discussion	employee	honest employee	hours	
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she passed

### 11. Course Evaluation

### 12. Learning and Teaching Resources

Modern Arabic literature is a study in his poetry and his victory	Required Textbooks (Methodology, if any)
Modern Arabic Literature: A Study in His Poetry and Prose Dr. Salem Ahmed Al-Hamdani and Dr. Faiq Mustafa Ahmed	Main References (Sources)
None	Recommended books and references (scientific journals, reports...)
None	Electronic References, Websites

## Course Description

1. Course Name : Modern Criticism
2. Course Code
AMC412
3. Semester/Year
Annual
4. Date this description was prepared
1/10/2025

## 5. Available Forms of Attendance

Face to face

## 6. Number of Hours (Total) / 2 Credits (Total) 4

60/120

## 7. Course administrator name (if more than one name mentioned)

1- Name: Eng. Osama Kamel Sakr  
Email: osamakamil9@imamaladham.edu.iq

2- Name

Email:

3- Name:

Email:

## 8. Course Objectives

Inform students about the emergence of modern criticism and recent critical opinions  
Presentation and interpretation of critical issues by scholars

### Course Objectives

## 9. Teaching and Learning Strategies

Reading, extracting and discussing issues and opinions

Strategy

## 10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watch es	The week
Assignment and Exam	Reading & Discussions	Introduction to Critical Studies	Knowledge of Preparing Criticism	2	1
Assignment and Exam	Reading & Discussions	Their opinions and differences	Meet the most important modern critics	2	2
Assignment and Exam	Reading & Discussions	The life of art among modernists	Art Knowledge	2	3
Assignment and Exam	Reading & Discussions	Modern Meaning of Literature	Knowledge of literature	2	4
Assignment and	Reading & Discussions	Meaning of Style	Knowledge of the method	2	5

<b>Exam</b>	<b>s</b>				
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Comparing ideas old and new</b>	<b>Knowing Thoughts and Emotions</b>	<b>2</b>	<b>6</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>General Directions</b>	<b>Knowledge of literary doctrines</b>	<b>2</b>	<b>7</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Rules of doctrine</b>	<b>Introduction to the Classical Doctrine</b>	<b>2</b>	<b>8</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Characteristics of the doctrine</b>	<b>Introduction to Romanticism</b>	<b>2</b>	<b>9</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Trends and characteristics of the doctrine</b>	<b>Knowledge of realism</b>	<b>2</b>	<b>10</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Characteristics of the doctrine</b>	<b>Knowledge of Symbolism</b>	<b>2</b>	<b>11</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>The Position of Modern Critics</b>	<b>Knowledge of the doctrines of the Arabs</b>	<b>2</b>	<b>12</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>The relationship between them</b>	<b>Literature and Society</b>	<b>2</b>	<b>13</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Critic's Conditions and Qualifications</b>	<b>Knowledge of Critical Theory</b>	<b>2</b>	<b>14</b>
		<b>Semester Exam</b>	<b>First Semester Exam</b>	<b>2</b>	<b>15</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Literature Theory and Types</b>	<b>Introduction to the theory of literary genres</b>	<b>2</b>	<b>16</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Literary Genres</b>	<b>Knowledge of poetry and prose</b>	<b>2</b>	<b>17</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Critical Analysis Methods</b>	<b>Recognize critical approaches</b>	<b>2</b>	<b>18</b>
<b>Assignment and Exam</b>	<b>Reading &amp; Discussions</b>	<b>Curriculum Trends and Differences</b>	<b>Knowledge of the historical method</b>	<b>2</b>	<b>19</b>

Assignment and Exam	Reading & Discussions	Curriculum Trends and Contents	Knowledge of the social curriculum	2	20
Assignment and Exam	Reading & Discussions	Curriculum Rules and Levels	Familiarity with the Structural Approach	2	21
Assignment and Exam	Reading & Discussions	The concept of the story and the play	Knowing the story and the play	2	22
Assignment and Exam	Reading & Discussions	Prose poem	Identify the types of prose	2	23
Assignment and Exam	Reading & Discussions	Comparison of the two types and their importance	Knowledge of Acting and Epic Poetry	2	24
Assignment and Exam	Reading & Discussions	Educational Poetry Objectives	Educational Poetry Recognition	2	25
Assignment and Exam	Reading & Discussions	Curriculum Stories Analysis	Analytical pauses for a story	2	26
Assignment and Exam	Reading & Discussions	Discussion and analysis of a novel	Analytical Pauses for a Novel	2	27
Assignment and Exam	Reading & Discussions	Identifying the objectives of the story and the novel	Story and Novel	2	28
Assignment and Exam	Reading & Discussions	Presenting Modern Monetary Issues and Their General Objectives	Knowledge of the Essence of Modern Criticism	2	29
		Second Semester End Exam	Semester exam	2	30

**11. Course Assessment: The distribution of grades will be: 20 for the first semester, 20 for the second semester, for the endeavor to be 40 marks, and 60 marks for the final exam to be 100 marks.**

## 12. Learning and Teaching Resources

<b>In Modern Literary Criticism: Premises and Applications</b> <b>Faeq Mustafa and Abdul Redha Ali</b>	<b>Required Textbooks (Methodology, if any)</b>
<b>None</b>	<b>Main References (Sources)</b>
<b>None</b>	<b>Recommended books and references (scientific journals, reports...)</b>
<b>Comprehensive Library</b>	<b>Electronic References, Websites</b>

### Course Description

49. Course Name:

Grammar schools.

50. Course Code:

AGS415

51. Semester /Year:

2025\_2026

52. Date of preparation of this description:

1/10/2025

53. Available Attendance Formats:

Fourth Stage Students / Physical (Hall System)

54. Number of Hours (Total) / Number of Units (Total)

60

55. Course administrator name (if more than one name mentioned)

Eng. Dr. Sabah Hassan Ali

sabh7722@gmail.com [email](mailto:sabh7722@gmail.com)

56. Course Objectives

- 1. Knowledge of what is meant by grammar schools, the reasons for their emergence, and the differences between them.
- 2) Acquaintance with the scholars of Arabic grammar, their classes, their efforts, and the service of grammar and their method of study for it.
- 3) Enabling students to teach linguistic sciences.
- 4) Creating a generation that believes in the professionalism of education and its development.
- 5) Recognize various grammatical terms
- 6) Knowing the origins of grammar on which it was built.
- 7) Understand the nature of grammatical disputes and the reasons for their emergence.

Course Objectives

57. Teaching and learning strategies.

1. Adopting the method of lecturing.

2- Directing the student to write a report on a topic related to the subject.

Interventions.

1. Use the question and answer.

2. Using the brainstorming method for students to generate creative ideas.

58. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Class Performance	<b>Brainstorming</b>	<b>The concept of grammar schools.</b>	<b>Referenced in the previous axis and each according to the content</b>	2	The first
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Methods of arranging books translated for grammar.</b>	<b>Referenced in the previous axis and each according to the content</b>	2	The second
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Are there grammar schools (or do we have grammar schools)?</b>	<b>Referenced in the previous axis and each according to the content</b>	2	The third
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>The term grammar and the reason for naming it, and explaining related issues</b>	<b>Referenced in the previous axis and each according to the content</b>	2	Fourth
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>The motives for the origin of grammar (or the reasons for the occurrence of grammar).</b>	<b>Referenced in the previous axis and each according to the content</b>	2	Fifth

Written Tests	Lecture and Discussion	Early grammarians (or early explicites).	Referenced in the previous axis and each according to the content	2	Sixth
Written Tests	Lecture and Discussion	The stages of the lesson's development until the maturity stage.	Referenced in the previous axis and each according to the content	2	Seventh
Written Tests	Lecture and Discussion	Calendar	Referenced in the previous axis and each according to the content	2	Eighth
Written Tests	Lecture and Discussion	The Emergence of Grammatical Studies in Basra.	Referenced in the previous axis and each according to the content	2	Ninth
Written Tests	Lecture and Discussion	The development of visual grammar according to Al-Khalil bin Ahmed Al-Farahidi (d. 175 AH).	Referenced in the previous axis and each according to the content	2	Tenth
Written Tests	Lecture and Discussion	Characteristics of the grammar school of Basra.	Referenced in the previous axis and each according to the content	2	Eleventh
Written Tests	Lecture and Discussion	One of the famous grammarians of the Basri grammatical school of Sibawayh (180 AH), known as the book of Sibawayh	Referenced in the previous axis and each according to the content	2	XII
Written Tests	Lecture and Discussion	One of the leading grammarians of the Basri grammar school (Muhammad bin Yazid, nicknamed Al-Mubarrad (d. 285 AH), the author of the Kufic grammar.	Referenced in the previous axis and each according to the content	2	Thirteenth
Written Tests	Lecture and Discussion	The Stages of Development of Grammatical Studies in Kufa, and the Characteristics of the Kufic Doctrine.	Referenced in the previous axis and each according to the content	2	Fourteenth
Class Performance	Brainstorming	Review	Referenced in the previous axis and each according to the content	2	Fifteenth
	Lecture and Discussion	Application	Referenced in the previous axis and each according to the content	2	Sixteenth
Written Tests	Lecture and Discussion	Application	Referenced in the previous axis and each according to the content	2	Seventeenth
Written Tests	Lecture and Discussion	Application	Referenced in the previous axis and each according to the content	2	Eighteenth

Written Tests	Lecture and Discussion	Application	Referenced in the previous axis and each according to the content	2	Nineteenth
Written Tests	Lecture and Discussion	One of the leading grammarians of the Kufic grammar school (Ali bin Hamza al-Mulqi al-Kisa'i (d. 189 AH), the sheikh of the Kufis).	Referenced in the previous axis and each according to the content	2	Twenty
Written Tests	Lecture and Discussion	One of the scholars of the grammarians of the Kufic grammar school of fur (d. 207 AH) is the author of the book The Meanings of Readings).	Referenced in the previous axis and each according to the content	2	Twenty first
Written Tests	Lecture and Discussion	Grammar in Baghdad	Referenced in the previous axis and each according to the content	2	Twenty two
Written Tests	Lecture and Discussion	Grammar in Basra, Andalusia and the Levant).	Referenced in the previous axis and each according to the content	2	Twenty Three
Class Performance	Brainstorming	From the books written on the grammatical dispute	Referenced in the previous axis and each according to the content	2	Twenty fourth
Written Tests	Lecture and Discussion	The most famous scholars (from the shadow of the visual, from the shadow of the Kufya, from the mixture of the two schools).	Referenced in the previous axis and each according to the content	2	Twenty Fifth
Written Tests	Lecture and Discussion	Grammar in the Arab World, (Grammar in Egypt, Readers in Egypt).	Referenced in the previous axis and each according to the content	2	Twenty-sixth
Selection of First Semester Months	Lecture and Discussion	Grammar in the Arab World, (Grammar in Egypt, Readers in Egypt).	Referenced in the previous axis and each according to the content	2	Twenty Seventh
Written Tests	Lecture and Discussion	Grammar in the Arab World, (Grammar in Morocco)	Referenced in the previous axis and each according to the content	2	Twenty Eight
Class Performance	Brainstorming	Grammar in the Arab World, (Grammar in Yemen).	Referenced in the previous axis and each according to the content	2	Twenty Ninth
Written Tests	Lecture and Discussion	Review.	Referenced in the previous axis and each according to the content	2	Thirty

#### 59. Course Evaluation

Final Exam	Project	Laboratory	Second Semester	First Semester
60	None	None	20	20

#### 60. Learning and Teaching Resources

Grammar Schools, Dr. Khadija Al-Hadithi.	Required textbooks (methodology if available)
Grammar Schools, Dr. Shawqi is a guest. The Beautiful Summary in Grammar Schools. Dr. Osama Khaled Mohammed.	Main References (Sources)
	Recommended books and references (scientific journals, reports...)
<b>Comprehensive Library</b>	Electronic References, Websites

## Course Description

<b>1. Course Name</b>
<b>Memorizing the Holy Quran - Fourth Stage</b>
<b>2. Course Code</b>
<b>EAQM202</b>
<b>3. Semester/Year</b>
<b>Annual</b>
<b>4. Date this description was prepared</b>
<b>1/10/2025</b>
<b>5. Available Forms of Attendance</b>
<b>Face-to-face education</b>

## 6. Number of Hours (Total) / Number of Credits (Total)

**30 hours – 30 units**

## 7. Course administrator name (if more than one name mentioned)

**1- Name:** Eng. Ahmed Abdullah Mahmoud

**Email:** Ahmed.abdullah91@imamaladham.edu.iq

**2- Name**

**Email:**

**3- Name:**

**Email:**

## 8. Course Objectives

**General Objectives :** 1. Enhancing students' understanding of the Holy Quran and applying its meanings in their daily lives.  
2. Developing the skills of memorizing and reciting the Holy Qur'an correctly.  
3. Enhancing the spirituality and relationship between the student and the Holy Quran.

**Special Objectives:** 1. Memorizing the fourth part of the Holy Qur'an accurately and perfectly.

2. Improving the skills of correct recitation while taking into account the rulings of Tajweed.

3. Understanding the meanings of Quranic verses and their application in daily life.

**Behavioral Objectives:** 1. The student should memorize the fourth part of the Holy Quran perfectly.

2. The student should recite the Quranic verses correctly, taking into account the provisions of Tajweed.

3. The student should apply the meanings of the Quranic verses in his daily life.

## Course Objectives

## 9. Teaching and Learning Strategies

Memorizing the fourth part of the Holy Qur'an (Surah Al-Imran) from verse 92 to the end of the chapter.

And from verse 1 to verse 23 of (Surah An-Nisa).

## Strategy

## 10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	<b>Surah Al-Imran</b> from Verse 92 to Verse 100	Reading and Explaining Quranic Verses	<b>1</b>	<b>1</b>

By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 101 to Verse 108	Reading new verses and listening to previous verses	<b>1</b>	<b>2</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 109 to Verse 115	Reading new verses and listening to previous verses	<b>1</b>	<b>3</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 116 to Verse 121	Reading new verses and listening to previous verses	<b>1</b>	<b>4</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 122 to Verse 132	Reading new verses and listening to previous verses	<b>1</b>	<b>5</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	Semester I-1 Exam	Written exam	<b>1</b>	<b>6</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 133 to Verse 140	Reading new verses and listening to previous verses	<b>1</b>	<b>7</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 141 to Verse 148	Reading new verses and listening to previous	<b>1</b>	<b>8</b>

			verses		
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 149 to Verse 153	Reading new verses and listening to previous verses	<b>1</b>	<b>9</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 154 to Verse 157	Reading new verses and listening to previous verses	<b>1</b>	<b>10</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 158 to Verse 165	Reading new verses and listening to previous verses	<b>1</b>	<b>11</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 166 to Verse 173	Reading new verses and listening to previous verses	<b>1</b>	<b>12</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	Semester 1-2 Exam	Written exam	<b>1</b>	<b>13</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 174 to Verse 180	Reading new verses and listening to previous verses	<b>1</b>	<b>14</b>
By listening and testing weekly	Recitation, then recitation, and then memorization	From Verse 181 to Verse 186	Reading new verses and listening to	<b>1</b>	<b>15</b>

	of the Surah		previous verses		
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 187 to Verse 194	Reading new verses and listening to previous verses	<b>1</b>	<b>16</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	Semester II-1 Exam	Written exam	<b>1</b>	<b>17</b>
		Student Application Period	-	<b>1</b>	<b>18</b>
		Student Application Period	-	<b>1</b>	<b>19</b>
		Student Application Period	-	<b>1</b>	<b>20</b>
		Student Application Period	-	<b>1</b>	<b>21</b>
		Student Application Period	-	<b>1</b>	<b>22</b>
		Student Application Period	-	<b>1</b>	<b>23</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 141 to Verse 148	Reading new verses and listening to previous verses	<b>1</b>	<b>24</b>
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	Surah Al-Nisa' from Verse 1 to Verse 11	Reading new verses and listening to previous verses	<b>1</b>	<b>25</b>
By listening and	Recitation, then recitation,	From Verse 12 to Verse 14	Reading new verses and	<b>1</b>	<b>26</b>

testing weekly	and then memorization of the Surah		listening to previous verses		
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	Verse 15 to Verse 19	Reading new verses and listening to previous verses	1	27
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	From Verse 20 to Verse 23	Reading new verses and listening to previous verses	1	28
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	Semester II-2 Exam	Written exam	1	29
By listening and testing weekly	Recitation, then recitation, and then memorization of the Surah	A quick review of the prescribed scientific material		1	30

## 11. Course Evaluation

Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.  
15 marks of the monthly exam, 5 marks of the oral exam, and daily attendance for the first semester  
15 marks of the monthly exam, 5 grades of the oral exam, and daily attendance for the second semester  
60 marks for the final exam

## 12. Learning and Teaching Resources

**The fourth part of the Holy Qur'an**

**Required Textbooks (Methodology, if any)**

**Main References (Sources)**

	<b>Recommended books and references (scientific journals, reports...)</b>
	<b>Electronic References, Websites</b>

## Course Description

<b>1. Course Name</b>	
<b>Qur'anic Expression</b>	
<b>2. Course Code</b>	
<b>AQE420</b>	
<b>3. Semester/Year</b>	
<b>Annual Course</b>	
<b>4. Date this description was prepared</b>	
<b>20/2/2026</b>	
<b>5. Available Forms of Attendance</b>	
<b>Class Lectures</b>	
<b>6. Number of Hours (Total) / Number of Credits (Total)</b>	
<b>Number of Hours (60) Hours / Number of Units (180) Units</b>	
<b>7. Course administrator name (if more than one name mentioned)</b>	
<b>1- Name: Prof. Dr. Asaad Abdel Aleem Al-Saadi</b> <b>Email: asaadabd3@imamaladham.iq</b>	
<b>8. Course Objectives</b>	
<ul style="list-style-type: none"> <li>• <b>Introducing students to the concept of Quranic expression and its stylistic and rhetorical characteristics.</b></li> <li>• <b>Developing the ability to analyze Qur'anic methods and reveal their graphic secrets.</b></li> <li>• <b>Explaining the impact of introduction and delay, omission and remembrance, and emphasis on highlighting the Qur'anic meanings.</b></li> <li>• <b>Training students on the aesthetic taste of the Qur'anic text and understanding its contextual connotations.</b></li> <li>• <b>Developing students' linguistic and rhetorical skills</b></li> </ul>	<b>Course Objectives</b>

through the study of Quranic expression.

### 9. Teaching and Learning Strategies

- |  |          |
|--|----------|
| <ul style="list-style-type: none"> <li>• Lecture (Systematic Scientific Presentation).</li> <li>• Dialogue and discussion.</li> <li>• Practical application in the hall.</li> <li>• Research assignments in understanding Quranic texts</li> </ul> | Strategy |
|--|----------|

### 10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
<p>During the lecture: student interaction, their ability to discuss, and answer,</p> <p>- At the end: short questions for feedback</p> <p>-Weekly, monthly, and quarterly: reports, literary output.</p> <p>Oral, daily and monthly tests.</p>	Lecture, Discussion	1. Introduction to Qur'anic expression, its concept and characteristics.	Knowing the Qur'anic Expression Style	2	1

	<b>Lecture and Lecture</b>	<b>2. The expressive structure in the Holy Qur'an.</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>2</b>
	<b>Lecture &amp; Discussion</b>	<b>3. Introduction and delay in the Qur'anic expression and its semantic effect.</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>3</b>
	<b>Lecture &amp; Questions</b>	<b>4. Dhikr and omission in the Qur'anic expression.</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>4</b>
	<b>Discussion, Questions</b>	<b>5. Emphasis in the Holy Qur'an and its rhetorical connotations.</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>5</b>
	<b>Lecture &amp; Discussion</b>	<b>6. Similarities and differences in Qur'anic expression.</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>6</b>
	<b>Lecture &amp; Questions</b>	<b>7. The intervals of the verses and their effect on the beauty of expression.</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>7</b>
	<b>Lecture, Collaborative Education</b>	<b>8. The contextual feature of the Qur'anic expression.</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>8</b>
	<b>Questions and Discussion</b>	<b>9. Artistic Mobilization in Qur'anic</b>	<b>Knowing the Qur'anic Style</b>	<b>2</b>	<b>9</b>

		<b>Expression.</b>	<b>of Expression Isnads</b>		
	<b>Lecture &amp; Discussion</b>	<b>10. The artistic crowd in the Qur'anic stories.</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>10</b>
	<b>Questions and discussions.</b>	<b>11. An applied study of a number of Qur'anic stories, such as:</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>11</b>
	<b>Lecture &amp; Questions</b>		<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>12</b>
	<b>Lecture, Questions</b>	<b>• The story of Adam (peace be upon him).</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>13</b>
	<b>Lecture &amp; Discussion</b>	<b>• The story of Moses, peace be upon him.</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>14</b>
	<b>Lecture &amp; Discussion</b>			<b>2</b>	<b>15</b>
		<b>12. Applied examples of Qur'anic surahs, such as:</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>16</b>
	<b>Lecture &amp; Discussion</b>		<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>17</b>
	<b>Lecture &amp; Discussion</b>	<b>• Surah Al-Teen.</b>	<b>Knowing the</b>	<b>2</b>	<b>18</b>

			Qur'anic Expression Style		
	<b>Lecture &amp; Questions</b>	<b>1. Introduction to Qur'anic expression, its concept and characteristics.</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>19</b>
	<b>Lecture &amp; Questions</b>	<b>2. The expressive structure in the Holy Qur'an.</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>20</b>
	<b>Follow them in the app</b>	<b>3. Introduction and delay in the Qur'anic expression and its semantic effect.</b>		<b>2</b>	<b>21</b>
	<b>Follow them in the app</b>	<b>4. Dhikr and omission in the Qur'anic expression.</b>		<b>2</b>	<b>22</b>
	<b>Follow them in the app</b>	<b>5. Emphasis in the Holy Qur'an and its rhetorical connotations.</b>		<b>2</b>	<b>23</b>
	<b>Follow them in the app</b>	<b>6. Similarities and differences in Qur'anic expression.</b>		<b>2</b>	<b>24</b>
	<b>Follow them in the app</b>	<b>7. The intervals of the verses and their effect on the beauty of</b>		<b>2</b>	<b>25</b>

		<b>expression.</b>			
	<b>Follow them in the app</b>	<b>8. The contextual feature of the Qur'anic expression.</b>		<b>2</b>	<b>26</b>
	<b>Follow them in the app</b>	<b>9. Artistic Mobilization in Qur'anic Expression.</b>		<b>2</b>	<b>27</b>
	<b>Lecture &amp; Questions</b>	<b>10. The artistic crowd in the Qur'anic stories.</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>28</b>
	<b>Questions and Discussion</b>	<b>11. An applied study of a number of Qur'anic stories, such as:</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>29</b>
		<b>• The story of Adam (peace be upon him).</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>30</b>

## **11. Course Evaluation**

- During the lecture: students' interaction, ability to discuss, and answer,
- At the end: short questions for feedback
- Weekly, monthly and quarterly: reports , oral, daily and monthly tests.

## **12. Learning and Teaching Resources**

	<b>Required Textbooks (Methodology, if any)</b>
<b>• Books on the miracles of the Qur'an and Qur'anic rhetoric.</b> <b>• Books of graphic and rhetorical interpretation.</b>	<b>Main References (Sources)</b>
<b>Evidence of Miracles – Abdul Qaher Al-Jurjani.</b>	<b>Recommended books and references (scientific journals,</b>

<ul style="list-style-type: none"> <li>• <b>The Secrets of Rhetoric – Abdul Qaher Al-Jurjani.</b></li> <li>• <b>The Great News – Muhammad Abdullah Diraz.</b></li> <li>• <b>Art Photography in the Quran</b></li> <li>• <b>Rhetorical and Graphic Interpretation Books.</b></li> </ul>	<p>reports...)</p>
<ul style="list-style-type: none"> <li>• <b>Electronic Hadith Programs.</b></li> </ul>	<p><b>Electronic References, Websites</b></p>

## Course Description

<b>1. Course Name</b>	
<b>Qur'anic Expression</b>	
<b>2. Course Code</b>	
<b>AQE420</b>	
<b>3. Semester/Year</b>	
<b>Annual Course</b>	
<b>4. Date this description was prepared</b>	
<b>20/2/2026</b>	
<b>5. Available Forms of Attendance</b>	
<b>Class Lectures</b>	
<b>6. Number of Hours (Total) / Number of Credits (Total)</b>	
<b>Number of Hours (60) Hours / Number of Units (180) Units</b>	
<b>7. Course administrator name (if more than one name mentioned)</b>	
<b>1- Name: Prof. Dr. Asaad Abdel Aleem Al-Saadi</b> <b>Email: asaadabd3@imamaladham.iq</b>	
<b>8. Course Objectives</b>	
<ul style="list-style-type: none"> <li>• <b>Introducing students to the concept of Quranic expression and its stylistic and rhetorical characteristics.</b></li> <li>• <b>Developing the ability to analyze Qur'anic methods and reveal their graphic secrets.</b></li> <li>• <b>Explaining the impact of introduction and delay, omission and remembrance, and emphasis on highlighting the Qur'anic meanings.</b></li> <li>• <b>Training students on the aesthetic taste of the Qur'anic text and understanding its contextual connotations.</b></li> <li>• <b>Developing students' linguistic and rhetorical skills through the study of Quranic expression.</b></li> </ul>	<b>Course Objectives</b>
<b>9. Teaching and Learning Strategies</b>	
<b>• Lecture (Systematic Scientific Presentation).</b>	<b>Strategy</b>

- Dialogue and discussion.
- Practical application in the hall.
- Research assignments in understanding Quranic texts

## 10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
During the lecture: student interaction, their ability to discuss, and answer, - At the end: short questions for feedback -Weekly, monthly, and quarterly: reports, literary output. Oral, daily and monthly tests.	Lecture, Discussion	1. Introduction to Qur'anic expression, its concept and characteristics.	Knowing the Qur'anic Expression Style	2	1
	Lecture and Lecture	2. The expressive structure in the Holy Qur'an.	Knowing the Qur'anic Expression Style	2	2
	Lecture & Discussion	3. Introduction	Knowing the	2	3

		and delay in the Qur'anic expression and its semantic effect.	Qur'anic Expression Style		
	Lecture & Questions	4. Dhikr and omission in the Qur'anic expression.	Knowing the Qur'anic Expression Style	2	4
	Discussion, Questions	5. Emphasis in the Holy Qur'an and its rhetorical connotations.	Knowing the Qur'anic Expression Style	2	5
	Lecture & Discussion	6. Similarities and differences in Qur'anic expression.	Knowing the Qur'anic Expression Style	2	6
	Lecture & Questions	7. The intervals of the verses and their effect on the beauty of expression.	Knowing the Qur'anic Expression Style	2	7
	Lecture, Collaborative Education	8. The contextual feature of the Qur'anic expression.	Knowing the Qur'anic Expression Style	2	8
	Questions and Discussion	9. Artistic Mobilization in Qur'anic Expression.	Knowing the Qur'anic Style of Expression Isnads	2	9
	Lecture & Discussion	10. The artistic crowd in the Qur'anic stories.	Knowing the Qur'anic Expression Style	2	10

	<b>Questions and discussions.</b>	<b>11. An applied study of a number of Qur'anic stories, such as:</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>11</b>
	<b>Lecture &amp; Questions</b>		<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>12</b>
	<b>Lecture, Questions</b>	<b>• The story of Adam (peace be upon him).</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>13</b>
	<b>Lecture &amp; Discussion</b>	<b>• The story of Moses, peace be upon him.</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>14</b>
	<b>Lecture &amp; Discussion</b>			<b>2</b>	<b>15</b>
		<b>12. Applied examples of Qur'anic surahs, such as:</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>16</b>
	<b>Lecture &amp; Discussion</b>		<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>17</b>
	<b>Lecture &amp; Discussion</b>	<b>• Surah Al-Teen.</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>18</b>
	<b>Lecture &amp; Questions</b>	<b>1. Introduction to Qur'anic expression, its concept and characteristics.</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>19</b>

	<b>Lecture &amp; Questions</b>	<b>2. The expressive structure in the Holy Qur'an.</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>20</b>
	<b>Follow them in the app</b>	<b>3. Introduction and delay in the Qur'anic expression and its semantic effect.</b>		<b>2</b>	<b>21</b>
	<b>Follow them in the app</b>	<b>4. Dhikr and omission in the Qur'anic expression.</b>		<b>2</b>	<b>22</b>
	<b>Follow them in the app</b>	<b>5. Emphasis in the Holy Qur'an and its rhetorical connotations.</b>		<b>2</b>	<b>23</b>
	<b>Follow them in the app</b>	<b>6. Similarities and differences in Qur'anic expression.</b>		<b>2</b>	<b>24</b>
	<b>Follow them in the app</b>	<b>7. The intervals of the verses and their effect on the beauty of expression.</b>		<b>2</b>	<b>25</b>
	<b>Follow them in the app</b>	<b>8. The contextual feature of the Qur'anic expression.</b>		<b>2</b>	<b>26</b>
	<b>Follow them in the app</b>	<b>9. Artistic Mobilization in</b>		<b>2</b>	<b>27</b>

		<b>Qur'anic Expression.</b>			
	<b>Lecture &amp; Questions</b>	<b>10. The artistic crowd in the Qur'anic stories.</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>28</b>
	<b>Questions and Discussion</b>	<b>11. An applied study of a number of Qur'anic stories, such as:</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>29</b>
		<b>• The story of Adam (peace be upon him).</b>	<b>Knowing the Qur'anic Expression Style</b>	<b>2</b>	<b>30</b>

## **11. Course Evaluation**

- During the lecture: students' interaction, ability to discuss, and answer,
- At the end: short questions for feedback
- Weekly, monthly and quarterly: reports , oral, daily and monthly tests.

## **12. Learning and Teaching Resources**

	<b>Required Textbooks (Methodology, if any)</b>
<ul style="list-style-type: none"> <li>• Books on the miracles of the Qur'an and Qur'anic rhetoric.</li> <li>• Books of graphic and rhetorical interpretation.</li> </ul>	<b>Main References (Sources)</b>
<b>Evidence of Miracles – Abdul Qaher Al-Jurjani.</b> <ul style="list-style-type: none"> <li>• The Secrets of Rhetoric – Abdul Qaher Al-Jurjani.</li> <li>• The Great News – Muhammad Abdullah Diraz.</li> <li>• Art Photography in the Quran</li> <li>• Rhetorical and Graphic Interpretation Books.</li> </ul>	<b>Recommended books and references (scientific journals, reports...)</b>
<ul style="list-style-type: none"> <li>• Electronic Hadith Programs.</li> </ul>	<b>Electronic References, Websites</b>

**Course Description**

<b>25.Course Name</b>
<b>Viewing and Implementation Phase IV</b>
<b>26.Course Code</b>
<b>EAOP408</b>
<b>27.Semester/Year</b>

**Annual****28.Date this description was prepared****1/10/2025****29.Available Forms of Attendance****Face-to-face classroom education****30.Number of Hours (Total) / Number of Credits (Total)****120 hours – 480 units****31.Course administrator name (if more than one name mentioned)****1- Name: Eng. Dr. Omar Yassin Giad****Email: omar\_yaseen@imamaladham.edu.iq****2- Name Eng. Ahmed Abdullah Mahmoud****Email: Ahmed.abdullah91@imamaladham.edu.iq****3- Name:****Email:****32. Course Objectives**

The supervisor will clarify the objectives of the observation with the following points:

1. Providing the observing student with the opportunity to learn about the methods and methods of instruction.
2. Enabling the observed student to follow up on the material he receives theoretically and apply it practically.
3. Introducing the student to the observation in the style of classroom management and handling educational situations
4. Developing the skill of evaluating the classroom activities that the student watches
5. Directing the student to the aspects that interest him in the application and informing him of the difficulties that he may face in order to prepare for them before he starts the process of practical application
6. Introducing the observing student to the elements of the educational environment in the school and his role in the educational process.
7. Introducing the observing student to the nature of the learners (students) and their acquisition of experiences

**Course Objectives**

### 33. Teaching and Learning Strategies

- Active Learning Strategy
- Lecture Method
- Practical Presentation
- Mode of discussion

**Strategy**

### 34. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Observation and oral questions	Discussion and Dialogue	Classroom Viewing: Its Concept – Objectives – Conditions What a Student Should Watch Preparing for the Classroom Observation Process	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this knowledge to others.	4	1
Observation and oral questions	Discussion and Dialogue	For practical application: Application concept – Objectives – Preparation for application – Application evaluation	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this knowledge to others.	4	2

Observation and oral questions	Discussion and Dialogue	Lesson Planning: The Importance of Planning – Planning Expropriation Factors Affecting Planning	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this knowledge to others.	4	3
Observation and oral questions	Discussion and Dialogue	Necessary Training Skills: Definition – (Language, Idiom) The first skill: the skill of planning	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this knowledge to others.	4	4
Observation and oral questions	Discussion and Dialogue	Second Skill: Goal Setting Skill Third Skill: Preparation and Preparation Skill	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this knowledge to	4	5

			others.		
Observation and oral questions	Discussion and Dialogue	For the fourth skill: the skill of presentation – the fifth skill: the skill of oil (Tajweed of reading)	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this knowledge to others.	4	6
Observation and oral questions	Discussion and Dialogue	Skill Six: Interrogation Skill	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this knowledge to others.	4	7
Observation and oral questions	Discussion and Dialogue	Skill Seven: The Skill of the Educational Commentator	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this	4	8

			knowledge to others.		
Observation and oral questions	Discussion and Dialogue	Skill Eight Motivational Skill	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this knowledge to others.	4	9
Observation and oral questions	Discussion and Dialogue	Skill Nine: Classroom Management Skill – Teacher Responsibilities in Class Management	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this knowledge to others.	4	10
Observation and oral questions	Discussion and Dialogue	The Tenth Skill The Skill of Reinforcement Its Effects, Its Conditions, The Effects of Positive Punishment The Effects of Negative Punishment, Conditions for the	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer	4	11

		Effectiveness of Punishment	this knowledge to others.		
Observation and oral questions	Discussion and Dialogue	Skill Eleven: Effective Communication Skill – Its Concept, Elements, Types	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this knowledge to others.	4	12
Observation and oral questions	Discussion and Dialogue	Twelfth Skill Calendar Skill	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this knowledge to others.	4	13
Observation and oral questions	Discussion and Dialogue	The thirteenth skill is the skill of taking into account individual differences in the level of students	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it	4	14

			and transfer this knowledge to others.		
Observation and oral questions	Discussion and Dialogue	Fourteenth Skill: Movement Skill in the Classroom – Skill Fifteen: The Skill of Using Educational Technologies	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this knowledge to others.	4	15
Observation and oral questions	Discussion and Dialogue	Skill Sixteen Time Management Skill	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this knowledge to others.	4	16
Observation and oral questions	Discussion and Dialogue	Skill Seventeen Content Analysis Skill	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and	4	17

			comprehend it and transfer this knowledge to others.		
Scientific and Educational Supervision		Student Application Period	Apply what the student has learned In the field	4	18
Scientific and Educational Supervision		Student Application Period	Apply what the student has learned In the field	4	19
Scientific and Educational Supervision		Student Application Period	Apply what the student has learned In the field	4	20
Scientific and Educational Supervision		Student Application Period	Apply what the student has learned In the field	4	21
Scientific and Educational Supervision		Student Application Period	Apply what the student has learned In the field	4	22
Scientific and Educational Supervision		Student Application Period	Apply what the student has learned In the field	4	23
Observation and oral questions	Discussion and Dialogue	Educational and Educational Evaluation: Its Definition in Language and Idiom) The Importance of Evaluation Foundations of Evaluation Evaluation Sections Conditions of the Evaluation Process	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this knowledge to	4	24

			others.		
Observation and oral questions	Discussion and Dialogue	Areas of Educational Evaluation: (1) The Field (Cognitive Mindful)	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this knowledge to others.	4	25
Observation and oral questions	Discussion and Dialogue	Essay Tests (Advantages and Disadvantages)	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this knowledge to others.	4	26
Observation and oral questions	Discussion and Dialogue	Objective Tests (Types)	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this	4	27

			knowledge to others.		
Observation and oral questions	Discussion and Dialogue	(2) The psychokinetic domain (performative or skillful)	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this knowledge to others.	4	28
Observation and oral questions	Discussion and Dialogue	(3) Emotional Field	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer this knowledge to others.	4	29
Observation and oral questions	Discussion and Dialogue	Review of all articles	Controlling the students of this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it and transfer	4	30

			this knowledge to others.		
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### 35. Course Evaluation

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

15 marks of the monthly exam, 5 grades of the oral exam, and class attendance for the first semester

15 marks of the monthly exam, 5 marks of the oral exam, and class attendance for the second semester

60 marks: the scientific supervisor (30) marks, the educational supervisor (20) degrees, and the school principal (10) grades.

### 36. Learning and Teaching Resources

**Classroom Observation and Practical Application**

**Prof. Dr. Abdulrazzaq Al-Jaff**

**Prof. Dr. Ahmed Iyad Al-Azami**

**Required Textbooks (Methodology, if any)**

**Main References (Sources)**

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

**Electronic References, Websites**

## Course Description

<b>37. Course Name</b>	
Philology	
<b>38. Course Code</b>	
ALJ414	
<b>39. Semester/ Year</b>	
Annual	
<b>40. Date this description was prepared</b>	
1/10/2025	
<b>41. Available Forms of Attendance (Attendance)</b>	
<b>42. Number of Hours (Total) / Number of Credits (Total)</b>	
60 hours	
<b>43. Course administrator name (if more than one name mentioned)</b>	
Name: Prof. Dr. Silwan Ali Hussein Email: <a href="mailto:salwan.ali@imamaladham.edu.iq">salwan.ali@imamaladham.edu.iq</a>	
<b>44. Course Objectives</b>	
<p>(General objectives for the entire book):</p> <p>Introducing the most important research areas in Arabic language sciences.</p> <p>The student's ability to employ linguistic sciences in research projects.</p> <p>Understands the philosophy of language in terms of its existence, its branches, and its relationship to other sciences</p> <p>It is understood from what the fields of modern philology consist of.</p> <p>Proficient in speaking the subjects of philology.</p> <p>He is able to create a modern idea about the foundations of philology.</p>	<p><b>Objectives of course:</b></p>

Acquires multi-concept concepts in philology curricula both ancient and modern

Employs these modern fields in the study of language.

He is fluent in modern linguistic research methods.

It is a report on modern theories and their relations to linguistics.

He defends the Arabic language in demonstrating its place among the linguistic families in the world.

He advocates for the cause of the Arabic language by exposing its unique characteristics, and comparing it with other languages within the linguistic family to which it belongs

The student appreciates the value of being familiar with modern studies that keep pace with Arab studies and the scientific foundations on which they are built in the West and trying to benefit from them in the study of Arabic language.

He tastes the linguistic text in order to feel the sweetness of the language he speaks by knowing the precedence of Arabic in most areas of modern linguistics.

45. Teaching and Learning Strategies

Lecture.

Questioning (question and answer) by raising questions and deducting answers from them.

Dialogue and discussion.

Collaborative learning.

Linking the scientific material with external examples related to reaching the goal and purpose of the lesson

Lesson Brainstorming.

Investigation and emphasis on research and conclusion methods.

Enable students to express their knowledge of the topics of the lesson

**Strategy**

course.

The path of extracurricular activity.

#### 46. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Oral Questions	Dialogue and discussion	Philology Vocabulary	Knowledge of the joints of the material	2	1
Discussion	Lecture	Introduction to Philology Ancient and Modern	Knowing the limits of philology	2	2
Analysis and discussion	Lecture	Difference Between Philology and Linguistics	A study to clarify the competence of philology	2	3
Individual assignments and discussion	Lecture	Common Terms in Linguistic Studies	Familiarize yourself with the terms	2	4
Discussion	Lecture	Island languages	Learn about the origins of languages	2	5
Analysis and Criticism	Lecture	Common characteristics of island languages	Convergence between languages	2	6
Written Exam 1	Form Setup Test	First Month Exam of the First Semester	Measurement & Evaluation	2	7
Analysis and Criticism	Lecture	Island language groups (Eastern Jaziriyya)	Types of languages	2	8
Individual assignments and discussion	Lecture	North West Island South West Island	Types of languages	2	9

<b>Analysis and Criticism</b>	<b>Lecture</b>	<b>Arabic Language South &amp; Northern Arabia</b>	<b>Types of languages</b>	<b>2</b>	<b>10</b>
<b>Discussion</b>	<b>Lecture</b>	<b>Arabic Al-Qayyya (Al-Fusha)</b>	<b>Types of languages</b>	<b>2</b>	<b>11</b>
<b>Individual assignments and discussion</b>	<b>Lecture</b>	<b>Arabic dialects</b>	<b>Dialect Study</b>	<b>2</b>	<b>12</b>
<b>Written Exam 2</b>	<b>Form Setup Test</b>	<b>Second Month Exam of the First Semester</b>	<b>Measurement &amp; Evaluation</b>	<b>2</b>	<b>13</b>
<b>Discussion and analysis</b>	<b>Lecture</b>	<b>Study of ancient Arabic dialects and their surnames</b>	<b>Dialect Study</b>	<b>2</b>	<b>14</b>
<b>Individual assignments and discussion</b>	<b>Lecture</b>	<b>The relationship between the dialects of Hijaz and Tamim</b>	<b>Dialect Study</b>	<b>2</b>	<b>15</b>
<b>Discussion</b>	<b>Lecture</b>	<b>The Phenomenon of Expression</b>	<b>Phenomenology of the Arabic language</b>	<b>2</b>	<b>16</b>
<b>Lecture and Discussion</b>	<b>Lecture</b>	<b>The Suitability of Arabic Letters to Their Meanings</b>	<b>Phenomenology of the Arabic language</b>	<b>2</b>	<b>17</b>
<b>Observation and analysis</b>	<b>Lecture</b>	<b>Tandem</b>	<b>Phenomenology of the Arabic language</b>	<b>2</b>	<b>18</b>
<b>Observation and analysis</b>	<b>Lecture</b>	<b>Joint</b>	<b>Phenomenology of the Arabic language</b>	<b>2</b>	<b>19</b>
<b>Lecture and Discussion</b>	<b>Lecture</b>	<b>Contradiction</b>	<b>Phenomenology of the Arabic language</b>	<b>2</b>	<b>20</b>
<b>Discussion</b>	<b>Lecture</b>	<b>Derivation</b>	<b>Phenomenology of</b>	<b>2</b>	<b>21</b>

			the Arabic language		
Written Exam 1	Form Setup Test	First Month Exam for Second Semester	Measurement & Evaluation	2	22
Lecture and Discussion	Lecture	Sculpture	Phenomenology of the Arabic language	2	23
Individual assignments and discussion	Lecture	Arabization	Phenomenology of the Arabic language	2	24
Lecture and Discussion	Lecture	Classical and Contemporary Challenges	Arabic in the Modern Era	2	25
Lecture and Discussion	Lecture	Arabic Calligraphy and Writing Before Islam	Calligraphy and Writing	2	26
Lecture and Discussion	Lecture	Writing after Islam, Ajma, and Calligraphy Problems in the Modern Era	Calligraphy and Writing	2	27
Lecture and Discussion	Lecture	Arabic Sounds and Speech System	Phonics Study	2	28
Lecture and Discussion	Lecture	Sound outputs and their qualities.	Phonics Study	2	29
Written Exam 2	Form Setup Test	Second Month Exam for the Second Semester	Measurement & Evaluation	2	30

#### 47. Course Evaluation

Distribution of the score out of 100 according to the tasks assigned to the student:

First semester = 20 degrees distributed:

1 Monthly Test = 10

2 Daily Preparation = 5  
 3 activity = 5  
 Second semester = 20 degrees distributed  
 1 Monthly Test = 10  
 2 Daily Preparation = 5  
 3 activity = 5  
**End of School Year Exam = 60 marks**  
 Total Total=100 Points

#### 48. Learning and Teaching Resources

Philology. Dr. Hatem Saleh Damen.	Required Textbooks (Methodology, if any)
1- Studies in Philology Dr. Sobhi Saleh 2 Studies in Philology. Dr. Mohammed Al-Antaki 3. Philology of language. Dr. Asaad Naderi	Main References (Sources)
1 Phonology. Dr. Kamal Bishr 2. Semantics. Dr. Ahmed Mokhtar Omran 3 Al-Mawrid Magazine, Al-Lisan Arabi, and Al-Professor, Journal of the Iraqi Scientific Society etc.	Recommended books and references (scientific journals, reports...)
1- Endowment Library 2- Al-Mustafa Electronic Library 3- Mohammed Saeed Al-Ghanem Website	Electronic References, Websites

### Course Description

61. Course Name:

Literature of Late Ages

62. Course Code:

ALAL416

63. Semester /Year:

Annual

64. Date of preparation of this description:

1/10/2025

65. Available Attendance Formats:

Fourth Stage Students / Physical (Hall System)

66. Number of Hours (Total) / Number of Units (Total)

60 /120

67. Course administrator name (if more than one name mentioned)

Eng. Esraa Jamil Sharif Eng. Osama Tariq Jumaa

Email: [esrajamil@imamaladham.edu.iq](mailto:esrajamil@imamaladham.edu.iq)[aussmaalkudese@gmail.com](mailto:aussmaalkudese@gmail.com)

68. Course Objectives

- 1) We seek to create a generation capable of understanding the Arabic language.
- 2) Enabling students to be familiar with linguistic sciences.
- 3) Enabling students to teach linguistic sciences.
- 4) Creating a generation that believes in the professionalism of education and its development.
- 5) Reading the literature of the late periods – the era of states and Mamluks – in Iraq, Egypt, the Levant and other Arab countries, starting from the fall of the Abbasid state in 656 AH until the end of that period with the beginning of the modern era.

Course Objectives

69. Teaching and Learning Strategies

1. Adopting the Method of Giving Lectures

2- Directing the student to write a report on a topic related to the subject.

Interventions

1. Use the question and answer

2. Using the brainstorming method for students to generate creative ideas.

70. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Class Performance	<b>Brainstorming</b>	<b>Chapter One: Poetry and its Artistic Characteristics</b>	<b>Referenced in the previous axis and each according to the content</b>	2	The first
<b>Written Tests</b>	<b>Lecture and Discussion</b>	Poetry and its artistic characteristics	<b>Referenced in the previous axis and each according to the content</b>	2	The second
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Chapter Two: The New Poetic Arts / Dubit</b>	<b>Referenced in the previous axis and each according to the content</b>	2	The third
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Zajal - Mawalia</b>	<b>Referenced in the previous axis and each according to the content</b>	2	Fourth
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Al-Kan - Al-Qoma - Item</b>	<b>Referenced in the previous axis and each according to the content</b>	2	Fifth
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Calendar</b>	<b>Referenced in the previous axis and each according to the</b>	2	Sixth

			<b>content</b>		
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Chapter Three: Poets: Shams al-Din al-Kufi</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Seventh</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Sharaf Eddin Mohammed Al , Busayri</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Eighth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Safi Eddin Hilli</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Ninth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Ibn Zillaq al, Musli</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Tenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Shihab al-Din al-Talafari</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Eleventh</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Taqi al-Din ibn Hajjah al-Hamwi</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>XII</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Al , Baghdadi</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Thirteenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Ibn Ma'touq al-Musawi</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Fourteenth</b>
<b>Class Performance</b>	<b>Brainstorming</b>	<b>Calendar</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Fifteenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Application</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Sixteenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Application</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Seventeenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Application</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Eighteenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Application</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Nineteenth</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Chapter One: Prose and its Types/ Rhetoric</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Twenty</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Diwani Writing</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Twenty first</b>
<b>Written Tests</b>	<b>Lecture and Discussion</b>	<b>Brotherhood messages</b>	<b>Referenced in the previous axis and each according to the content</b>	<b>2</b>	<b>Twenty two</b>

Written Tests	Lecture and Discussion	Other Arts	Referenced in the previous axis and each according to the content	2	Twenty Three
Class Performance	Brainstorming	Calendar	Referenced in the previous axis and each according to the content	2	Twenty fourth
Written Tests	Lecture and Discussion	Chapter Two: The Book/ Ibn Nabata Al-Masri	Referenced in the previous axis and each according to the content	2	Twenty Fifth
Written Tests	Lecture and Discussion	Abu al-Abbas al-Qalqshandi	Referenced in the previous axis and each according to the content	2	Twenty-sixth
Written Tests	Lecture and Discussion	Yousef Al-Badai'i	Referenced in the previous axis and each according to the content	2	Twenty Seventh
Written Tests	Lecture and Discussion	Abdul Qadir bin Omar al-Baghdadi	Referenced in the previous axis and each according to the content	2	Twenty Eight
Class Performance	Brainstorming	Calendar	Referenced in the previous axis and each according to the content	2	Twenty Ninth
Written Tests	Lecture and Discussion	Application	Referenced in the previous axis and each according to the content	2	Thirty

#### 71. Course Evaluation

Final Exam	Project	Laboratory	Second Semester	First Semester
60	None	None	20	20

#### 72. Learning and Teaching Resources

Lectures in the Literature of the Late Ages by Prof. Dr. Muhammad Oweid Mohamed	Required textbooks (methodology if available)
In the Literature of the Late Ages by Dr. Nazem Rashid.	Main References (Sources)
	Recommended books and references (scientific journals, reports...)
<b>Comprehensive Library</b>	Electronic References, Websites

