



Republic of Iraq
Ministry of Higher Education and Scientific
Research
Scientific Supervision and Evaluation
Authority
Department of Quality Assurance and
Academic Accreditation
Accreditation Department

Guide to the Description of the Academic Program and the Course

College University Azam-Al Imam
/ **Religion of Fundamentals of Department**

Him About

٢٠٢٦-٢٠٢٥ For the academic year

:the introduction

The educational program is a coordinated and organized package organized into of courses that includes procedures and experiences course vocabulary. Its main purpose is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal rograms, such as the external or external audit procedures and p .examiner program

The academic program description provides a brief summary of the program's main features and courses, indicating the skills that students are working to acquire based on the academic program's importance of this description is evident in that it objectives. The represents the cornerstone for obtaining program accreditation, and it is written by the teaching staff under the supervision of the .scientific committees in the academic departments

ition of the guide includes a description of the This second ed academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments and changes in the educational system in Iraq, which included a description of the ogram in its traditional form (annual, semester system), academic pr as well as adopting the generalized academic program description

dated ۲۹.۶/۳ according to the Department of Studies' letter T M with regard to programs that adopt the Bologna Process as ۲۰۲۳/۵/۳ .basis for their work the

In this regard, we cannot but emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth .running of the educational process

:Concepts and terminology

Academic Program Description: academic program description The provides a concise summary of its vision, mission, and objectives, including an accurate description of the targeted learning outcomes .according to specific learning strategies

Course description: any of the course's This provides a concise summ key features and expected learning outcomes, demonstrating whether the student has made the most of the available learning opportunities.

.It is derived from the program description

the academic An ambitious vision for the future of **:Program Vision** program to be a sophisticated, inspiring, motivating, realistic and .applicable program

Briefly outlines the goals and activities necessary **:Program Mission** to achieve them, and identifies the program's development paths and .directions

These are statements that describe what the **:m objectivesProgra** academic program intends to achieve within a specific time period .and are measurable and observable

All courses/study materials included in the :Curriculum structure he approved learning system academic program according to t semester, annual, Bologna track), whether required (Ministry,) University, College and Scientific Department), with the number of .study units

A consistent set of knowledge, skills, and values :Learning outcomes student after the successful completion of the acquired by the academic program. The learning outcomes for each course must be .defined in a way that achieves the program's objectives are the strategies used by faculty Teaching and learning strategies tudent teaching and learning. They are plans members to enhance s followed to achieve learning objectives. In other words, they describe all classroom and extracurricular activities aimed at achieving the .program's learning outcomes

on Academic Program Descripti

Azam University College -Imam Al :University Name

Azam University-Imam Al :College

Fundamentals of Religion / About Him :Scientific Department

of Islamic Name of academic or professional program: Bachelor
Studies

. in Islamic Theology tsFinal certificate title: Bachelor of Ar

Annual :Academic system

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مستشار الجامعة

1. Program Vision

The department's vision is reflected in its work on developing a strategy that : addresses the following

of the First: Teaching students Islamic sciences and focusing on the science to intellectual, legal and while also paying attention foundations of religion .educational sciences

Second: The Department of Fundamentals of Religion hopes to achieve leadership :and excellence in

.Teaching Islamic sciences and moderate Islamic thought :Third quality and academic accreditation in Achieving the highest standards of :Fourth .education, training, and scientific research

.Providing the local community with active and capable individuals :Fifth .Combining authenticity and modernity, with an authentic middle approach :Sixth

2. Program message

The Department of Fundamentals of Religion seeks to produce scientific outputs in accordance with comprehensive quality standards in the fields of education and scientific research, to produce distinguished specialists in the field of Sharia in science, thought and behavior, to develop academic programs in many terms of Sharia disciplines to keep pace with the developments of the age, and to provide educational and consulting services to civil society institutions in the field of Sharia .sciences

3. Objectives Program

- 1. Providing a solid academic program at the undergraduate level, based on quality standards and academic accreditation, and creating a supportive educational environment centered around developing the student's based abilities–scientific and skill.**
- 2. de students with basic knowledge in various Islamic sciences, To provi and to build a balanced scientific personality capable of serving society and spreading authentic moral values.**
- 3. Developing a systematic understanding of the history and development of ciences, and enhancing analytical and critical thinking skills in Islamic s dealing with scientific issues.**

4. Establishing a culture of tolerance and acceptance of diversity, and developing dialogue skills and respect for the opinions of others within legal frameworks scientific and.
5. Preparing graduates qualified to contribute to promoting social coexistence and national unity, and to move away from manifestations of intolerance and extremism.
6. Developing the ability to understand contemporary issues and link them to their legitimate origins, in order to provide moderate scientific solutions .
7. Promoting a moderate understanding of religion, and building a nticity and modernity responsible awareness that combines authe.

4. Program accreditation

The program is in the application phase for national program accreditation for Islamic .(science colleges (Iraqi universities

5. Other external influences

and the ‘ Azam University College-the Imam Al ‘ The Sunni Endowment Office . Ministry of Higher Education and Scientific Research

6. Program structure

Program structure	Number of courses	Study unit	Percentage	comments
Institutional requirements		9	18	8.70
College requirements		8	27	13.04

Department requirements		52	158	76.32
Summer training	nothing		1	4
practical application	A collaborative application with the Ministry of and the Education Department of Religious Education in schools	In cooperation with the Ministry of Education and the Department of Religious Education in Schools.	٤	١.٩٣

. . elective or course is core the The notes may include whether *

Curriculum for the primary : Program Description -٧ stages, Department of Fundamentals of ٢٠٢٦-٢٠٢٥ Religion, for the year					Certificates and Accredited Hours
Academic stage	Course code	Course name	Credit hours and units		
First stage			theoretical	practical	degree Bachelor's credit unit (١٤٠) hours are required
Course code					
First	RQS115	Quranic Sciences	٢		
First	REX109	Interpretation	٤		
First	EAQM101	Memorizing the Quran and Tajweed	٤		
First	RGR111	and Morphology Grammar	٦		
First	RWJ224	Jurisprudence	٤		
First	EAEL103	language English	٢		
First	EARD107	Human rights and democracy	٢		
First	EAIE205	Islamic ethics	٤		
First	EACS105	computer		٢	

First	RPRO117	The Prophet's Biography	٢		
First	EAID204	Islamic doctrine	٤		
First	EAEP108	Educational Psychology	٢		
First	RHSC118	Preserving Hadith	١		
the total			٣٩		
Phase Two Course Code					
Second	REX110	Interpretation	٣		
Second	RDO116	Doctrine	٤		
Second	EAQM102	and Tajweed The Quran save	٤		
Second	RHSC119	Hadith sciences And preserving the Hadith	٣		
Second	RGR112	And the exchange Grammar	٥		
Second	RPSJ322	Jurisprudence	٥		
Second	EAEL104	English the language	٢		
Second	EACS106	computer		٢	
Second	EAME305	and calendar Measurement	٣		
Second		Freedom	٢		
Second	RPRO117	Prophetic Biography	٢		
Second	RRC227	religions	٤		
Second	RCIT121	Islamic thought	٢		
Second	BAA101	Baathist crimes	٢		
the total			٤٣		
Phase Three Course Code					
Third	RHE416	Explanation of the Hadith and Memorization	٣		
Third	REX109	Interpretation	٣		
Third	RGR111	Grammar	٣		
Third	RLO221	Logic	٤		
Third	RIS316	Islamic sects	٤		
Third	RDO216	Doctrine	٤		
Third	RRH323	Rhetoric	٣		

Third	EAQM201	The generous The Quran save	١		
Third	EARM340	Search Methodology + Library	٣		
Third	EAMT306	country A beautiful Curricula teaching	٣		
Third	RHSC119	Hadith sciences	٢		
Third	RHH319	religions	٤		
Third	AHL 102	Biography of the Prophet's Family	٢		
the total			٣٩		
Phase Four Course Code					
Fourth	REM418	The Curricula commentators	٤		
Fourth	RGR213	Grammar	٣		
Fourth	RHE416	And preservation Hadith	٣		
Fourth	RJAR324	Jurisprudence Origins	٤		
Fourth	RMM321	Modernists Curricula	٤		
Fourth	RIPH414	Islamic Philosophy	٢		
Fourth	EAQM202	The Quran save	١		
Fourth	EAGR406	Search project	١		
Fourth	RDO314	Islamic Doctrine	٤		
Fourth	EAOP408	and the application Viewing	٤		
Fourth	RHS223	Hadith Graduation science	٣		
Fourth	RHH319	religions made-man	٤		
the total			٣٧		

Expected learning outcomes of the program .^

Knowledge

based outputs-First: Cognitive and skill

To enable the student to master – ١A
the rules of recitation, the principles of
Hadith, and Islamic doctrine on sound
.scientific foundations

Enabling the student to employ – ٢A

١ Statement of Learning Outcomes

- 1- The ability to define the concepts of the science of theology and accurately grasp its basic terminology, and to understand its topics and fields according to .the approved scientific method
- 2- The ability to present and

skills in his practical life, his academic career, and to serve his community efficiently and responsibly

Introducing the student to the main contents of Islamic sciences, including interpretation, recitation, jurisprudence, prophet's hadith, creed, and the Prophet's biography

To provide the student with a general knowledge of the methodologies of the interpreters, hadith scholars, and jurists

Developing the student's research and dialogue skills, in order to enhance thought his ability to spread moderate and serve the community and the nation

based –Second: Affective and value objectives

Instilling love for the Holy Quran and the Prophetic Sunnah in the student, and strengthening his pride in his faith and religion

Developing the student's awareness of the values and aesthetics of Islam, and consolidating the

analyze the methodologies of the scholars of the foundations of religion objectively and while explaining their epistemological foundations, evidence, and comparing them according to the scientific method

- 3- Familiarity with the approved sources in the science of the foundations of religion, knowledge of the methods of the benefiting from them, and ability to deal with their texts and understand them according to the scientific method
- 4- Developing the skill of memorizing scientific principles and doctrinal rules, and employing them in understanding, analyzing, and reasoning in matters of fundamentals of religion

<p>conviction of its suitability for all times .and places</p> <p>To strengthen the religious and – ۳Q national belonging of the student of fundamentals of religion, and to develop m a spirit of scientific and advocacy in hi responsibility in serving his community and country, and to defend and spread .Islamic values in the correct manner</p>	
<p>Skills</p>	
<p>Enabling the student to master the – ۱B correct recitation of the Holy Quran according to the approved rules of .Tajweed</p> <p>Developing the student's ability to – ۲B prepare and write scientific research academic according to sound .methodology</p> <p>Qualifying the student for teaching – ۳B skills and delivering speeches and sermons, while diversifying presentation methods and choosing appropriate approaches, and developing his .linguistic and technical competencies</p> <p>the student with Equipping – ۴B dialogue, discussion and teamwork skills, which enhances his ability to .communicate effectively</p>	<p>(۲)Statement of learning outcomes</p> <p>Developing the ability to analyze -۱ and deduce legal rulings according to .methodology a sound scientific</p> <p>Enhancing writing and scientific -۲ research skills, identifying the most prominent ancient and modern sources in the field of fundamentals of religion**, and ** knowing how to benefit from them and employ them in doctrinal .studies</p> <p>methods related to Applying -۳ critical thinking, and employing solving skills in -creative problem .addressing problems</p> <p>1- Using effective communication -۴ methods that contribute to understanding intellectual diversity within societies and dealing with it .nd respectfullyconsciously a</p>

Values

The outputs of the ****Fundamentals of Religion**** program are to enable the student to deduce issues of Islamic doctrine from their approved sources in the relevant major books, to be able to compare and analyze different doctrinal statements, to extract scientific rules from them, to explain the points of agreement between scholars, to refute doubts raised about issues of belief, while contributing to preserving the doctrinal and jurisprudential identity of the approach society and consolidating .of moderation and balance

The program graduate is also expected to be able to teach Islamic sciences in secondary schools and public and religious institutes, apply educational skills in effectively conveying lessons and knowledge, be able to give lectures, pursue postgraduate studies, produce scientific research in the field of specialization, deal with various sources of Islamic heritage, and respond to doubts and objections raised about the Holy Qur'an, the Prophetic .ic thought in generalSunnah, and Islam

Statement of Learning Outcomes

1- Preserving Islamic customs and values and consolidating Islamic identity in the student's behavior and academic .and professional life

Acting with high morals and adhering -٢ personal and social to Islamic values in aspects, reflecting good example and .behavioral discipline

Developing creative thinking in dealing - ٣ with multiple cultures, and enhancing the ability to engage in dialogue and positive interaction with them in light of the .approach Islamic

Instilling a spirit of commitment to -٤ Islam in the student by encouraging him to read the Holy Quran and contemplate its meanings, and to learn about its miraculous aspects and its impact on .building a faithful personality

learning strategies Teaching and .^٩

The targeted learning outcomes are developed through a range of the following :teaching activities and strategies

First: Teaching Strategies

- .(Lecture strategy (systematic delivery - ^١
- .dialogue The strategy of scientific discussion and - ^٢
- .solving strategy-Problem - ^٣
- .based learning strategy-Project - ^٤
- .Cooperative learning strategy - ^٥
- .Brainstorming strategy - ^٦
- .(Discovery learning strategy (research and inquiry - ^٧
- .learning strategy-E - ^٨

Second: Learning Strategies

- .practice Spaced - ^١
- .Organized studying - ^٢
- .Learning based on inference - ^٣
- .Switching between ideas and concepts - ^٤
- .Using practical examples - ^٥
- .(Dual encoding (verbal and visual - ^٦

Third: Policies followed in the course

ance with the approved regulations and Attendance and absence policy in accord - ^١
.instructions

Regulations regarding absence from exams and the mechanism for dealing with - ^٢
.it according to the applicable regulations

.Commitment to submitting duties and assignments on time - ^٣

th and safety procedures, including vaccination requirements Adherence to heal - ^٤
.against epidemics when necessary

Adherence to the rules of academic integrity and classroom discipline, and - ^٥
application of the student disciplinary law in cases of cheating or disruption of
.rdero

The mechanism for distributing grades and evaluation according to the - ^٦
.standards adopted in the course

Assessment Methods .^{١٠}

- .stset ylhtnom dna 'yliad 'larO •

- **.stroper dna hcraeser cifitneics gniraperP •**
 - **discuss, analyze, and provide systematic ot ytiliba 'stneduts gnitaulavE •**
 .answers
 - **noisneherpmoc dna gnikniht erusaem taht snoitseuq lautcelletni gnisoP •**
 .skills
 - **.stneduts yb detneserp snoisses noissucsid gnizinagrO •**
 - **.repap hcraeser ro tcejorp noitaudarg a gniraperP •**
- midterm exams %٤ · tion is as follows: The grade distribu**
 year exams - of-End %٦ ·

Faculty .١١							
Faculty members							
Teaching name	Scientific rank	Specialization		Require /ments Special skills (If found)		Faculty preparation	
		general	private			angel	lecturer
Tariq Saud Khalil	Mr	Philosophy of Shari'a	Comparative jurisprudence			angel	
Qais Abdul Rahman Hussein Ibrahim	teacher	Invitation and sermon	Biography			angel	
Laith Hashem Hamza	Mr	Fundamentals of Religion	Hadith			angel	
Ibrahim Wissam Fakhri	teacher	Fundamentals of Religion	Doctrine			angel	
Hani Fahmy Mohi	teacher	The Fundamentals of Religi	Interpretation			angel	

		on					
Ahmed Tayes Hassan	Assistant Professor	The Fundamentals of Religion	Interpretation			angel	
Taha Hamid Harish	Mr	Fundamentals of Religion	Hadith			angel	
Nadhir Razouki Mustafa	teacher	Jurisprudence and its principles	Principles of Islamic Jurisprudence			angel	
Bashir Adnan Abdul Wahid	Assistant teacher	Fundamentals of Religion	Interpretation and Quranic Sciences			angel	
Ibrahim Saghir Khudair Mahawish	assistant professor	Philosophy of Shari'a	Comparative jurisprudence			angel	

Professional Development

Orienting new faculty members

- vision, mission, goals, s'egelloch ot srebmem ytlucaw wen gnicudortnI •
•.organizational structure, and approved policies and procedures
- rieht fo gnidnatsrednu raelc a poleved ot srebmem ytlucaw wen elbane oT •
•.employment rights and professional obligations
- information about the college's evisneherpmoc htiw meht gnidivorP •
•.facilities and available academic and administrative services
- dna spohskrow 'sranimes ni etapicitrap ylevitca ot meht gnigaruocnE •
•.development programs to enhance their professional skills
- to local and international scientific etubirtnoc ot meht gnigaruocnE •
•.conferences in order to support their academic presence
- -reep elbatuper ni hcraeser cifitneics rieht hsilbup ot meht gnigaruocnE •
• reviewed journals, which contributes to raising the research level of the

.college

Professional development of faculty members

- 1- He urged faculty members to actively participate in seminars and development workshops with administrative and scientific aspects, in order to contribute to the development of their professional capabilities
- 2- year students, -Working to publish outstanding scientific research by fourth - in support of the scientific movement and guiding it in a sound academic direction
- 3- Encouraging the preparation of systematic scientific works that include the - in accordance with what is approved by the competent 'approved curricula scientific committees
- 4- Promoting adherence to deadlines for submitting assignments and tasks, - .thereby establishing a culture of academic discipline
- 5- areas of precise Preparing periodic scientific research within the specialization, and discussing it according to the scientific plan approved in .the department
- 6- Encouraging faculty members to participate in local and international - seminars, workshops and scientific conferences, in order to enhance .academic presence and scientific exchange

Admission Criteria . ١٢

- 1- Adopting admission requirements for students in accordance with the) regulations of the Ministry of Higher Education and Scientific Research channel and direct admission to the through the central private admission .(college and department
- 2- To successfully pass a special test or personal interview deemed appropriate .by the college or department council
- 3- .suited for the specialization he/she is applying for-To be well
- 4- st have obtained a preparatory school certificate (scientific, The learner mu .(literary, Islamic or vocational
- 5- .The capacity of the scientific department

Key sources of information about the program . ١٣

) Academic websites, such as scientific search engines Google Scholar .(

The prescribed books approved according to the recommendations of the scientific committees for curriculum development, and the instructions issued by the Dean of as the the College, in addition to enrichment books and electronic resources such .comprehensive library

. The Iraqi Digital Repository for University Theses and Dissertations

Program Development Plan .\` €

:It includes for faculty members development plan

- 1- the development of the efficiency of the faculty members in Contributing to the department, in line with the development of Islamic sciences and keeping .pace with developments in contemporary sciences**
- 2- Diversifying professional development programs through seminars and aining workshops, with the aim of enhancing the administrative and tr .scientific skills of faculty members**
- 3- :Teaching and learning strategies**
- 1- Adopting modern teaching and learning strategies in the field of .content Regularly reviewing the curriculum .specialization**
- 2- Diversifying teaching and learning strategies to achieve the greatest number .of outcomes**

:Assessing the targeted learning outcomes

- 1- Developing an integrated plan for the targeted learning outcomes of the .objectives program, in line with the approved academic**
- 2- Measure the extent to which learning outcomes are achieved on a regular basis, and review and develop them continuously according to quality .standards**
- 3- Utilizing the results of beneficiary surveys to support continuous .d program developmentimprovement processes an**

Program Skills Plan

Learning outcomes required from the program

Year / Level	Course code	Course Name	Essential or optional	Knowledge				Skills				Values			
				A ١	A ٢	A ٣	A ٤	١B	٢B	٣B	٤B	Part ١	Part ٢	Part ٣	Q ٤
the first	RQS115	Quranic Sciences	essential	/	/	/	/	/	/	/	/	/	/	/	/
	REX109	Interpretation	essential	/	/	/	/	/	/	/	/	/	/	/	/
	EAQM101	Memorizing the Quran and Tajweed	A Sassi	/	/	/	/	/	/	/	/	/	/	/	/
	RGR111	Grammar and Morphology	A Sassi	/	/	/	/	/	/	/	/	/	/	/	/
	RWJ224	Jurisprudence	A Sassi	/	/	/	/	/	/	/	/	/	/	/	/
	EAEL103	English language	A Sassi	/	/	/	/	/	/	/	/	/	/	/	/
	EARD107	Human rights and democracy	A Sassi	/	/	/	/	/	/	/	/	/	/	/	/
	EAIE205	Islamic ethics	A Sassi	/	/	/	/	/	/	/	/	/	/	/	/
	EACS105	computer	A Sassi	/	/	/	/	/	/	/	/	/	/	/	/
	RPRO117	The Prophet's Biography	A Sassi	/	/	/	/	/	/	/	/	/	/	/	/
	EAID204	Islamic doctrine	A Sassi	/	/	/	/	/	/	/	/	/	/	/	/
	EAEP108	Educational Psychology	A Sassi	/	/	/	/	/	/	/	/	/	/	/	/

		Hadith													
	RHH319	-man made religion s	A Sassi	/	/	/	/	/	/	/	/	/	/	/	/

- Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed

Course Description
Course description (Memorizing the Quran and
First Stage -Tajweed)

1. Quran Memorization and Tajweed : Course Name
2. Course code: EAQM101
3. .Annual course : Semester/Year
4. .AD ٢٠٢٥/١٠/١ : Date this description was prepared
5. .Classroom lectures : Available forms of attendance
6. hours ٦٠ : Total study hours/total units
7. Name of the course coordinator (if there is more than one, please mention .(it
M. M. Ali Adnan Muhammad :Name -\ :email address is A's -Alalialadlie47@gmail.com
8. objectives Course

Course objectives

**The following are the
of general objectives
studying the science of
Tajweed and
memorizing the first
-part of Surah Al
.Baqarah**

**First: Enabling the
student to read
correctly according to
.the rules of Tajweed**

**Second: Training the
student to pronounce
the letters correctly and
.properly**

**practical Third: The
application of the rules
of Tajweed during
.recitation**

**Fourth: To accustom
the student to applying
the rules of Tajweed
practically when
reading the Holy
.Quran**

**Fifth: After studying
this material, the
student is required to
the be able to memorize
-first part of Surah Al
Baqarah perfectly and
.with correct recitation**

**Scientific and : **

‘cognitive objectives

**By correcting the
recitation of the Holy
Quran and for the
student to become
familiar with the rules
of Tajweed, the silent**

nun and tanween
Achieving :۞
compliance with the
command of God
Almighty
Earning reward and :۞
recompense
In conclusion, the
science of Tajweed is a
means to recite the Holy
Quran correctly, as it
was revealed, and with
.deep contemplation

9. strategies Teaching and learning

strategy

These educational strategies :**Firstly, interactive education** can be transformed from mere theoretical information into a practical application plan in teaching Tajweed and .memorizing the Holy Quran established conventions, the recitation and Especially in the the naming, the rules of the silent nun and tanween, the rules .of the silent meem, the rules of the lengthening and others
The app
 We present a verse from the Book of God, from the first part .Baqarah-of Surah Al as **month of Ramadan in which the Quran was revealed** The guidance for mankind and clear proofs of guidance and the criterion. So whoever sights the crescent of the month, let him then an equal -fast it; and whoever is ill or on a journey must be made up]. Allah intends for you ease] number of days and does not intend for you hardship and [wants] for you to

complete the period and to glorify Allah for that [to] which He
:Baqarah-Al] .has guided you; and perhaps you will be grateful
students to extract the rules for the silent ask the Then . [(١٨٥)
nun and tanween, or the silent meem, or the madd, or all of
.them

Or make the work a pair of students, one with the other, or
small groups of students, and then ask them to discuss the
ling is assimilation? Or reason, and whether the ru
manifestation? Or concealment? Or conversion? Or natural
lengthening? Or secondary lengthening? Here the student
.discovers the ruling, not just hears it

**.based learning-Second: Practice
practical application**

**concealment, for example, have the After explaining oral
...student immediately apply it to**

**by what God So judge between them } :God Almighty says
{ . has revealed**

oral application

The student reads the required verses of the Quran, then the
such as nasalization and the ‘rules of recitation are corrected
.length of the vowel

The student is tasked with extracting all the rules of the silent
Baqarah, -nun and tanween, from one page, from Surah Al
then classifying them in a table: clear pronunciation,
.oncealmentassimilation, inversion, and c

The student is tasked with extracting and identifying all the
.lengths of the elongation and the length of the elongation

.Thirdly, education using technology

.The application

Using the colored electronic Quran with precision, recording
.recitation, and listening to it again with error correction the
The student listens to himself and discovers the mistake on

.his own
.oriented learning-Fifth, goal
 The cognitive objective is for the student to distinguish
 .between inversion and concealment
 The skill objective is to apply the connected extension in four
 .movements
 Ultimately, it provides direct feedback to correct errors in the
 .amount of elongation and nasalization

10. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1 November	Two hours	Tajweed: Language, Terminology, Subject Matter, and Ruling + Memorizing Fatihah-Surah Al	Introductions	Lectures and presentations	Daily and monthly test
2 November	Two hours	The ruling on refuge in seeking God and saying "Bismillah" and "their interpretations + memorizing -Surah Al Baqarah from 1-verse	Rules of restoration and garnishment	Lectures and presentations	Daily and monthly test
3 November	Two	The rule of the silent nun and	Rules of Noon	Lectures and presentations	Daily and monthly test

	hours	clear) tanween (pronunciation ١٢-١٦ Verse	Sakinah and Tanween		
٤ November	Two hours	The rule of assimilation verses + (idgham) ١٧-١٣	////	Lectures and presentations	Daily and monthly test
١ December	Two hours	The ruling on nasalization and its levels + memorizing ٢٢-١٨ verses	////	Lectures and presentations	Daily and monthly test
٢ December	Two hours	The ruling on lqlab) +) memorizing ٢٨-٢٣ verses	////	Lectures and presentations	monthly Daily and test
٣ December	Two hours	The ruling on concealment) +) memorization of ٣٤-٢٩ verses	////		
٤ December	Two hours	Rules of the silent Meem Ikhfaa) +) Memorization -٣٠ from verses ٤١	Rules of the silent Meem	Lectures and presentations	Daily and monthly test
١ February	Two hours	The ruling on oral) assimilation) + memorization of ٤٧-٤٢ verses	////	Lectures and presentations	Daily and monthly test
٢ February	Two	Ruling on (oral	////	Lectures and	Daily and monthly

	hours	+ (demonstration ٥٣-٤٨		presentations	test
٢ February	Two hours	The ruling on the lengthening) and its definition) from verses + ٦١-٥٤	Rules of prolongation	Lectures and presentations	Daily and monthly test
٤ February	Two hours	of Madd Types (Original) + From) ٦٧-٦٢ verses	////	Lectures and presentations	Daily and monthly test
١ March	Two hours	Extension (-Sub) ٧٣-٦٨+	////	Lectures and presentations	Daily and monthly test
٢ March	Two hours	Original lengthening + memorization of ٧٦-٧٤ verses	////	Lectures and presentations	Daily and monthly test
٣ March	Two hours	Natural tide + review of previous memorization	////	Lectures and presentations	Daily and monthly test
٤ March	Two hours	The ruling on lengthening (the + (substitute memorization of ٨٢-٧٧ verses	////	Lectures and presentations	Daily and monthly test
١ Nissan	Two hours	Lengthening (compensation) +) memorization of ٨٨-٨٢ verses	////	Lectures and presentations	Daily and monthly test
٢ Nissan	Two	Extension (connection) +)	////	Lectures and presentations	Daily and monthly test

	hours	memorization of ٩٤-٨٩ verses				
٢ Nissan	Two hours	-Sub) lengthening) + memorization of ١٠٠-٩٥ verses	The two -sub condemned parties whose cause is stillness	Lectures and presentations	and monthly test	Daily
٤ Nissan	Two hours	The obligatory connected prolongation madd) +) memorization of ١٠٦-١٠١ verses	////	Lectures and presentations	Daily and monthly test	Monthly
١ May	Two hours	The permissible separate prolongation madd) is) memorized from ١١٢-١٠٧ verses	////	Lectures and presentations	Daily and monthly test	Monthly
٢ May	Two hours	The necessary lengthening + memorization of ١١٨-١١٣ verses	////	Lectures and presentations	Daily and monthly test	Monthly
٢ May	Two hours	Rules of prolongation in the opening verses of the chapters + memorization -١١٩ from verse	The condemned of time	Lectures and presentations	Daily and monthly test	Monthly

		١٢٤			
٤ May	Two hours	The lengthening of the pause + memorization of ١٢٠-١٢٥ verses	The two -sub condemned parties whose cause stillness is	Lectures and presentations	Daily and monthly test
١ June	Two hours	Lengthening the soft vowel + memorization of ١٣٦-١٣١ verses		Lectures and presentations	Daily and monthly test
٢ June	Two hours	Memorize verses and ١٤١-١٣٧ you review what have learned .previously			

11. Course evaluation

Teaching and learning methods

- Theoretical lectures
- the rules of recitation no snossel lacticarP •
- noitaticer tneduts fo stnemssessa lacticarP •

tasks assigned to the student, such is distributed according to the ١٠٠. The grade out of .as daily preparation and daily exams

1. .based...etc-Oral, monthly, written, and report

2. Learning and teaching resources	
Required textbooks (methodology, if applicable) (Main references (sources	Tajweed / Theoretical The Science of :١ Rules and Notes on its Application, Level Two / Authored by Dr. Yahya Abdul .Ghathani-Razzaq Al Illustrated Tajweed, authored by Dr. :٢ .Ayman Rushdi Suwaid Tajweed notes for the first level, :٣ .Majd-authored by: Rahma Essam Abu Al
Recommended supporting books and references (scientific journals, (...reports	
Electronic references, websites The illustrated Tajweed by Dr. Ayman Sweid contains explanatory panels, the ultimate goal for the seeker in the .science of Tajweed	

First Stage : Course Description

2. Islamic Ethics : Course Name
3. : Course code EAIE205
4. Annual Course : Semester/Year
5. : Date this description was prepared
6. Classroom lectures : Available attendance formats

7. hours : Total study hours/total units	
8. Name of the course coordinator (if there is more than one, please mention it)	
M.M.: Ali Adnan Muhammad :Name - :email address is A's -Alalialadlie47@gmail.com	
9. objectives Course	
Course objectives	<p>.):At the end of this course, the student is expected to Become familiar with Sufism and Islamic ethics as a purification and -branch of Islamic law, related to self .behavior A statement of the origin of the science of Sufism and : s principles derived from the Holy Islamic ethics, and it .Qur'an and the Prophetic Sunnah Correcting misconceptions and doubts related to : .Sufism and Islamic ethics Linking behavioral and spiritual aspects to the : .strictures of Islamic law discipline and -of self Demonstrating the importance : .accountability in building an Islamic personality-self Developing awareness through lessons in Sufism and : practical Islamic ethics, such as sincerity, reliance on .God, patience, and truthfulness owledge and work in Achieving a balance between kn : .student behavior</p>
10. Teaching and learning strategies	
strategy	<p>Interactive learning -Engaging students and discussing with them topics such as self : .purification and Islamic ethical conduct basic concepts contained in Engaging students in dialogue about the : the book "Facts about Sufism," to promote a correct and deep .understanding of Islamic ethical conduct</p> <p>.based learning-Practice .Practical application</p>

-discipline and self-Training male and female students to practice self .ntability, and to link theoretical concepts with practical realityaccou

oral education

Monitoring the comprehension of male and female students, through oral discussions and statements, regarding the impact of devotional .purification-behaviors on self

.based learning-Project :۳

.Research participation

Students are assigned to prepare short research papers on research topics such as piety, patience, repentance, reliance on God, and .accountability

practical application

fism to behavioral reality in the Linking research in the subject of Su .lives of university students

.Education using technology :۴

learning platforms to present lessons, lectures, and scientific -Using e .materials

.And to utilize digital resources to follow the course topics

.oriented education-Goal :۵

Defining behavioral objectives and determining their measurability for .each study unit

Providing continuous feedback to address students' weaknesses and .enhance their strengths

Cumulative learning :۶

knowledge of male and female students in the Building upon the prior subjects of jurisprudence, biography, and creed, while adopting review discipline and -and repetition to consolidate the concepts related to self .purification

.based learning-Analysis :۷

ehavioral and moral problems, in light of Analyzing contemporary b the true Sufi approach, and developing students' critical thinking and analysis skills, in distinguishing between upright behavior and .deviance

11. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
November ١	Two hours	Definition and derivation of -١٧pp. / Sufism ٢٧	Chapter One: An Introduction to Sufism	and Lectures presentations	Daily monthl
November ٢	Two hours	The Importance / of Sufism ٣٦-٢٨From	/////	And Lectures the delivery	My daily n
November ٣	Two hours	Companionship, its importance and benefits / ٦٨-٤١pp.	Chapter Two: The Scientific Methodology in Sufism	And Lectures the delivery	My daily n
November ٤	Two hours	The Muhammadan -٦٨Heir / From ٧٢	/////	And Lectures the delivery	My daily n
December ١	Two hours	Taking the -٧٣covenant / ٩١	/////	And Lectures the delivery	My daily n
December ٢	Two hours	Knowledge and .its virtue / pp ١١٣-٩١	/////	And Lectures the delivery	My daily n
December ٣	Two hours	١٢٤-١١٣Male /	/////	And Lectures the delivery	My daily a month
December ٤	Two hours	Reminders of those who neglect remembrance / ١٧٢-١٥٥pp.	/////	And Lectures the delivery	My daily n
١ January	Two hours	Benefits of remembrance / ١٩٢-١٧٣from	/////	And Lectures the delivery	My daily n
٢ January	Two hours	Study / From ١٩٧-١٩٣	/////	And Lectures the delivery	My daily n
٣ January	Two	Retreat / From ١١٨-١٩٨	/////	And Lectures the delivery	My daily n

	hours				
January	Two hours	The Path to -٢٢١ God / pp. ٢٣٠	Chapter Three: The Path to God	And Lectures the delivery	My daily n
February	Two hours	/ Repentance ٢٤٠-٢٣١	///////	And Lectures the delivery	My daily n
February	Two hours	Please / from ٢٥١-٢٤١	///////	And Lectures the delivery	My daily a month
February	Two hours	Sincerity / from ٢٨٠-٢٥٢	///////	And Lectures the delivery	My daily n
February	Two hours	Asceticism / ٣٠٠-٢٨١ From	///////	And Lectures the delivery	My daily n
March	Two hours	Divine Love / ٣٣٧-٣٢١	Chapter Four of the Fruits of Sufism	And Lectures the delivery	My daily n
March	Two hours	Disclosure / ٣٦٠-٣٣٨ from	///////	And Lectures the delivery	My daily n
March	Two hours	Miracles of the Saints / From ٣٧٩-٣٦١	///////	And Lectures the delivery	My daily n
March	Two hours	Between Truth .and Law / pp ٤٠٢-٣٩٢	Correcting misconception s about Sufism	And Lectures the delivery	My daily n
April	Two hours	Unity of ' Existence Incarnation, and pp. / Atheism ٤٥١-٤٢٠	///////	And Lectures the delivery	My daily n
April	Two hours	of Enemies -٤٥١ Sufism / ٥٠٠	///////	And Lectures the delivery	My daily n
April	Two hours	The license and the Shatibiyah path / from ٥٥٠-٥٠٧	///////	And Lectures the delivery	My daily n

April	Two hours	Review of the above	//////	And Lectures the delivery	My daily n
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Course evaluation .١٢

Learning and teaching resources .١٣

The book "Facts about Sufism" by the virtuous Sheikh, the knower of God, mercy Abdul Qadir Issa (may God have .(on him	Required textbooks (methodology, (if applicable
Qushayri's Epistle: This epistle is -Al considered one of the most important books used to define the terminology of .Sufis	(Main references (sources
Din: This book is -Ihya Ulum al considered a cornerstone of later Sunni .purification-Sufi works based on self	Recommended supporting books and references (scientific journals, (...reports
Suffa Journal for Sufi Studies and -Ahl al Heritage Sciences	
.magazine Suffa-Websites of Ahl al	Electronic references, websites

Course Description

First stage

14. : Course Name
English language
15. Course code
EAEL103
16. : Chapter/Year
annual
17. : Date this description was prepared
٢٠٢٥/١٠/١

18. / Available attendance forms

Classroom lectures

19. (Number of units (total / (Number of study hours (total

30 hours

20. Name of the course coordinator (if there is more than one, please mention .(it

**.Name: M :tends A The letter Aqaba Zuhair Muhammad m email A's Al
:address isokbah80@gmail.com**

21. objectives Course

‘listening) The four Linguistic Skills development*
(Writing (in a certain way ‘Reading ‘Speaking
. Balanced
Grammar Structures Use from Students Empowerment*
Positions in accurately And the average Basic
. Communication
Daily In life Related Linguistic Vocabulary expansion*
. And work and the study
English For the votes Correct pronunciation to improve*
. And intonation tone and patterns
and Simple talks procedure on ability Enhancement*
. Familiar Topics around average
Year understanding For Reading skills development*
. And the average Short For texts and detailed
Correct paragraphs camel writing on Students training*
. Acquired and vocabulary Rules Using
To understand Listening skills development*
. English In the language Instructions Conversations
within Work Cooperative Learning to encourage*
. The classroom Activities during Groups
in English the language Use in Students trust more*
. And social academy Positions
Topics during from With culture the language link*
The different Communities in Daily life Reflect Realism
. ones
in higher Linguist level to To transfer Students numbers*
. The suffix Study Stages

Course objectives

22. Teaching and learning strategies

<p>communicative The Learning .) approachand the Dialogue during . The classroom talks To accomplish pairs or Groups in the job via Cooperative Learning .)) . Activities Play Role game Strategy .) for in the language application the . Realistic My life Positions - Task on Standing Learning .) Based performance during Learning . Specific Linguistic Tasks The before Previous Knowledge To activate mental Storm Use .)) . lesson And thinking To stimulate The answer Question Strategy .)) . participation from Linguistic Rules To conclude By discovery Learning .)) . Examples . And the video audio Recordings like visual auditory means Use .)) And Understanding skills For development The guide Reading .)) . comprehension And the camels formation on ability To develop The guide Writing .)) . paragraphs . Electronic and activities Home Duties during from Self Learning .)) and Mistakes To correct Continuous Returning Nutrition .)) . Performance improving Short The classroom Activities during from formative Calendar .)) . Fast and tests To increase Realism My life In contexts New Vocabulary Linking .)) . Understanding Learning in And fun Motivation To increase Linguistic Games Use .)) .</p>	<p>strategy</p>
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23. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
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1 October	hour	Introduction and familiarization basic with the rules	Unit One: Introduction Present continuous tense	Lecture and presentation	Daily and monthly test
2 October	hour	Understanding synonyms and expressions used in everyday life	Synonyms and meanings	Lecture and presentation	Daily and monthly test
3 October	hour	Comprehension of -intermediate level reading texts on general topics	Piece and listen	Lecture and presentation	Daily and monthly test
4 October	hour	Basic tenses	Unit Two: The Simple Present Tense	Lecture and presentation	Daily and monthly test
November 1	hour	Understanding everyday conversation	Language skills and short review	Lecture and presentation	Daily and monthly test
November 2	hour	Identifying the change in sentence structure from affirmative to negative	Unit Three: Negation	Lecture and presentation	Daily and monthly test
November 3	hour	Extracting the main idea and details from the texts	Synonyms and meanings	Lecture and presentation	Daily and monthly test
November 4	hour	Learning the correct pronunciation	Language skills	Lecture and presentation	Daily and monthly test
December 1	hour	Conduct a short dialogue on general topics	Exercises and Meanings	Lecture and presentation	Daily and monthly test
December	hour	Understanding) Prepositions	Lecture and	Daily and

		the uses of prepositions	in / on /at)	presentation	monthly test
December	hour	Reading diverse texts and understanding the main ideas	A piece and its translation	Lecture and presentation	Daily and monthly test
December	hour	Inferring word meanings from context	Meanings and exercises of the passage	Lecture and presentation	Daily and monthly test
January	hour	Distinguishing between things	Unit Four: Countable and Uncountable Nouns	Lecture and presentation	Daily and monthly test
January	hour	Focus on correct pronunciation	Listening to and reading passages	Lecture and presentation	Daily and monthly test
January	hour	Critical thinking when reading texts	Translation and meanings	Lecture and presentation	Daily and monthly test
January	hour	Comparison between tenses and grammatical rules	Solving exercises	Lecture and presentation	Daily and monthly test
March	hour	Basic rules	Unit Five: The Simple Present Perfect	Lecture and presentation	Daily and monthly test
March	hour	Writing texts in present the perfect tense	Present Perfect Tense Exercises	Lecture and presentation	Daily and monthly test
March	hour	Training in using the future tense to talk about future things	Simple Future Time	Lecture and presentation	Daily and monthly test
March	hour	confidence -Self in using language	classroom exercises and activities	Lecture and presentation	Daily and monthly test
April	hour	Understanding	Listen and	Lecture and	Daily and

		English texts with cultural or religious themes	read	presentation	monthly test
✓ April	hour		Comprehensive exam		Comprehensive test
✓ Nissan	hour		review		
£ April	hour		Comprehensive review		

24. Course evaluation

according to the tasks assigned to the student, including daily tests in addition to monthly and semester exams and other tasks

25. Learning and teaching resources

headway	Required textbooks (methodology, (if applicable
	(Main references (sources
	Recommended supporting books scientific journals,) and references (...reports
	Electronic references, websites

(Course description (for the first stage

Course Description

1. : Course Name
Jurisprudence
2. Course code
Fir105

3. Semester/Year/Annual Course
annual
4. Date this description was prepared
٢٠٢٥/١٠/١
5. Available attendance formats: Classroom lectures
My presence
6. /((Number of study hours (total
hours ٦ . Number of units (total) /
7. Name of the course coordinator (if there is more than one, please mention .(it
:email address A's -Alalrawialrawi1969@gmail.com
M. M. Muhammad Shafiq Muhaysin :Name

1-	Course Objectives
1-	The course aims to introduce the student to the importance of jurisprudence in understanding the religious .rulings that a Muslim must know
2-	.Hanafi school of jurisprudence Introducing the student to the
3-	The student should know that the science of jurisprudence is one of the most important outputs of a learned .scholar who issues fatwas
4-	.Developing the student's love for this science, which seems difficult to him
5-	.uting to the development of a diligent, moderate, and scholarly worldContrib

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

Knowledge and understanding –A
 Enabling the student to understand the subject of jurisprudence –١A
 student to be familiar with the methodology of Hanafi scholars and their choices in To enable the –٢A
 jurisprudence
 Qualifying him to issue fatwas and to be a learned, diligent, and moderate authority –٣A
 and religious institutions Preparing him in a way that qualifies him to work in educational –٤A

specific skills–b) Subject

Mastering the scientific material – ١B
 The student must be able to prepare scientific reports – ٢B
 .That the student be able to teach and issue fatwas using this knowledge – ٣B
 .the necessary skills in dialogue, discussion and teamwork Equipping him with – ٤B
 .Mastering presentation, explanation, and answering questions –٥B
 .Skills in delivering and explaining the material –٦B

:Affective objectives –C

.jurisprudence and to be proud of his faith and religion Raising the student to love the science of – ١A
 To recognize the value and aesthetics of Islamic jurisprudence and Sharia, and that it is – ٢Part
 .compatible with time and place
 d it, and to spread the correct To instill in the student a high sense of his religion, to defen –C
 .understanding of religion with moderation and balance, without excess or negligence

Teaching and learning methods

- 1- Lecture method
- 3- Method of dialogue and discussion
- Brainstorming method -٢

Assessment methods

- 1- monthly, term, and final tests ·Daily
- 2- Classroom discussion
- 3- Classroom assignments
- 4- Reports

Week	Hours	Unit/Course or Topic Name	Teaching method	Evaluation Method
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١ Week	2	The Book of Purification Definition of purity. Obligations .of ablution	–Lecture Brainstorming	Classroom exams -performance
٢ Week	2	Rulings on Ablution. Categories .Water. Well regulations	Dialogue –Lecture and Discussion	Classroom exams -performance
٣ Week	2	The Book of Purification, Rulings on Leftovers. Chapter ablution). Tayammum (dry .Chapter on wiping over socks	Dialogue –Lecture and Discussion	Classroom exams -performance
٤ Week	2	The Book of Purification, Chapter on Menstruation. Postpartum Bleeding and Those Subject to its Rulings. Rulings on .Postpartum Bleeding	Dialogue –Lecture and Discussion	Classroom exams -performance
٥ Week	2	The Book of Purification, Impurities and Their Purification. Removal Impurity. Rulings on Istinja' (ritual cleansing after (relieving oneself	Dialogue –Lecture and Discussion	Classroom exams -performance
٦ Week	2	The Book of Prayer: Definition of Prayer and Explanation of its Times . Prayer at Recommended Times. Times When Prayer is Prohibited. Definition of the Adhan and Iqamah and their .Wording	Dialogue –Lecture Discussion and	Classroom exams -performance
٧ Week	2	The Book of Prayer: What to Do Before Prayer; Actions During Prayer; Prayer Witr prayer. .Recitation during prayer	Dialogue –Lecture and Discussion	Classroom exams -performance
٨ Week	2	Prayer, Rulings on The Book of Congregational Prayer, Disliked Acts and Invalidators of Prayer, Making Up Missed Prayers Missed Prayer. Voluntary .prayers	Dialogue –Lecture and Discussion	Classroom exams -performance
٩ Week	2	Tarawih Prayer, Eclipse Prayer , Istisqa' (seeking rain). Prayer Sujud (prostration). Forgetfulness. Prostration of .recitation	Dialogue –Lecture and Discussion	Classroom exams -performance
١٠ Week	2	The Book of Prayer, Rulings on Prayer for the Sick. Prayer The er traveler's prayer Friday pray .The two Eids. Duha prayer	Dialogue –Lecture and Discussion	Classroom exams -performance
١١ Week	2	The Book of Prayer, The Prayer of Fear, Prayer in the Kaaba, Rulings The funeral. Washing the .deceased	Dialogue –Lecture and Discussion	Classroom exams -performance
١٢ Week	2	The Book of Prayer, Shrouding the Dead, Prayer for the Deceased Carrying and Burying the Deceased , Chapter on the .Martyr	Dialogue –Lecture and Discussion	Classroom exams -performance
١٣ Week	2	Definition of :The Book of Zakat Zakat and Explanation of Who is	Dialogue –Lecture and Discussion	Classroom exams -performance

		Obligated to Pay It. Livestock. .Zakat on camels		
١٤ Week	2	The Book of Zakat, Zakat on Cattle. Zakat Sheep. Zakat on .horses, mules, and donkeys .Zakat on gold and silver	Dialogue –Lecture and Discussion	Classroom exams -performance
١٥ Week	2	Zakat on crops and fruits	Dialogue –Lecture and Discussion	Classroom exams -performance
١٦ Week	2	The Book of Zakat, Chapter on of Funds Minerals. Disbursement .Fitr-Zakat. Sadaqat al	Dialogue –Lecture and Discussion	Classroom exams -performance
١٧ Week	2	The Book of Fasting: Definition of Fasting; Who is Obligated to Fast; Intention in Obligatory and .Voluntary Fasting	Dialogue –Lecture Discussion and	Classroom exams -performance
١٨ Week	2	The Book of Fasting, the Time of Fasting. The Ruling on Fasting on the Day of Doubt. The Number of Witnesses for .Sighting the New Moon	Dialogue –Lecture and Discussion	Classroom exams -performance
١٩ Week	2	The Book of Fasting: What Breaks the Fast. Fasting for the Sick and the Traveler. Itikaf .(Seclusion in the Mosque)	Dialogue –Lecture and Discussion	Classroom exams -performance
٢٠ Week	2	The Book of Hajj, Definition of Obligated to Hajj, Who is Perform Hajj, and When Hajj. .Hajj timings	Dialogue –Lecture and Discussion	Classroom exams -performance
٢١ Week	2	The Book of Hajj, Ihram during Hajj. Explanation of the Talbiyah .phrases . Prohibitions of Ihram	Dialogue –Lecture Discussion and	Classroom exams -performance
٢٢ Week	2	The Book of Hajj, Acts of Hajj. Explanation Circumambulation . Raml (brisk walking) during .circumambulation	Dialogue –Lecture and Discussion	Classroom exams -performance
٢٣ Week	2	Prayer at the ‘The Book of Hajj Station of Abraham (peace be upon him) . The Sa’i between .Safa and Marwa	Dialogue –Lecture and Discussion	Classroom exams -performance
٢٤ Week	2	.Standing at Arafat	Dialogue –Lecture and Discussion	Classroom exams -performance
٢٥ Week	2	Those who missed standing at Arafat should perform the stoning of the Jamarat. (Tawaf) The visit. The circumambulation of the .chest	Dialogue –Lecture and Discussion	Classroom exams -performance
٢٦ Week	2	The difference between men and The ruling on . women in Hajj .Umrah	Dialogue –Lecture and Discussion	Classroom exams -performance
٢٧ Week	2	Chapter on Tamattu' (enjoyment of Hajj). Chapter on Qiran combining Hajj and Umrah).) Book of Hajj: Ruling on the use .of perfume during Hajj	Dialogue –Lecture and Discussion	Classroom exams -performance
٢٨ Week	2	Ruling on wearing sewn clothing	Dialogue –Lecture	Classroom

		during Hajj. Ruling on shaving the head while in a state of Ihram. Ruling on performing Tawaf while in a state of ritual impurity. Ruling on performing Tawaf while menstruating . Ruling on omitting the stoning of the .Jamarat	and Discussion	exams -performance
٢٩Week	2	The Book of Hajj: Ruling on one who has sexual intercourse before standing at Arafat. Ruling on one sexual intercourse after who has standing at Arafat. Ruling on one who has sexual intercourse during Umrah before performing Tawaf. The blood sacrifices required of a pilgrim who .commits a sin during Hajj		Classroom exams -performance
٣٠Week	2	prevented from Chapter on being completing the Hajj. Performing Hajj on behalf of another. Explanation. The gift. Visiting the grave of the Prophet, peace .and blessings be upon him		Final exams

3- Infrastructure	
Required books -١	in Hanafi jurisprudence The choice to explain the chosen opinion
Basic references -٢	-Sana'i ' by Al-Shaybani, Bada'i' al-Quduri's text , the original by Al-Al Kasani
Recommended books and sources such as scientific journals, reports, internet .links, etc -٣	Library website, and the The Comprehensive Library, the Waqf Comprehensive Collection of Jurisprudential Rulings

Course Description

1. Course Name
(First Stage) The Prophet's Biography
2. Course code
RPRO117
3. Semester/Year

٢٠٢٥ Annual Schedule /	
4. Date this description was prepared	
AD ٢٠٢٥/١٠/١	
5. Available forms of attendance	
Classroom lectures	
6. (Number of study hours (total) / Number of units (total)	
30 hours	
7. Name of the course coordinator (if there is more than one, please .(mention it	
Name: Dr. Ahmed Tayes Hassan -١ :email address A'a -Alahmedtayes8@imamaladham.edu.iq	
8. objectives Course	
Course objectives	<p>-١ The course aims to introduce the student to the importance of the Prophet's biography, may the best .prayers and peace be upon him</p> <p>-٢ Getting to know the Messenger of God(peace and blessings be upon him) closely, and learning about his upbringing, lineage, attributes, and the details of his life until his death, all of which instills in the heart the .love that is due to him</p> <p>n about the guidance of the Prophet, may God To lear - ٣ bless him and grant him peace, and how he dealt with .matters and people</p> <p>Benefiting from and taking lessons and morals from - ٤ the biography of the Prophet, peace be upon him, as it is .s and for all groupsfull of that in all field</p>
9. Teaching and learning strategies	
strategy	<p>.Knowledge and understanding -A Enabling the student to understand the methodology of -١ A .revelation</p> <p>may -Getting acquainted with the miracles of the Messenger -٢ A and their evidence, which -grant him peace God bless him and</p>

leads to an increase in faith and certainty in the heart of the .Muslim
 may God bless him and -Understanding how the Messenger -ﷺ A applied the rulings of the Holy Qur'an and the -grant him peace .traditions through his practical example noble Prophetic .specific skills-b) Subject
 Learning and consideration; the lessons that a Muslim takes - ﷺ B may God bless him and grant -from the biography of the Prophet him to illuminate the path for the seeker and lead -him peace .safety
 may God bless him -Knowing the guidance of the Prophet - ﷺ B in all his affairs, such as food, drink, sleep, -and grant him peace marriage, and his conditions in various circumstances, such as .settling down, traveling, and others
 may -ve a comprehensive knowledge of the Prophet To ha -ﷺ B such as getting to know his -God bless him and grant him peace lineage, his birth, his upbringing, his method of calling to Islam, .and so on
 - A statement of the Prophet's characteristics and attributes -ﷺ B that were not found in -may God bless him and grant him peace .the biography of anyone else

10. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1 st Week	1	Introducing to the student the importance of the Prophet's biography and following his example	Welcome + Introduction to the importance of the Prophet's biography	Lecture + Classroom Participation	+ performance exams
2 nd Week	1	Introducing to the student the importance	Stages of Da'wah	Lecture + Classroom Participation	+ performance exams

		<p>het's the Prop biography and following his example</p>			
٢ Week	١	<p>Introducing to the student the of importance the Prophet's biography and following his example</p>	<p>The first to enter Islam</p>	<p>+ Lecture Classroom Participation</p>	<p>+ performance exams</p>
٤ Week	١	<p>Introducing to the student the of importance the Prophet's biography and following his example</p>	<p>Lessons and Admonitions</p>	<p>Lecture + Classroom Participation</p>	<p>+ performance exams</p>
٥ Week	١	<p>Introducing to the student the of importance the Prophet's biography and following his example</p>	<p>Continuation of the lessons and admonitions</p>	<p>Lecture + Classroom Participation</p>	<p>+ performance exams</p>
٦ Week	١	<p>Introducing to the student the of importance Prophet's the biography and following his example</p>	<p>Publicly proclaiming the call</p>	<p>Lecture + Classroom Participation</p>	<p>+ performance exams</p>
٧ Week	١	<p>Introducing to the student the of importance the Prophet's</p>	<p>Significance of publicly proclaiming the call</p>	<p>Lecture + Classroom Participation</p>	<p>+ performance exams</p>

		biography and following his example			
Week 1		Introducing to the student the importance of the Prophet's biography and following his example	Further indications of publicly proclaiming the call	+ Lecture Classroom Participation	+ performance exams
Week 2		Introducing the student to the importance of the Prophet's biography and following his example	abuse	Lecture + Classroom Participation	+ performance exams
Week 3		Introducing the student to the importance of the Prophet's biography and following his example	Lessons and warnings from harm	Lecture + Classroom Participation	+ performance exams
Week 4		Introducing the student to the importance of the Prophet's biography and following his example	economic blockade	Lecture + Classroom Participation	Classroom performance + exams
Week 5		Introducing the student to the importance of	Lessons and insights from the economic blockade	Lecture + Classroom Participation	Classroom performance + exams

		the Prophet's biography and following his example			
٢٠ Week	١	Introducing the student to the importance of the Prophet's biography and following his example	Continuing the lessons and insights from the economic blockade	Lecture + Classroom Participation	Classroom performance + exams
٢١ Week	١	Introducing the student to the importance of the Prophet's biography and following his example	First migration in Islam	Lecture + Classroom Participation	Classroom performance + exams
٢٢ Week	١	Introducing the student to the importance of the Prophet's biography and following his example	Lessons and insights from that migration	Lecture + Classroom Participation	Classroom performance + exams
٢٣ Week	١	Introducing the student to the importance of the Prophet's biography and following his example	The first delegation to the Prophet, peace and blessings be upon him	Lecture + Classroom Participation	Classroom performance + exams
٢٤ Week	١	Introducing the student to the importance of the Prophet's	Year of Sorrow	Lecture + Classroom Participation	Classroom performance + exams

		biography and following his example			
1st Week	\	Introducing the student to the importance of the Prophet's biography and following his example	Lessons and insights from the year of sorrow	Lecture + Classroom Participation	Classroom performance + exams
2nd Week	\	Introducing the student to the importance of the Prophet's biography and following his example	The Prophet's migration to Taif	Lecture + Classroom Participation	Classroom performance + exams
3rd Week	\	Introducing the student to the importance of the Prophet's biography and following his example	Lessons and insights from that migration	Lecture + Classroom Participation	Classroom performance + exams
4th Week	\	Introducing the student to the importance of the Prophet's biography and following his example	Continuing the lessons and insights from that migration	Lecture + Classroom Participation	Classroom performance + exams
5th Week	\	Introducing the student to the importance of the Prophet's biography and	The miracle of Isra and Mi'raj	Lecture + Classroom Participation	Classroom performance + exams

		following his example			
3 rd Week	\	Introducing the student to the importance of the Prophet's biography and following his example	Lessons and insights from miracle of the Isra and Mi'raj	Lecture + Classroom Participation	Classroom performance + exams
4 th Week	\	Introducing the student to the importance of the Prophet's biography and following his example		Lecture + Classroom Participation	Classroom + performance exams

11. Course evaluation

12. Learning and teaching resources

Required textbooks (methodology, (if applicable	
(Main references (sources	The Biography of the Prophet by Ibn -Hisham + The Sealed Nectar by Al Mubarakfuri
Recommended supporting books references (scientific journals, and (...reports	Mubarakfuri + -The Sealed Nectar by Al Jurisprudence of the Prophet's Biography .Ghazali-by Al
Electronic references, websites	Comprehensive Library + Endowment Library

Course Description

26. Course Name	
Freedom	
27. Course code	
28. Semester/Year	
٢٠٢٥ Annual Schedule /	
29. Date this description was prepared	
AD ٢٠٢٥/١٠/١	
30. Available forms of attendance	
Classroom lectures	
31. (Number of study hours (total) / Number of units (total)	
hours ٣٠	
32. coordinator (if there is more than one, please mention Name of the course .(it	
Name: Dr. Ahmed Tayes Hassan -١ :email address A'a -Alahmedtayes8@imamaladham.edu.iq	
33. objectives Course	
Course objectives	<ul style="list-style-type: none"> -١ The article aims to emphasize the necessity of .person of their full freedom and rights informing every -٢ The necessity of considering human dignity as a .fundamental criterion in the existence of this world -٣ Clarifying the vocabulary of freedom in its correct .forms and how to use it

	-ξ s that the Islamic religion Clarifying all the right .has guaranteed to all people
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34. Teaching and learning strategies

strategy	<p>Knowledge and understanding -A .Enabling the student to know his rights and duties -\A of The student should be familiar with the details of the goals -\A .freedom Preparing him in a way that qualifies him to work in -\A educational and religious institutions specific skills-b) Subject That the student be able to know the correct principles of his - \B .freedom cultural reports on the The student should be able to prepare - \B .subject of freedom .The student must be able to apply and teach this material - \B Equipping him with the necessary skills in dialogue and - \B .discussion</p> <p>:Affective objectives -C know his rights Raising the student to love learning and to - \A .and duties Recognizing the importance of freedom and the need for it - \Part .in every time and place</p>
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35. Course structure

Week	Hou rs	Require d learnin g outcom es	Unit or topic name	Lea rnin g met hod	Eval uati on Met hod
\Week	\	Introducing the student to the	Welcome + Introduction to the	Lecture + Classroom	Classroom performa

		importance of freedom from an Islamic perspective	importance of freedom from an Islamic perspective	Participation	nance + exams
1st Week	1	Introducing the student to the importance of freedom from an Islamic perspective	The basis of freedom and its connection with equality	Lecture + Classroom Participation	Classroom performance + exams
2nd Week	1	Introducing the student to the importance of freedom from an Islamic perspective	The meaning of freedom, its history, and the relativity of freedom	Lecture + Classroom Participation	Classroom performance + exams
3rd Week	1	Introducing the student to the importance of freedom from an Islamic perspective	Protecting freedom and human rights, and the most important controls on exercising freedom + legal and religious guarantees of freedom	Lecture + Classroom Participation	Classroom performance + exams
4th Week	1	Introducing the student to the importance of freedom from an Islamic perspective	Types of freedoms and their characteristics	Lecture + Classroom Participation	Classroom performance + exams
5th Week	1	Introducing the student to	Characteristics and	Lecture + Classroom	Classroom

		the importance of freedom from an Islamic perspective	nature of freedom in world and in Islam	m Participation	performance + exams
Week 1	1	Introducing the student to the importance of freedom from an Islamic perspective	Examples of the exercise of freedom in Islam	Lecture + Classroom Participation	Classroom performance + exams
Week 2	1	Introducing the student to the importance of freedom from an Islamic perspective	Review and test	Lecture + Classroom Participation	Classroom performance + exams
Week 3	1	Introducing the student to the importance of freedom from an Islamic perspective	The nature of freedoms in Islam	Lecture + Classroom Participation	Classroom performance + exams
Week 4	1	Introducing the student to the importance of freedom from an Islamic perspective	The implications of recognizing personal freedom in Islam	Lecture + Classroom Participation	Classroom performance + exams
Week 5	1	Introducing the student to the importance of freedom from an Islamic perspective	Reasons for the permissibility of slavery at the beginning of Islam and its remedy	Lecture + Classroom Participation	Classroom performance + exams

1 st Week	1	Introducing the student to the importance of freedom from an Islamic perspective	Political freedom and its manifestations	Lecture + Classroom Participation	Classroom performance + exams
2 nd Week	1	Introducing the student to the importance of freedom from an Islamic perspective	Restrictions on political freedom	Lecture + Classroom Participation	Classroom performance + exams
3 rd Week	1	Introducing the student to the importance of freedom from an Islamic perspective	Controls and limitations on freedom of opinion	Lecture + Classroom Participation	Classroom performance + exams
4 th Week	1	Introducing the student to the importance of freedom from an Islamic perspective	First semester exams	Lecture + Classroom Participation	Classroom performance + exams
5 th Week	1	Introducing the student to the importance of freedom from an Islamic perspective	First semester exams	Lecture + Classroom Participation	Classroom performance + exams
6 th Week	1	Introducing the student to the importance of freedom from an Islamic perspective	Spring break	Lecture + Classroom Participation	Classroom performance + exams

		perspective			
^Week	^	Introducing the student to the importance of freedom from an Islamic perspective	Spring break	Lecture + Classroom Participation	Classroom performance + exams
9Week	^	Introducing the student to the importance of freedom from an Islamic perspective	The advantages of the right to freedom from an Islamic perspective	+ Lecture Classroom Participation	Classroom performance + exams
·Week	^	Introducing the student to the importance of freedom from an Islamic perspective	Freedom of assembly and association	Lecture + Classroom Participation	Classroom performance + exams
^Week	^	Introducing the student to the importance of freedom from an Islamic perspective	How is the right to dissent evaluated in Islam	Lecture + Classroom Participation	Classroom performance + exams
^Week	^	Introducing the student to the importance of freedom from an Islamic perspective	Freedom of belief and worship, and granting this freedom	Lecture + Classroom Participation	Classroom performance + exams
^Week	^	Introducing the student to the importance of freedom from	Freedom of religion in systems and constitutions	Lecture + Classroom Participation	Classroom performance + exams

		an Islamic perspective			
4 Week	1	Introducing the student to the importance of freedom from an Islamic perspective	Review and test	Lecture + Classroom Participation	Classroom performance + exams

36. Course evaluation	
37. Learning and teaching resources	
	Required textbooks (methodology, (if applicable
Freedom in Islam + Religious freedom in .Islam	(Main references (sources
Islam and freedom of thought + Islam is .the religion of nature and freedom	Recommended supporting books scientific journals,) and references (...reports
Comprehensive Library + Endowment Library	Electronic references, websites

Course Description

38. Course Name
Islamic thought

39. Course code

RCIT121

40. Semester/Year

٢٠٢٥ Annual Schedule /

41. Date this description was prepared

AD ٢٠٢٥/١٠/١

42. Available forms of attendance

Classroom lectures

43. (Number of study hours (total) / Number of units (total

hours ٦٠

44. (is more than one, please mention it Name of the course coordinator (if there

Name: Dr. Ahmed Tayes Hassan -١

:email address A'a -Alahmedtayes8@imamaladham.edu.iq

45. objectives Course

Course objectives

Introducing Islamic thought, explaining its sources, foundations, and characteristics, demonstrating its moderation and and .balance

46. Teaching and learning strategies

strategy

Knowledge and understanding -A

.Enabling the student to understand true Islamic thought -١A

The student should be familiar with the details of Islamic -٢A

.ideas outside of Islam ideas and

Preparing him in a way that qualifies him to work in -٣A

educational and religious institutions
 specific skills-b) Subject
 The student should be able to know the correct principles of - ١ B
 .Islamic scientific thinking
 nt must be able to prepare cultural reports on the The stude - ٢ B
 .subject of Islamic thought
 .The student must be able to apply and teach this material - ٣ B

:Affective objectives -C
 Raising the student to love learning and to know enlightened - ١ A
 .Islamic ideas
 Recognizing the importance of Islamic thought and its - ٢ Part
 .necessity in every time and place

47. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method
١ Week	٢	Introducing the student to of Islamic the importance thought	Welcome + Introduction to the importance of Islamic thought	Lecture + Classroom Participation
٢ Week	٢	Introducing the student to the importance of Islamic thought	Definition of Islamic thought	Classroom + Lecture Participation
٣ Week	٢	Introducing the student to the importance of Islamic thought	The role of reason in Islam	Lecture + Classroom Participation
٤ Week	٢	Introducing the student to the importance of Islamic thought	Sources of Islamic thought	Lecture + Classroom Participation
٥ Week	٢	Introducing the student to the importance of Islamic thought	Kharijites	Lecture + Classroom Participation
٦ Week	٢	Introducing the student to the importance of Islamic thought	Kharijite doctrines	Lecture + Classroom Participation

Week 1	2	Introducing the student to the importance of Islamic thought	Mu'tazila	Lecture + Classroom Participation
Week 2	2	Introducing the student to the importance of Islamic thought	Twelver Shi'a	Lecture + Classroom Participation
Week 3	2	Introducing the student to importance of Islamic the thought	Ash'arites	Lecture + Classroom Participation
Week 4	2	Introducing the student to the importance of Islamic thought	Modern and contemporary Islamic thought	Lecture + Classroom Participation
Week 5	2	Introducing the student to the importance of Islamic thought	terrorism	Lecture + Classroom Participation
Week 6	2	Introducing the student to the importance of Islamic thought	in Pluralism Islamic thought	Lecture + Classroom Participation
Week 7	2	Introducing the student to the importance of Islamic thought	Trends of transformation in the Islamic movement	Lecture + Classroom Participation
Week 8	2	Introducing the student to the importance of Islamic thought	The stance on violence	Lecture + Classroom Participation
Week 9	2	Introducing the student to the importance of Islamic thought	World The New Order and Freedom	Lecture + Classroom Participation
Week 10	2	Introducing the student to the importance of Islamic thought	The Islamic world's stance on the new world order	Lecture + Classroom Participation
Week 11	2	Introducing the student to the importance of Islamic thought	Transformations of Islamic thought	Lecture + Classroom Participation
Week 12	2	Introducing the student to the importance of Islamic thought	Civilization	Lecture + Classroom Participation
Week 13	2	Introducing the student to the importance of Islamic	Malik's concept of culture	Lecture + Classroom Participation

		thought		
Week 1	1	Introducing the student to the importance of Islamic thought	Islamic thought and its stance on the third millennium	Lecture + Classroom Participation
Week 2	2	Introducing the student to the importance of Islamic thought	Ethics: Its Status and Types	Lecture + Classroom Participation
Week 3	3	Introducing the student to the importance of Islamic thought	Ethics according Farabi-to Al	Lecture + Classroom Participation
Week 4	4	Introducing the student to the importance of Islamic thought	Good and evil according to theologians	Lecture + Classroom Participation
Week 5	5	Introducing the student to the importance of Islamic thought	and evil Good according to the Mu'tazilites, Ash'arites, and Imamites	Lecture + Classroom Participation

48. Course evaluation

49. Learning and teaching resources

	Required textbooks (methodology, (if applicable
Conditions for Renaissance + Concepts that should be corrected by Muhammad .Qutb	(sources) Main references
Islam between East and West: What did the world lose due to the decline of Muslims	Recommended supporting books and references (scientific journals, (...reports
Comprehensive Library Endowment Library +	Electronic references, websites

Course Description

50. Course Name	
Interpretation	
51. Course code	
REX110	
52. Semester/Year	
٢٠٢٥ Annual Schedule /	
53. Date this description was prepared	
AD ٢٠٢٥/١٠/١	
54. attendance Available forms of	
Classroom lectures	
55. (Number of study hours (total) / Number of units (total	
hours ٦٠	
56. Name of the course coordinator (if there is more than one, please mention .(it	
Tayes Hassan Name: Dr. Ahmed - :email address A'a -Alahmedtayes8@imamaladham.edu.iq	
57. objectives Course	
-١ The course aims to introduce the student to the importance of interpretation in understanding the meanings and implications of the prescribed Quranic .verses -٢ student to the scholars' Introducing the methodologies in interpretation	Course objectives
58. Teaching and learning strategies	
Knowledge and understanding -A Enabling the student to understand the subject of interpreting -١A the Holy Qur'an with the methods and Enabling the student to be familiar -٢A approaches of scholars in interpretation	strategy

Qualifying him to issue fatwas - ٢A
 Preparing him in a way that qualifies him to work in - ٤A
 educational and religious institutions
 specific skills-b) Subject
 alMastering the scientific materi - ١B
 The student must be able to prepare scientific reports - ٢B
 That the student be able to teach and issue fatwas using this - ٢B
 .knowledge
 Equipping him with the necessary skills in dialogue, - ٤B
 .discussion and teamwork
 explanation, and answering 'Mastering presentation - ٥B
 .questions
 .Skills in delivering and explaining the material - ٦B

:Affective objectives -C
 Raising the student to love the science of interpretation and to - ١A
 .be proud of his faith and religion
 nd aesthetics of interpretation, and Recognizing the value a - ٢Part
 .that it is appropriate to the time and place
 To instill in the student a high sense of his religion, to defend it, -C
 and to spread the correct understanding of religion with
 .negligence moderation and balance, without excess or

59. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
١Week	٢	identification student Importance Interpretation	+ Welcome Introduction Importance Interpretation	+ Lecture Participation The classroom	Performance Classroom e Exams +
٢Week	٢	identification student Importance Interpretation	explanation -١٤٢ Verses Surah of ١٤٤ cow	+ Lecture Participation The classroom	Performance Classroom e Exams +
٣Week	٢	identification student Importance	explanation -١٤٥ Verses ١٤٧	+ Lecture Participation The classroom	Performance Classroom e Exams +

		Interpretation			
Week	2	identification student Importance Interpretation	explanation -148 Verses 100	+ Lecture Participation The classroom	Performanc Classroom e Exams +
Week	2	identification student Importance Interpretation	explanation -101 Verses 104	+ Lecture Participation The classroom	Performanc Classroom e Exams +
Week	2	identification student Importance Interpretation	explanation -100 Verses 107	+ Lecture Participation The classroom	Performanc Classroom e Exams +
Week	2	identification student Importance Interpretation	explanation -108 Verses 161	+ Lecture Participation The classroom	Performanc Classroom e Exams +
Week	2	identification student Importance Interpretation	explanation verses 160-162	+ Lecture Participation The classroom	Performanc Classroom e Exams +
Week	2	identification student Importance Interpretation	explanation verses 170-176	+ Lecture Participation The classroom	Performanc Classroom e Exams +
Week	2	identification student Importance Interpretation	explanation verses 174-171	+ Lecture Participation The classroom	Performanc Classroom e Exams +
Week	2	identification student Importance Interpretation	explanation verses 179-170	+ Lecture Participation The classroom	Performanc Classroom e Exams +
Week	2	identification student Importance Interpretation	explanation verses 184-180	+ Lecture Participation The classroom	Performanc Classroom e Exams +
Week	2	identification student Importance Interpretation	explanation verses 190-180	+ Lecture Participation The classroom	Performanc Classroom e Exams +
Week	2	identification student Importance Interpretation	explanation verses 190-191	+ Lecture Participation The classroom	Performanc Classroom e Exams +

Week 1	2	identification student Importance Interpretation	explanation verses 200-196	+ Lecture Participation The classroom	Performance Classroom Exams +
Week 2	2	identification student Importance Interpretation	explanation verses 206-201	+ Lecture Participation The classroom	Performance Classroom Exams +
Week 3	2	identification student Importance Interpretation	explanation verses 212-207	+ Lecture Participation The classroom	Performance Classroom Exams +
Week 4	2	identification student Importance Interpretation	explanation verses 220-213	+ Lecture Participation The classroom	Performance Classroom Exams +
Week 5	2	identification student Importance Interpretation	explanation verses 227-221	+ Lecture Participation The classroom	Performance Classroom Exams +
Week 6	2	identification student Importance Interpretation	explanation verses 234-228	+ Lecture Participation The classroom	Performance Classroom Exams +
Week 7	2	identification student Importance Interpretation	explanation verses 242-236	+ Lecture Participation The classroom	Performance Classroom Exams +
Week 8	2	identification student Importance Interpretation	explanation verses 248-243	+ Lecture Participation The classroom	Performance Classroom Exams +
Week 9	2	identification student Importance Interpretation	explanation verses 251-249	+ Lecture Participation The classroom	Performance Classroom Exams +
Week 10	2	identification student Importance Interpretation	explanation verses 252	+ Lecture Participation The classroom	Performance Classroom Exams +

60. Course evaluation

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61. Learning and teaching resources	
Required textbooks (methodology, (if applicable)	
(Main references (sources	Razi-Tabari + Tafsir al-Tafsir al
Recommended supporting books references (scientific journals, and (...reports	-Baydawi's interpretation + Al-Al .Kashshaf's interpretation
Electronic references, websites	Comprehensive Library + Endowment Library

Course Description

First Stage (Course description: (Grammar and Morphology

. Grammar and Morphology :Course Name . ١
.
Course Code . ٢ .Grammar^{RGR111}: :Course Code: Morphology^{RMOR113}
.
. Annual course : Term/Year . ٣
.
. AD ٢٠٢٥ / ١٢ / ١ : description was prepared Date this . ٤
.
.Classroom lectures :Available attendance formats . ٥
.

hours : (Number of study hours (total) / Number of units (total)

: (Name of the course coordinator (if there is more than one, please state

Qais Abdul Rahman Hussein .Name: M.D :email address A'a –Al
qays.abdulrahman@imamaladham.edu.iq

62. objectives Course

Objectives Course

1. Protecting the tongue and pen from linguistic errors in . speech and writing
2. To enable learners to understand the Arabic system in . word structure and sentence construction
3. Developing the ability to understand texts accurately . based on grammar and morphological structure
4. To acquire the skill of grammatical and morphological .analysis of words and structures
5. applied linguistic skills, not just memorizing Building .rules
6. eloping organized thinking and deduction through Dev .the study of grammatical rules

63. Teaching and learning strategies

:Interactive learning .\

Encouraging interactive discussions :Active student participation

. disagreements on grammatical issues among students about
research issues in light of students are divided into groups to Sometimes
. the curriculum and the prescribed material

• Dividing students into small groups so that : Cooperative learning
ion or issue, researches its details and an opin each group addresses
and then presents what they have learned to the rest of their , evidence
.classmates

strategy

:based learning–Practice .٢

to solve exercises, and then Students are trained : **Practical recitation** • the mistakes are corrected by the teacher. Sometimes, if there is a mistake, the correction is made by the students in cooperation with each other .

• asking grammatical and It is based on : **Oral assessment** tions in light of the curriculum, while providing morphological ques .constructive feedback for development feedback and criticisms through

:based learning–Project .٣

• students research This involves assigning : **Research projects** through which they can identify the ,specific issues projects that address basis of each grammatical school of thought in light of the methodology, in order to understand the relationship and compare statements and This helps them develop their grammatical and morphological .opinions . their ability to examine its issues taste and

:Learning using technology .٤

• using programs By was done This :**Use of electronic applications** the program prepared by Dr. Mawloud Mukhlis and applications such as . Rawi–Al

educational platform (such as Using an :**smroftalp gninrael cinortceIE**• Blackboard orMoodle to upload audio materials and various recordings (allowing students to learn independently , of professors and teachers .outside of class

:oriented learning–Goal .٥

By the end of the course, the student is :**Setting measurable goals** • expected to be able to determine the grammatical positions of words, parse sentences correctly, apply grammatical rules in expression, weigh

words, conjugate verbs and derive different morphological forms, while distinguishing between morphological phenomena, which helps them to distinguish scientific and cognitive progress focus and enhances their

- Providing immediate feedback after each : **Continuous feedback** confirm to guide students and to complete grammar exercise or , chapter, section .the achievement of educational objectives

: **Cumulative learning** .٦

The cumulative method is used, building : **Building on prior knowledge** • upon what has been learned in previous lessons. For example, the , noun markers to verb markers, and so on student moves from studying .which enhances their deep understanding

- Allocate time at the end of each unit to : **Repetition and review** to reinforce the ask questions review what has been studied and .information and skills

: **based learning–Analysis** .٧

Presenting situations that require students to analyze : **problems legal** the situation, for example, affects the and how , sentences or structures type of This . construction of the grammatical or morphological ruling .enhances critical thinking and encourages research and inquiry learning

64. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October	three	The technical definition of is that speech from which speech can be	Speech and its components, both sound and .defective	Lecture and presentation	Daily and monthly test

) .formed The correct form of speech (...is			
October	three	Name Signs Correct Sections	Speech and its components, both sound and .defective	Lecture and presentation	Daily and monthly test
October	three	Signs of the :verb the defective verb	Speech and its components, both sound and .defective	Lecture and presentation	Daily and test monthly
October	three	Signs of the ,verb types of weak verbs	Speech and its components, both sound and .defective	Lecture and presentation	Daily and monthly test
November	three	Signs of the letter and types of verbs; division of the weak joined verb into .and separated	Speech and its components, both sound and .defective	Lecture and presentation	Daily and monthly test
November	three	Nouns are	The inflected	Lecture and	Daily and

mber ٢		of two types: inflected and indeclinable. It is clear that the divisions based on sound and letters weak .apply to nouns	and the indeclinable, the sound and the defective	presentation	monthly test
Nove mber ٣	three	There are four –types of noun like letters	The inflected and the indeclinable, the sound and the defective	Lecture and presentation	Daily and monthly test
Nove mber ٤	three	The Arabicized word and its division into sound and :weak Notes	The inflected and the indeclinable, the sound and the defective	Lecture and presentation	Daily and monthly test
Dece mber ١	three	The inflected and uninflected forms of verbs are governed by the rules of sound and	Inflected and uninflected verbs with pronouns	Lecture and presentation	Daily and monthly test

		uninflected .verbs			
December ٢	three	All letters are built according to the rules of a sound letter .with a hamza	Inflected and uninflected verbs with pronouns	Lecture and presentation	Daily and monthly test
December ٣	three	Types of grammatical analysis and the ruling on doubled letters	Inflected and uninflected verbs with pronouns	Lecture and presentation	Daily and monthly test
December ٤	three	The declension of the six :nouns the rule for weak verbs with an initial weak letter	Inflected and uninflected verbs with pronouns	and Lecture presentation	Daily and monthly test
January ١ry	three	The declension of the dual is governed by the rules of .hollow verbs	Inflected and uninflected verbs with pronouns	Lecture and presentation	Daily and monthly test
January ٢ry	three	The declension of the masculine plural	Inflected and uninflected verbs with	Lecture and presentation	Daily and monthly test

		is governed by the rules of .defective verbs	pronouns		
Janua ry	three	The feminine plural is governed by the rules of the .defective noun	Inflected and uninflected verbs with pronouns	Lecture and presentation	Daily and monthly test
Janua ry	three	Declension of a inflecting –non .noun The basic verb .	The inflected and the ,indeclinable the abstract and the augmented	Lecture and presentation	Daily and monthly test
Febru ary		The conjugation of the five verbs (the derived) (verb	The inflected and the ,indeclinable the abstract and the augmented	Lecture and presentation	Daily and monthly test
Febru ary		The indefinite noun: its meaning and types completion of the derived verb	Definite and ,indefinite abstract and augmented	Lecture and presentation	Daily and monthly test

February		The pronoun and its :meaning augmented trilateral	Definite and .indefinite abstract and augmented	Lecture and presentation	Daily and monthly test
February		Sections of the :pronoun augmented quadrilateral	Definite and .indefinite abstract and augmented	Lecture and presentation	Daily and monthly test
March	three	Science and its :meaning observations	Definite and .indefinite abstract and augmented	Lecture and presentation	Daily and monthly test
March	three	The categories of proper nouns and their (meanings (af'al	Definite and .indefinite abstract and augmented	Lecture and presentation	Daily and monthly test
March	three	Demonstrative pronouns are those that refer to the singular, dual, and plural of both genders. Meanings of) the form	Definite and .indefinite abstract and augmented	Lecture and presentation	Daily and monthly test

		("istaf'ala"			
٤ .A.D	three	of two types: the inflected . verb	Definite and indefinite ،nouns invariable and variable	Lecture and presentation	Daily and monthly test
April ١	three	Conditions of the relative :clause verb conjugation from one .another	Definite and indefinite ،nouns invariable and variable	Lecture and presentation	Daily and monthly test
April ٢	three	How to remove the relative pronoun and how to conjugate the imperative from the present .tense	Definite and indefinite ،nouns invariable and variable	Lecture and presentation	Daily and monthly test
April ٣	three	The definite article is a method of constructing the past tense of the passive	Definite and indefinite nouns, active and passive voices	Lecture and presentation	Daily and monthly test

		.voice			
April	three	The beginning of the chapter:	Starting with methods of emphasizing the verb with the nun	Lecture and presentation	Daily and monthly test
‡	exam	The subject, the predicate and its rules, and the emphasis of the verb with .the nun	Year	on the date	AD ٢٠٢٦/٥/١٧
May		end			

65. Learning outcomes

.١ Knowledge and understanding

The student will be : **the sayings of grammarians and morphologists Knowing**

.know the source of each grammarian's argument able to

The student understands : **grammarians Understanding the differences between**

.the statements the subtle differences between

:Mental skills .٢

so that : matical and morphological opinionsgram Analyzing the differences between

and understand their grammarians the student can analyze the differences between

.reasons

: Practical skills .٣

The solution to the grammatical exercises and the cultivation of the ability to examine

. its issues

regulations, and cases in the chapters of grammar and , rules the Applying

.morphology

:Research skills .ε

The student acquires the : sources grammatical and morphological gnihcraeseR •
.ability to research in basic sources

The student is able to prepare research : in grammar seiduts evitarapmoc gniraperP •
grammatical opinions and or analytical studies that deal with the comparison between
.different aspects of parsing

: Personal and general skills .ο

• learning in the –student demonstrates the ability to pursue self The : **learning–Self**
through the use of audio resources and electronic grammar and morphology field of
.applications

• The student acquires the ability to present the results of : **Effective communication**
in a clear grammar, morphology and its issues search and analyses related tohis re
.and effective manner, whether in writing or in oral discussions

fo ecneics eht ni tneiciforp emoceb ot tneduts eht eraperp ot mia stuptuo esehT•
from the Arabic texts capable of a deep understanding of , grammar and morphology
with a focus on application and analysis , grammatical opinions perspective of different
. skills

6. Teaching and learning methods

- Theoretical lectures
 - . in grammar Practical lessons
- grammatical and morphological issues fo stnemssessa lacitcarP •

7. Assessment methods

Daily tests

Monthly tests

8. Course evaluation

is distributed according to the tasks assigned to the student, \ . •The grade out of
.exams such as daily preparation and daily

.based...etc–Oral, monthly, written, and report

Learning and teaching resources

Required textbooks (methodology, (if applicable	–Taraf fi Ilm al–Ithaf al –Ibn Aqil's explanation .Sarf
(Main references (sources	.general Books on grammar and morphology in
Recommended supporting books and references (scientific journals, (...reports	:Commentaries on Ibn Malik's Alfiyya The Fragrance of Knowledge in the Art of Morphology

Course Description First stage

70. Course Name
First Stage -Jurisprudence) The Creed (Greater
71. Course code
EAID204
72. Semester/Year
annual
73. Date this description was prepared
.AD ٢٠٢٥/١٠/١
74. Available forms of attendance
My presence
75. (Number of study hours (total) / Number of units (total
units ١٢٠ ,hours ٦٠ Number of hours:
76. Name of the course coordinator (if there is more than one, please mention .(it
Name: M. Ibrahim Wissam Fakhri :email address A'a –Al ibrahimwisam5@imamaladham.edu.iq

77. objectives Course

Course objectives	<p>the principles of Islamic doctrine through the Studying with an explanation of the , Akbar–Fiqh Al–Al book methodology of Ahlus Sunnah in matters of faith, monotheism and attributes, and an introduction to the most important dissenting groups and their doctrinal inciples, and an explanation of their origins and the pr reasons for their emergence, and developing the students’ ability to analyze doctrinal statements and compare them with the methodology of Ahlus Sunnah ing wal Jama’ah, and acquiring the skill of understand doctrinal texts and reasoning for them, and linking based and behavioral –scientific issues to their faith effects in the life of a Muslim.</p>
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78. Teaching and learning strategies

strategy	<p>Strategy: Adopting the project method and scientific discussion in teaching the subject of creed, while training students to analyze and <i>Akbar–Fiqh Al–Al</i> understand the creedal texts contained in the book according to the scientific method of the Sunnis and the community, and developing skills of comparison, reasoning and deduction to reach correct results in matters of belief.</p>
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79. Course structure

Week	Hour s	Required learning outcome s	Unit or topic name	Lear ning meth od	Eval uation Meth
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					od
September ۳	۲	Welcome	Introduction and welcome	Lecture and presentation	Daily and monthly test
۴Elo	۲	A general statement of the concept of the fundamentals of . faith	Statement of the Fundamentals of Faith	Lecture and presentation	Daily and monthly test
October	۲	Explaining the meaning of faith in God and its . proofs	Faith in God	Lecture and presentation	Daily and monthly test
October	۲	Understanding belief in angels and messengers .	Belief in angels and messengers	Lecture and presentation	Daily and monthly test
October	۲	A statement of belief in the Day of Judgment and its events . And books	Belief in the Day of Judgment Belief in the scriptures	Lecture and presentation	Daily and monthly test
October	۲	Clarifying belief in the holy books .	Belief in destiny	Lecture and presentation	Daily and monthly test
November	۲	Evaluating students' mastery of prior . concepts	First month test	Lecture and presentation	Daily and monthly test
November	۲	A statement of the oneness of . God	The Oneness of God Almighty	Lecture and presentation	Daily and monthly test
November	۲	Distinguishing between intrinsic and actual . qualities	Intrinsic and actual qualities	Lecture and presentation	Daily and test monthly
November	۲	A statement of the eternal nature of God Almighty's . attributes	God's attributes are eternal	Lecture and presentation	Daily and monthly test
December	۲	Clarifying the Sunni doctrine regarding the . Qur'an	The saying about the Qur'an	Lecture and presentation	Daily and monthly test

December	٢	A statement of the methodology of Ahlus Sunnah regarding the . attributes	Discourse on the Attributes	Lecture and presentation	Daily and monthly test
December	٢	Clarifying the Sunni doctrine regarding . predestination	The discussion of predestination	Lecture and presentation	Daily and monthly test
December	٢	Evaluating student achievement in . previous units	Second month test	Lecture and presentation	Daily and monthly test
February	٢		Spring break	Lecture and presentation	Daily and monthly test
February	٢		Spring break	Lecture and presentation	Daily and monthly test
February	٢	A statement of the innate nature that God created . in people	What God instilled has in people	Lecture and presentation	Daily and monthly test
February	٢	Clarifying the relationship between obedience, love, . and divine will	Obedience is beloved to God, while disobedience is possible but not .beloved	Lecture and presentation	Daily and monthly test
March	٢	A statement on the infallibility of the prophets according to the . Sunnis	The discussion of the infallibility of the prophets	Lecture and presentation	Daily and monthly test
March	٢	A statement of the status and rights of the Prophet Muhammad peace be upon) . (him	Sayings about the Prophet, peace and blessings be upon him	Lecture and presentation	Daily and monthly test
March	٢	A statement comparing the	Comparing the	Lecture and presentation	Daily and monthly test

		Companions and the methodology of Ahlus Sunnah	Companions	presentation	monthly test
March	٢	Clarification of the ruling on declaring someone an unbeliever for committing a sin according to the Sunnis	A Muslim is not considered an unbeliever for committing a sin unless he deems it permissible	Lecture and presentation	Daily and monthly test
April	٢	To become familiar with a set of Sunni beliefs	Mention of some of the beliefs of the Sunnis	Lecture and presentation	Daily and monthly test
April	٢	Evaluating students' vocabulary acquisition	Third month test	Lecture and presentation	Daily and monthly test
April	٢	A statement of the doctrine of seeing God in the afterlife	Seeing God in the afterlife	Lecture and presentation	Daily and monthly test
April	٢	Clarifying the definition of faith and its pillars	Definition of faith	Lecture and presentation	Daily and monthly test
١ May	٢	Statement on intercession, the scales, and the basin	The intercession of the prophets, the scales, and the basin	Lecture and presentation	Daily and monthly test
٢ May	٢	Clarifying the doctrine of the torment and bliss of the grave	The torment of the grave	Lecture and presentation	Daily and monthly test

80. Course evaluation

is distributed according to the tasks assigned to the student, ١٠٠. The grade out of

.daily preparation and daily exams such as
 .based...etc–Oral, monthly, written, and report
 marks ٣٠. Monthly exam: -١

Conducting short research projects to be discussed in class, along with daily -٢
 (marks ١٠)preparation
 marks ٦٠. Final exam: - ٣

81. teaching resources Learning and

The Greater Jurisprudence	Required textbooks (methodology, (if applicable
	(Main references (sources
	Recommended supporting books and references (scientific journals, (...reports
	Electronic references, websites

Description Course

First Stage

Computer :Course Name .١
: Course code .٢ EACS105
. Annual course : Term/Year .٣
. AD ٢٠٢٥/١٠/١ : description was prepared Date this .٤

.Available attendance formats: Classroom lectures .o

:(Number of study hours (total) / Number of units (total .¹30 . hours

: (Name of the course coordinator (if there is more than one, please state .v

.Name: M Aqaba Zuhair Muhammad m :email address is A's okbah80@gmail.com

82. objectives Course

Objectives Course	<p>:By the end of this course, the student is expected to</p> <ol style="list-style-type: none">1. Definition of a computer and its advantages and disadvantages Using a computer2. Introducing students to the parts of a computer and the difference between the use of each part3. . operating system \ .Simplified use of the Windows4. . \ .ability to use Windows 'Developing students5. Viruses, their effects on computers, and antivirus programs
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83. Teaching and learning strategies

	<p>:Interactive learning .\</p> <p>Active student participation: Encouraging scientific discussions among the difference between such as , computers students about operating system and older systems, and the differences \ .Windows .between computer hardware components</p> <p>Dividing students into small groups so that each :Cooperative learning the features and analyzes deals with one of the operating systems gro .then presents them to the rest of the classmates , of each system</p>
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strategy

:based learning–Practice .۲

. operating system \ . Practicing computer work using the Windows

:based learning–Project .۳

small research Scientific research: Students are assigned to prepare computer hardware components and the difference on topics of papers which develops research and , of use between components in terms .analysis skills

:Learning using technology .۴

scientific Electronic resources: Employing digital libraries to access .which helps students develop scientific research skills , resources electronic platforms to upload lectures, Educational platforms: Using el scientific materials, and assignments, enabling students to learn .independently and follow up continuously

:oriented learning–Goal .۵

Setting clear objectives: Introducing students to the objectives of each \ .Windows unit, such as learning about computer components and th . operating system

Continuous feedback: Providing periodic feedback on student nments to promote correct performance in discussions and assign .understanding

:Cumulative learning .۶

Changing the student's view of computer :Building on prior knowledge .which deepens the students' understanding , use to a scientific view evious topics and Review and reinforcement: Allocate time to review pr .link them to new topics to ensure that the information is consolidated

:based learning–Analysis .۷

the Presenting : of computer use problems and advantages Analysis

disadvantages and advantages of general computer use in a .matscientific for

84. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October	hour	Computer definition	Definition of a computer and its importance	Lecture and presentation	Daily and monthly test
October	hour	Advantages and disadvantages of using a computer	A scientific explanation of the advantages and disadvantages of computers	Lecture and presentation	Daily and monthly test
October	hour	Computer components	It explains the components and parts of .computer a	Lecture and presentation	Daily and monthly test
October	hour	Computer components	Complete the computer parts division	Lecture and presentation	Daily and monthly test
November	hour	Computer components	The difference between	Lecture and presentation	Daily and monthly test

			physical components		
November ۲	hour	Monthly test	Monthly test	Lecture and presentation	Daily and monthly test
November ۳	hour	How do I buy a computer	What are the specifications of the computer I should buy	Lecture and presentation	Daily and monthly test
November ۴	hour	Data measurement units	How do I differentiate between data measurement units in a computer	Lecture and presentation	Daily and monthly test
December ۱	hour	Software components	What are the software components	Lecture and presentation	Daily and monthly test
December ۲	hour	Monthly test		Lecture and presentation	Daily and monthly test
December ۳	hour	Operating systems	Types of operating systems	Lecture and presentation	Daily and monthly test
December	hour	Operating systems	The difference	Lecture and presentation	Daily and monthly test

ξ			between operating systems		
January	hour	Application programs	Application Program Details	Lecture and presentation	Daily and monthly test
January	hour	Monthly test		Lecture and presentation	Daily and monthly test
January	hour	1. Windows operating system	Introduction to Windows and its 1. features	Lecture and presentation	Daily and monthly test
January	hour	1. Windows components		Lecture and presentation	Daily and monthly test
March	hour	1. Windows settings	Desktop menu settings and desktop details	Lecture and presentation	Daily and monthly test
March	hour	Monthly test		Lecture and presentation	Daily and monthly test
March	hour	1. Windows windows	Start Menu and Taskbar Settings	Lecture and presentation	Daily and monthly test
ξ .A.D	hour	1. Windows windows	Windows windows and their arrangement	Lecture and presentation	Daily and monthly test

April ١	hour	١ . Windows	folders, Files and computer shutdown	Lecture and presentation	Daily and monthly test
April ٢	hour	viruses	Viruses and their types	Lecture and presentation	Daily and monthly test
April ٣	hour	Monthly test		Lecture and presentation	Daily and monthly test
April ٤	hour	Damage caused by viruses	Damage and antivirus programs	Lecture and presentation	
May					

85. Learning outcomes

:Knowledge and understanding .١

turn the related issues: The student will be able to–Knowledge of audio

. windows ١ . computer on and off and control Windows

the dangers of viruses, their types, and the The student understands : Viruses

. most important programs used to combat viruses

:Mental skills .٢

their importance, and methods .Developing students' skills in using computers

.of maintaining them

:Practical skills .٣

Practical applications of Windows 10 . and developing computer skills

:Research skills . 4

scientific sources on the use of computers and developing Researching
. scientific and daily practical life computer skills in
the student to be able to prepare scientific research or reports that In order for
specific topics in scientific and humanistic fields using computer deal with
.skills

:Personal and general skills . 6

learning: The student demonstrates the ability to pursue learning in the –Self
.through various scientific sources computer science field of
.use the computer Scientific communication: The student acquires the ability to
using of the issue These outputs aim to prepare the student to be proficient in
the computer in areas of public life and to make the computer a basis for
. facilitating his work

86. Teaching and learning methods

- Using computers and other presentation tools, including a :Theoretical lectures
. multimedia projector
- interactively within the use computers Practical lessons: Training students to
.classroom
- Continuous assessments: Conducting oral and written tests and interim
. of the lectures measure the extent of students' understanding assessments to

87. Assessment methods

Daily tests
Monthly tests

88. Course evaluation

is distributed according to the tasks assigned to the student, ١٠٠. The grade out of
 .exams such as daily preparation and daily
 .based...etc–Oral, monthly, written, and report

89. Learning and teaching resources

Required textbooks (methodology, (if applicable	.Computer Basics: Computer Committee
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Internet

Course Description First stage

90. Course Name

material Hadith memorization

91. Course code

EAQM301

92. Semester/Year

٢٠٢٥ Annual schedule /

93. Date this description was prepared

٢٠٢٥/١٠/١

94. Available forms of attendance

Classroom lectures

95. (Number of study hours (total) / Number of units (total

(units ٦٠)Number of units (hours ٣٠)Number of hours

**96. Name of the course coordinator (if there is more than one, please mention
 .(it**

Prof. Dr. Laith Hashem Hamza :Name -١
: A'a- Allaith hashim@imamaladham.edu.iq

97. objectives Course

Course objectives	<ul style="list-style-type: none"> the importance of the The student should know .(Prophet's sayings (Hadith The student should memorize the prescribed .prophetic hadiths The student should apply these prophetic traditions in .daily life
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98. Teaching and learning strategies

strategy	(The lecture method (delivery Method of dialogue and discussion brainstorming method
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99. Course structure

Week	hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1 st Week	1	The student should understand the importance of the hadith and .memorize it	<ul style="list-style-type: none"> severity of lying about the Messenger of God may God bless him and grant him peace What is faith and what are its characteristics 	delivery Dialogue and discussion	classroom performance Exams
2 nd Week	1	The student should understand the importance of the hadith and .memorize it	<ul style="list-style-type: none"> A statement of faith that leads to Paradise, and the words of the Prophet, peace and blessings be upon him The peace of the Muslims is based on five principles 	delivery Dialogue and discussion	classroom performance Exams
3 rd Week	1	The student should	<ul style="list-style-type: none"> The command to fight people un 	delivery Dialogue and	classroom performance

		understand the importance of the hadith and memorize it	<p>they say: There is no god but God Muhammad is the Messenger of God</p> <ul style="list-style-type: none"> Whoever meets God with faith and without doubt will enter Paradise forbidden and from Hell 	discussion	Exams
4 th Week	1	The student should understand the importance of the hadith and memorize it	<ul style="list-style-type: none"> People of Faith Explaining the superiority of Islam and which of affairs are better 	delivery Dialogue and discussion	classroom performance Exams
5 th Week	1	The student should understand the importance of the hadith and memorize it	<ul style="list-style-type: none"> A statement of the qualities of those who possess the and find the sweetness of faith The obligation of the Messenger of God may God bless him and grant him peace more than family children, and people 	delivery Dialogue and discussion	classroom performance Exams
6 th Week	1	The student should understand the importance of the hadith and memorize it	<ul style="list-style-type: none"> description of perfection of ablution Miswak 	delivery Dialogue and discussion	classroom performance Exams
7 th Week	1	The student should understand the importance of the hadith and	<ul style="list-style-type: none"> Innate qualities Disinfection 	delivery Dialogue and discussion	classroom performance Exams

		.memorize it			
Week ١	١	The student should understand the importance of this hadith and .memorize it	<ul style="list-style-type: none"> Starting with the right side of purification and other matters He forbade urinating in stagnant water 	delivery Dialogue and discussion	classroom performance Exams
Week ٢	١	The student should understand the importance of this hadith and .memorize it	<ul style="list-style-type: none"> Ruling on the urine of an infant and how to wash it away from the garment and rubbing it off Washing away the semen from the garment and rubbing it off 	delivery Dialogue and discussion	classroom performance Exams
Week ٣	١	The student should understand the importance of this hadith and .memorize it	<ul style="list-style-type: none"> It is permissible for a person in a state of ritual impurity to sleep, and it is recommended for him to perform .ablution Evidence of the impurity of urine and the obligation to cleanse oneself from it 	delivery Dialogue and discussion	classroom performance Exams
Week ٤	١	The student should understand the importance of this hadith and .memorize it	<ul style="list-style-type: none"> The method of performing ghusl after sexual intercourse Evidence that a Muslim is not impure 	delivery Dialogue and discussion	classroom performance Exams
Week ٥	١	The student should understand the importance of this hadith and .memorize it	<ul style="list-style-type: none"> It is said that during bowing and prostration Mosques are 	delivery Dialogue and discussion	classroom performance Exams

		hadith and places of prayer .memorize it			
١٣ Week	١	The student should understand the importance of the hadith and .memorize it	<ul style="list-style-type: none"> • The prohibition against building mosques over graves • virtue of building mosques and encouraging their construction 	delivery Dialogue and discussion	classroom performance Exams
١٤ Week	١	The student should understand the importance of the hadith and .memorize it	<ul style="list-style-type: none"> • Prohibition of speaking during prayer and abrogation of what was previously permitted • It is permissible to curse Satan during prayer 	delivery Dialogue and discussion	classroom performance Exams
١٥ Week	١	The student should understand the importance of the hadith and .memorize it	<ul style="list-style-type: none"> • Women going to the prayer area during the two Eid holidays and attending the sermons are contrasting with the practices of many other religions 	delivery Dialogue and discussion	classroom performance Exams
١٦ Week	١	The student should understand the importance of the hadith and .memorize it	<ul style="list-style-type: none"> • Raising the hands in supplication during Istisqa' (prayer for rain) • The call to prayer for the eclipse is mentioned in the prayer .congregational 	delivery Dialogue and discussion	classroom performance Exams
١٧ Week	١	The student should understand the importance of the hadith and .memorize it	<ul style="list-style-type: none"> • The deceased is tormented by the weeping of his family over him 	delivery Dialogue and discussion	classroom performance Exams

		hadith and .memorize it	<ul style="list-style-type: none"> • shroud of the dead 		
18 Week	1	The student should understand the importance of the hadith and .memorize it	<ul style="list-style-type: none"> • Is it permissible to carry boys during prayer? • Dislike of wiping pebbles and leveling soil 	delivery Dialogue and discussion	classroom performance Exams
19 Week	1	The student should understand the importance of the hadith and .memorize it	<ul style="list-style-type: none"> • The prohibition against spitting in the mosque, during prayer and .otherwise • Perfume and miswak on Friday 	delivery Dialogue and discussion	classroom performance Exams
20 Week	1	The student should understand the importance of the hadith and .memorize it	<ul style="list-style-type: none"> • The hour of Friday • The virtue of praying over the deceased and following the funeral procession 	delivery Dialogue and discussion	classroom performance Exams
21 Week	1	The student should understand the importance of the hadith and .memorize it	<ul style="list-style-type: none"> • What came from a resting place and one who rested from it • Where does the imam stand in relation to the deceased to perform the funeral prayer? 	delivery Dialogue and discussion	classroom performance Exams
22 Week	1	The student should understand the importance of the hadith and .memorize it	<ul style="list-style-type: none"> • The virtues of the month of Ramadan 	delivery Dialogue and discussion	classroom performance Exams
23 Week	1	The student should	<ul style="list-style-type: none"> • Do not precede Ramadan by 	delivery Dialogue and discussion	classroom performance

		understand the importance of the hadith and memorize it	fasting for a day .two	discussion	Exams
٢٤Week	١	The student should understand the importance of the hadith and memorize it	• The month of Eid is not less	delivery Dialogue discussion	classroom performance Exams
٢٥Week	١	The student should understand the importance of the hadith and memorize it	• Statement of the time when the fast ends and the daytime begins	delivery Dialogue discussion	classroom performance Exams
٢٦Week	١	student should understand the importance of the hadith and memorize it	• A statement that kissing during fasting is not forbidden for those whose desires are not aroused	delivery Dialogue discussion	classroom performance Exams
٢٧Week	١	The student should understand the importance of the hadith and memorize it	• The reward for breaking the fast while traveling if one undertakes work	delivery Dialogue discussion	classroom performance Exams
٢٨Week	١	The student should understand the importance of the hadith and memorize it	• The prohibition of fasting on the day of Fitr and the day of Adha-day of Eid	delivery Dialogue discussion	classroom performance Exams
٢٩Week	١	The student should understand the importance of the hadith and memorize it	• Spending Ramadan in Sha'ban	delivery Dialogue discussion	classroom performance Exams

٣٠ Week	١	The student should understand the importance of the hadith and memorize it	• Guarding one's tongue while fasting	delivery Dialogue and discussion	classroom performance Exams
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100. Course evaluation

101. Learning and teaching resources

First stage hadiths / Memorizing fifty hadiths	Required textbooks (methodology, (if applicable
Bukhari-Sahih al Sahih Muslim And the Sunnahs and Musnads	(Main references (sources
Books of the Prophet's Sunnah related to the texts of hadiths	Recommended supporting books and references (scientific journals, (...reports
The Comprehensive Library, The Endowment Library	Electronic references, websites

Course Description

1. Course Name	psychology First Stage / Educational
2. Course code	EAEP108
3. Semester/Year	Annual course
4. Date this description was prepared	٢٠٢٥/١٠/١
5. Available forms of attendance	Classroom lectures
6. Number of study hours	units ١٢٠ hours / ٦٠

(total) / Number of units (total)	
7. Name of course coordinator	Prof. Dr. Tariq Saud Khalil tareq48@imamaladham.edu.iq
8. Course objectives	
1-	The course aims to introduce students to the importance of psychology and its .significant benefits in the educational process
2-	introduced to the meaning of psychology in general, and The student is .educational psychology in particular, and the characteristics of growth
3-	Developing the student's emotional abilities in terms of learning, memorization .and comprehension
4-	and principles of teaching and learning, and the A statement of the rules .possibility of addressing difficulties and finding appropriate solutions

9. Learning outcomes, teaching and learning methods, and assessment

Knowledge and understanding -A

understand the subject of psychology Enabling the student to -\A

Creating a basic knowledge map in the teaching and learning process -\A

Preparing him in a way that qualifies him to work in educational and religious -\A institutions

skills specific-b) Subject

be able to present the fundamentals of psychology The student should - \B

The student must be able to prepare a lesson and conduct it practically in front - \B .of his classmates

The student should be able to grasp the general understanding of the learning - \B .its purpose process and know

:Affective objectives -C

Nurturing the student to love science and to take teachers as role models - \A

.Recognizing the value of education and science - \Q

Teaching and learning methods

1- brainstorming solving and-Problem -The lecture method (delivery) -\ method

2-	Induction method
3-	Method of dialogue and discussion
Assessment methods	
1-	Daily, monthly, term, and final tests
2-	Classroom discussion
3-	Classroom assignments
4-	Practical tests - ^o Reports

Week	Hours	Unit/Course or Topic Name	Teaching method	Evaluation Method
1 October	2	Welcome + Introduction to Science	-Presentation Discussion	Classroom exams -performance
2 October	2	Introduction to Psychology	-Presentation Discussion	Classroom exams -performance
3 October	2	Educational psychology in service of the educational process	-Presentation Discussion	Classroom exams -performance
4 October	2	Research methods in educational psychology	-Presentation Discussion	Classroom exams -performance
November 1	2	Review and test		
November 2	2	The beginning teacher and psychology	-Presentation Discussion	Classroom exams -performance

November ٣	٢	Objectives and Curriculum Development	-Presentation Discussion	Classroom exams -performance
November ٤	٢	What are the educational objectives	-Presentation Discussion	Classroom exams -performance
December ١	٢	Learning goals and planning	-Presentation Discussion	Classroom exams -performance
December ٢	٢	Review and test		
December ٣	٢	Meaning of growth	-Presentation Discussion	Classroom exams -performance
December ٤	٢	Maturity and readiness to learn	-Presentation Discussion	Classroom exams -performance
١ January	٢	Developmental characteristics of the learner	-Presentation Discussion	Classroom exams -performance
٢ January	٢	Characteristics of emotional development	-Presentation Discussion	Classroom exams -performance
٣ January	٢	Practical applications for students		
٤ January	٢	Review and Evaluation		
١ February	٢	Cognitive learning	-Presentation	Classroom exams -performance

			Discussion	
February	2	The role of imitation in learning	-Presentation Discussion	Classroom exams -performance
February	2	Organizing knowledge	-Presentation Discussion	Classroom exams -performance
February	2	Review and test		
March	2	Cultural influences	-Presentation Discussion	Classroom exams -performance
March	2	Continuity of education	-Presentation Discussion	Classroom exams -performance
March	2	Original learning level	-Presentation Discussion	Classroom exams - performance
March	2	Review and test		
April	2	Qualitative changes and dynamic factors	-Presentation Discussion	Classroom exams -performance
April	2	Retention measurement	-Presentation Discussion	Classroom exams -performance
April	2			
April	2			
May	2	Review and test		Classroom exams -performance
May	2	Review and test		Final exams

Infrastructure .) .

Educational Psychology

Required books -)

	Basic references -٢
The Comprehensive Library website and the Waqf Library website	Recommended books and -٣ sources such as scientific internet ,journals, reports .links, etc

Course Description

First Stage (Sciences Quranic) :description Course

A Summary of Quranic Sciences :Course Name .١
: Course code .٢ RQS115
. Annual course : Term/Year .٣
. AD ٢٠٢٥/١٠/١ : description was prepared Date this .٤
.
.Available attendance formats: Classroom lectures .٥
.
. hours ٦ . Number of study hours (total) / Number of units (total): .٦
: (Name of the course coordinator (if there is more than one, please state .٧
Hani Fahmy Mohi .M.D : Name :email address A'a -Al hanimohe1@imamaladham.edu.iq
102. objectives Course

Objectives Course	<p>:By the end of this course, the student is expected to</p> <p>Knowledge of Quranic sciences – ١</p> <p>sciences Recognizing the importance of studying Quranic – ٢</p> <p>Teaching students how to study Quranic sciences – ٣</p> <p>independently of other sciences</p> <p>Conducting a practical application for students through – ٤</p> <p>.daily tests</p>
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103. Teaching and learning strategies

strategy	<p>(a Cognitive objectives</p> <p>Comprehending and understanding the material with regard to the –</p> <p>.required vocabulary</p> <p>.Using the board and advanced and modern educational tools – ٢A</p> <p>.illustrative aids Preparing the – ٣A</p> <p>Preparing brief reports on some topics – ٤A</p> <p>Empowering the student with experiences as they relate to – ٥</p> <p>educational and social reality</p> <p>b) The .based objectives of the course–skills</p> <p>Guidance methods – ١B</p> <p>Abundance of examples – ٢B</p> <p>ing sample questions and working on discussing them with the Pos –</p> <p>students</p> <p>Finding solutions to previously prepared questions from the – ٤B</p> <p>prescribed textbook and supplementary sources</p>
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104. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
(١) October		Introducing			

(١)Week	hour	the student to Quranic sciences and linking them to other sciences	What is the nature of Quranic sciences	Lecture and discussion style	Daily and monthly test
(١) October (٢) Week	hour	Introducing the student to the names and attributes of the Quran	The Holy Quran: Its Definition, Names, and Attributes	Lecture and discussion style	Daily and monthly test
(١) October (٣)Week	hour	Introducing the student to the phenomenon of revelation and how it occurs	The phenomenon of revelation	Lecture and discussion style	Daily and monthly test
(١) October (٤)Week	hour	Introducing the student to the revelation of the Holy	Revelation of the Holy Quran	Lecture and discussion style	Daily and monthly test

		Quran and how it was revealed			
(٢) October (٥)Week	hour	Introducing the student to the importance of the gradual revelation of the Holy Quran	Gradual download	Lecture and discussion style	Daily and monthly test
(٢) October (٦)Week	hour	First month exam			
(٢) October (٧)Week	hour	The student explains the benefits of knowing the reasons for .revelation	Benefits of knowing the reasons for the revelation of the Holy Quran	Lecture and discussion style	Daily and monthly test
(٢) October (٨)Week	hour	Introducing the student to the Meccan surahs in	Meccan verses of the Quran	Lecture and discussion style	Daily and monthly test

		the Holy Quran			
(١) Canon (٩)Week	hour	Introducing the student to the Medinan surahs of the Holy Quran	The civil verses of the Holy Quran	Lecture and discussion style	Daily and monthly test
(١) Canon (١٠)Week	hour	The student the explains importance Meccan of verses in the Quran	The term Meccan in the Quran	and Lecture discussion style	Daily and monthly test
(١) Canon (١١)Week	hour	The student explains the importance of the civil aspect of .the Quran	The term "civil" in the Quran	Lecture and discussion style	Daily and monthly test
(١) Canon (١٢)Week	hour	Second month exam			
December Week (٢) (١٣)	hour	Explaining to the student the	How to identify Meccan verses in the Quran	Lecture and discussion	Daily and test monthly

		stylistic and thematic characteristics of the Meccan surahs of the Quran		style	
December Week (٢) (١٤)	hour	The student explained the stylistic and thematic characteristics of the Medinan surahs in .the Qur'an	How to identify the civil (Madani) in the) Quran	Lecture and discussion style	Daily and monthly test
December Week (٢) (١٥)	hour	Introducing the student to abrogation in the Holy Quran	Copying, linguistically and technically	Lecture and discussion style	Daily and monthly test
December Week (٢) (١٦)	hour	Introducing the student to abrogation	The science of abrogation	Lecture and discussion style	Daily and monthly test

		and abrogated verses in the Qur'an			
،March (١٧) week	hour	First month exam			
،March (١٨) week	hour	Introducing the student to the meaning of abrogation according to Islamic law .and reason	The occurrence of copying and its significance	Lecture and discussion style	Daily and monthly test
،March (١٩) week	hour	The student was introduced to the difference between abrogation and .substitution	The term abrogation " and "replacement	Lecture and discussion style	Daily and monthly test
،March (٢٠) week	hour	Introducing the student to the seven	Introducing the student to the seven letters and their	Lecture and discussion style	Daily and monthly test

		letters and their relation to the Quran	the relation to Quran		
week ,April (٢١)	hour	The student explains the scholars' opinions on the seven letters	Narrations in the Seven Letters	Lecture and discussion style	Daily and monthly test
week ,April (٢٢)	hour	Second month exam			
week ,April (٢٣)	hour	Introducing the student to the importance of discussing the seven letters with scholars	The wisdom behind the seven letters	Lecture and discussion style	Daily and monthly test
April, week (٢٤) May	hour	Student definition of Quran collection	The collection and writing down of the Quran	Lecture and discussion style on the date	Daily and monthly test AD ٢٠٢٦/٥/١٧

			Year		
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105. Learning outcomes

course, the student is expected to be After completing the :a) **Cognitive Outcomes**
able to know the sciences of the Qur'an, explain its origin and development and its most
important sources, distinguish between revelation, the Qur'an and the Hadith Qudsi and
in the stages of the revelation of the Holy explain the difference between them, explain
Qur'an and its importance in understanding the Qur'anic text, clarify the Meccan and
Medinan and recognize their rules and characteristics, and explain the clear and
.her sciences of the Qur'anambiguous, the abrogating and abrogated and ot

:Skill outputs : These are divided into (b

Analyzing Qur'anic texts in light of the rules of Qur'anic sciences, :**Mental skills**
and comparing the opinions of scholars on issues of abrogation or reasons for
.revelation

Applying the rules of Meccan and Medinan surahs to selected :**Practical skills**

.surahs, and employing the reasons for revelation in interpreting specific verses

–such as Al) Referring to original sources in Quranic sciences :**Research skills**

–**Quran by Al-Itqan fi Ulum al-Zarkashi and Al-Quran by Al-Burhan fi Ulum al**
and preparing concise research papers according to the scientific method on .(Suyuti
one of the issues of the sciences

. The Quran and its scientifically sound documentation

Reverence for the Book of God Almighty and strengthening : c) **Emotional outcomes**
the connection to it in knowledge and practice, establishing scientific integrity in dealing
respecting the efforts of past and present scholars in serving with the Qur'anic text, and
.the Qur'an

reason using Qur'anic texts in light of the The student can :**Reasoning and discussion**
rules of Qur'anic sciences and its general principles, and employ the reasons for
. revelation, and the Meccan and Medinan verses, in favoring the interpretive meanings

:Skills

Related The other (Skills) Transferable and rehabilitation public Skills
.(Personal) and development Employment With the ability

.Talent / Following up on external sources -١

.up / Preparation of external questions from those sources-Follow -٢

study) / Following up on the style of Defining the work (library and field -٣

.classroom discussions

Collecting information and data on the Quranic phenomenon and -٤

identifying its relationships with each other / Encouraging students to

n official follow educational series that are shown in video format o

.scientific links

106. Teaching and learning methods

- The theoretical lectures rely on the explanation and :**Theoretical lectures**
systematic analysis of the emergence and development of the science of Qur'anic
sciences and its most important sources, and the explanation of the topics of Meccan
n, the compilation of the Holy Qur'an, and the and Medinan, the reasons for revelatio
method of dialogue and discussion to stimulate the abrogating and abrogated, using
thinking and analysis, in order to build a systematic knowledge base for the course and
.consolidate theoretical concepts

- to develop practical and mental skills by Training students :**tical lessonsPrac**
applying the science of Meccan and Medinan verses to selected surahs, extracting the
reasons for revelation from books of interpretation and analyzing their impact on
the verses, and assigning students short presentations or brief research understanding
papers on specific topics to move the student from the level of theoretical knowledge to
. the level of analysis, application and deduction

and written tests and formative Conducting oral :Ongoing assessments
 .assessments to measure students' understanding of concepts
 .abilities and their capacity for reasoning and analysis Their interpretive

107. Assessment methods

Daily tests
 Monthly tests

108. Course evaluation

is distributed according to the tasks assigned to the student, such ١٠٠ of The grade out
 .as daily preparation and daily exams
 .based...etc–Oral, monthly, written, and report

109. Learning and teaching resources

Required textbooks (methodology, (if applicable	Interpretation, Part Three of the Holy Nasafi's–Al Quran
(Main references (sources	
Recommended supporting books and references (scientific journals, (...reports	
Electronic references, websites	

Course Description
Interpretation of) Baqarah-The first part of Surah Al
(Sabuni-Muhammad Ali Al

110. : Course Name

(Interpretation (First Stage

111. : Course code

REX109

112. : Chapter/Year

Annual course

113. : Date this description was prepared

٢٠٢٥/١٠/١

114. : Available attendance formats

(inside the classroom) Attendance

115. : (Number of study hours (total) / Number of units (total

.study hours ٦٠

116. Assistant : (Name of course coordinator (if more than one, please specify

Lecturer: Basheer Adnan Abdulwahid Muhsin

basheeradnan4@imamaladham.edu.iq

117. objectives Course

Course objectives

- 1- Baqarah in -To enable students to understand the first part of Surah Al principles of a scientific and systematic way based on the approved .interpretation
- 2- Introducing students to the interpretive methodologies of the - Al) interpreters, with an examination of the methodology of Imam .in interpreting the verses (Tabari and Ibn Kathir
- 3- the Qur'anic text from aininterpret and expl Developing the ability to .linguistic, rhetorical and contextual perspectives
- 4- The doctrinal, legislative and educational Training students to deduce implications of the verses according to the methodology of Ahlus .Sunnah
- 5- rses to their overall objectives, and Enhancing the skill of linking ve .understanding the unity and coherence of the Qur'anic context
- 6- To equip students with the ability to compare the statements of .interpreters and to weigh them on sound scientific grounds
- 7- dealing with and directly referring to Establishing research skills in .authentic sources of interpretation

118. Teaching and learning strategies

strategy	<p>1- lecture : Presentation of the scientific material interpretive of the Qur'anic text and opening the door interpretation with between the students and the professor of the for discussion . subject</p> <p>2- enacting the previous lecture by assigning students to -Re read and present it, with the aim of consolidating ientific reading skill of understanding and enhancing the sc .the text</p> <p>3- Text- and Based Learning : Reading the verses directly according to the principles of interpreting them .interpretation</p> <p>4- The guided scientific discussion: raising interpretive statements of problems and discussing them in light of the .the interpreters</p> <p>5- Comparative learning: Presenting the statements of the commentators and comparing their approaches to .interpreting the verses</p> <p>6- Cooperative learning: Assigning students to prepare short to develop presentations on specific topics from the Surah . their abilities</p> <p>7- based learning: assigning students short -research-Micro tasks that require referring to original sources of .ninterpretatio</p> <p>8- Continuous formative assesment: Monitoring students' and tests explanatory questions understanding through .during the semester</p>
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119. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2	recognizes on Objectives Surah And its	entrance to Surah cow	a lecture	Class participation

		construction The why it ' year was named -Surah Al Baqarah, and its virtues			
٢	٢	Explains characteristics The pious	(٥-١) Verses	analysis text	a test verbal
٣	٢	It shows characteristics the disbelievers	(٧-٦) Verses	discussion	duty
٤	٢	It shows characteristics hypocrites	(١٦-٨) Verses	analysis rhetorical	a test
٥	٢	It shows Proverbs hypocrites	Verses(-١٧ ٢٠)	analysis text	sharing
٦	٢	the It shows implications Monotheism	The verses are determined by the .professor	a lecture Interactive	duty
٧	٢	It shows Evidence ability Divine	(٢٩-٢٦) Verses	discussion	a test
٨	٢	It explains the story of Adam's creation	Verses(-٣٠ ٣٣)	Analytical presentation	evaluation
٩	٢	extracts Lessons doctrinal	Verses(-٣٤ ٣٩)	analysis	a test
١٠	٢	It is clear letter brown Israel	Verses(-٤٠ ٤٦)	discussion	sharing
١١	٢	It shows blessings and covenants	Verses(-٤٧ ٥٢)	analysis	duty
١٢	٢	clear It is story calf	(٥٩-٥٣) Verses	analysis text	a test quarterly
١٣	٢	Explains Explosion Stone	(٦١-٦٠) Verses	discussion	a test
١٤	٢	It shows story cow	Verses(-٦٢ ٧١)	analysis	duty
١٥	٢	He infers connotations educational	(٧٤-٧٢) Verses	offer an My students	evaluation
١٦	٢	It explains and shows distortion brown Israel	(٧٩-٧٥) Verses	discussion	a test
١٧	٢	It is clear Their position from The	(٨٦-٨٠) Verses	analysis	duty

		book			
١٨	٢	It shows Their position from Prophets	(٩٣-٨٧) Verses	a lecture	a test
١٩	٢	It shows Their argument in Faith	Verses(-٩٤ ١٠١)	discussion	a test short
٢٠	٢	He explains concept Copying	(١٠٦-١٠٢) Verses	analysis scientific	duty
٢١	٢	It shows issue State	(١١٣-١٠٧) Verses	discussion	a test
٢٢	٢	It shows issue mosques	(١١٨-١١٤) Verses	analysis	sharing
٢٣	٢	Explains transformation The kiss	(١٢٣-١١٩) Verses	an offer	evaluation
٢٤	٢	It is clear Trial Ibrahim	(١٢٩-١٢٤) Verses	analysis	duty
٢٥	٢	It shows a prayer Ibrahim	Verses130-134	discussion	a test
٢٦	٢	It shows religion Ibrahim	(١٣٨-١٣٥) Verses	analysis comparative	duty
٢٧	٢	It explains Say We believed God By	(١٤١-١٣٩) Verses	analysis text	sharing
٢٨	٢	review objectivity For the issues doctrinal	review	discussion	evaluation
٢٩	٢	Comprehensive review	review	discussion	a test
٣٠	٢	calendar comprehensive	Final exam	a test	evaluation ultimate

1. : The course evaluation

١) (٤٠%) **First: Chapters One and Two**
 ١) marks, the sum of (١٥) **Four short term tests**, each test worth to extract the (٤) which is added together and then divided by of the total %٣٠ average, and the result is calculated as equivalent to .mark

- %١٠ Attendance and class participation:
 - of the %٤٠ Thus, the total work for the semester constitutes .final grade

(٦٠%) **Second: The final exam**

.A comprehensive written test of the course vocabulary

1. Sabouni, -Muhammad Ali Al : Sources for learning and teaching
 .(Baqarah-Tafasir, (Part One of Surat Al-Safwat Al

<p>Required textbooks (methodology (if applicable</p>	<p>-Sabuni, Safwat Al-Muhammad Ali Al -\Tafasir, the section related to verses Baqarah, the edition -of Surat Al (\`´\ .approved by the college</p>
<p>(Main references (sources</p>	<p>1- Bayan ‘an Ta’wil -Tabari, Jami’ al-Al .Qur’an-Ayi al 2- -Qur'an al-Ibn Kathir, Tafsir al .Azim' 3- Qurtubi, The Comprehensive -Al .Collection of Rulings of the Qur’an 4- Ibn Ashur, Liberation and .Enlightenment</p>
<p>Recommended supporting books and references (scientific journals, (...reports</p>	<p>1- Dhahabi, -Muhammad Hussein Al .Interpreters Interpretation and 2- Rumi, Research in the -Fahd Al Principles and Methods of .Interpretation 3- reviewed research published in -Peer journals of Qur’anic studies and interpretation in Iraqi and Arab .universities 4- University theses related to the Baqarah -ah Alinterpretation of Sur or the methodologies of the .interpreters 5- Academic reports issued by .accredited Qur'anic studies centers</p>
<p>Electronic references, websites</p>	<p>Refer to websites of a moderate, centrist nature, concerned with the sciences of the interpretation, which adopt a Qur’an and .sound scientific approach</p>

Phase Two

Course Description

Course description: (Jurisprudence) Second stage

. inheritance law and Personal status law :Course Name . ١	
:Course code for Personal Status Law .٢RPSJ32	
: Law Inheritance Course code forRIJ417	
. Annual course : Term/Year . ٣	
. AD ٢٠٢٥ /١٠ /١ : description was prepared Date this . ٤	
.Available attendance formats: Classroom lectures . ٥	
. hours ٩٠ : (Number of study hours (total) / Number of units (total) . ٦	
: (Name of the course coordinator (if there is more than one, please state . ٧	
Qais Abdul Rahman Hussein .Name: M.D :email address A'a –Al qays.abdulrahman@imamaladham.edu.iq	
120. objectives Course	
Objectives Course	7. rulings related to personal Defining the Sharia status and inheritance with Sharia evidence and rational .arguments 8. .Definition of jurisprudential terms 9. Correcting errors and misconceptions in Islamic

	<p>.jurisprudence among students</p> <p>10. Training students to learn the methods of deduction used by jurists and how to extract legal rulings from evidence</p> <p>11. Demonstrating the greatness and superiority of the Islamic mentality by presenting the sayings of the Hanafi school of thought in particular and the jurists in general</p> <p>12. students with jurisprudential To provide st information in the chapter on personal status laws and inheritance, and to enable them to understand this in detail</p>
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121. Teaching and learning strategies

<p>strategy</p>	<p>:Interactive learning . ١</p> <p>Encouraging interactive discussions :Active student participation</p> <p>the differences in the statements of the Imam among students about students are divided into groups to Sometimes . and his disciples . research issues in light of the curriculum and prescribed material</p> <ul style="list-style-type: none"> • Dividing students into small groups so : Cooperative learning <p>an opinion or issue, researches its that each group addresses rned to and then presents what they have lea , details and evidence .the rest of their classmates</p> <p>:based learning–Practice . ٢</p> <p>to solve selected Students are trained : Practical recitation •</p> <p>problems from the subject of inheritance, and then the mistakes are corrected by the teacher, and sometimes the correction, if there is a . mistake, is done by the students in cooperation with each other</p> <ul style="list-style-type: none"> • directing jurisprudential on It is based : Oral assessment <p>questions in light of the curriculum, such as rulings according to the</p>
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sayings of Imam Abu Hanifa and his students, while providing constructive feedback for observations and criticisms through .development

:ringbased lea–Project .۳

- students research This involves assigning : **Research projects** specific issues, through which they can projects that address identify the approach of each jurist in light of the methodology, to statements understand the relationship and comparison between This helps them develop their jurisprudential taste and .and opinions . their ability to examine its issues

:Learning using technology .۴

- using By was done This :**Use of electronic applications** e program the inheritanc programs and applications such as . Rawi–prepared by Dr. Mawloud Mukhlis Al

Using an educational platform :**smroftalp gninrael cinortceIE•**

such as)Blackboard orMoodle to upload audio materials and (allowing students to , of professors and teachers various recordings .independently outside of class learn

:oriented learning–Goal .۵

At the beginning of each study unit, :**Setting measurable goals •** students are introduced to the specific goals for each unit, such as ro ” the pillars of marriage or inheritance, for example gnizingocer“ which helps them to ,solving problems in inheritance gnicitcarp“ ”. scientific and cognitive progress focus and enhances their

- Providing immediate feedback after :**Continuous feedback** exercise to guide students section , or hypothetical ,chapter each .and to confirm the achievement of educational objectives

:Cumulative learning .٦

The cumulative method is used, **:Building on prior knowledge** • building upon what has been learned in previous lessons. For the heirs to the agnates example, the student moves from studying which enhances their deep , to the exclusion, and so on .understanding

• Allocate time at the end of each unit to **: Repetition and review** to reinforce the ask questions review what has been studied and .information and skills

:based learning–Analysis .٧

Presenting situations that require students to **: problems legal** the situation, for and how , legal issues or hypotheses analyze type of learning This . example, affects the formulation of a ruling .promotes critical thinking and encourages research and inquiry

122. Course structure

Week	Hours	Required learning outcomes	topic Unit or name	Learning method	Evaluation Method
١ October	three	Definition of marriage linguistically and technically –and its ruling the causes of inheritance, its impediments and the pillars .of inheritance	The Book of :Marriage Introductory Discussions	Lecture and presentation	Daily and monthly test

۲ October	three	The correct terms are: male heirs and .female heirs	The Book of :Marriage Introductory Discussions	Lecture and presentation	Daily and monthly test
۳ October	three	A chapter on – prohibitions .in the account	The Book of :Marriage Introductory Discussions	Lecture and presentation	Daily and monthly test
۴ October	three	Continuation of the chapter on prohibitions: Chapter on –dowry Reduction of .fractions	The Book of Marriage and of the Rules Inheritance	Lecture and presentation	Daily and monthly test
November ۱	three	Chapter: It is not permissible to marry a male or female slave except with the permission of –the master Principles of .Issues	The Book of Marriage and the Rules of Inheritance	Lecture and presentation	Daily and monthly test
November ۲	three	A section on what	The Book of :Marriage	Lecture and presentation	Daily and test monthly

		constitutes compatibility in –marriage Rulings concerning heirs	Introductory Discussions		
November ٣	three	Marriage of Muslims –non under Islamic rules of –rule inheritance for .spouses	The Book of Marriage and the Rules of Inheritance	Lecture and presentation	Daily and monthly test
November ٤	three	The defects that establish rules of the inheritance for .children	The Book of Marriage and the Rules of Inheritance	Lecture and presentation	Daily and monthly test
December ١	three	The book "Breastfeeding " is the Inheritance of .the Parents	The Book of Marriage and the Rules of Inheritance	Lecture and presentation	Daily and monthly test
December ٢	three	Continuation of the book on	of The Book Breastfeeding	Lecture and presentation	Daily and monthly test

		breastfeeding rulings on – the inheritance .of parents	and the Rules of Inheritance		
December ۳	three	The Book of Divorce, Description of Divorce, Rulings on the Inheritance of Maternal .Siblings	The Book of Divorce and Inheritance Laws	Lecture and presentation	Daily and monthly test
December ۴	three	A chapter on explicit its the --content, rules of inheritance of .ancestors	The Book of Divorce and Inheritance Laws	Lecture and presentation	Daily and monthly test
January ۱	three	Description of –divorce inheritance of daughters and .sisters	The Book of Divorce and Inheritance Laws	Lecture and presentation	Daily and monthly test
January ۲	three	If a man divorces his wife three times before	The Book of Divorce and the Rules of	Lecture and presentation	Daily and monthly test

		consummation of the the –marriage inheritance is inherited by agnatic .relatives	Inheritance		
۳ January	three	Divorce metaphors, review of the table of cases of those entitled to .inheritance	The Book of Divorce and the Rules of Inheritance	Lecture and presentation	Daily and monthly test
۴ January	three	Chapter: If divorce is –conditional the two types .of veiling	The Book of Divorce and the Rules of Inheritance	Lecture and presentation	Daily and monthly test
February ۱	three	Divorce before consummation prevents deprivation	The Book of Divorce and the Rules of Inheritance	Lecture and presentation	Daily and monthly test
February ۲	three	The suspension of	The Book of Divorce	Lecture and presentation	Daily and monthly test

		power on the will of God the works of calculation	and the Rules of Inheritance		
February ۳	three	Conditions for a divorce by implication to be valid Conditions – for hypothetical cases	The Book of Divorce and the Rules of Inheritance	Lecture and presentation	Daily and monthly test
February ۴	three	Divorce according to – God's will Applications of legal issues	The Book of Divorce and the Rules of Inheritance	Lecture and presentation	Daily and monthly test
March	three	Chapter: If the veil is suspended	The Book of Divorce and the Rules of Inheritance	Lecture and presentation	Daily and monthly test
March	three	Chapter on the one who divorces his wife during his terminal illness	The Book of Divorce and the Rules of Inheritance	Lecture and presentation	Daily and monthly test

		calculation, – .increase			
۳ March	three	Reply –Return	The Book of Divorce and the Rules of Inheritance	Lecture and presentation	Daily and monthly test
۴ .A.D	three	–Ilaa Correcting the .issues	The Book of Inheritance Laws	Lecture and presentation	Daily and monthly test
۱ April	three	–Dislocation Breakdown on one team	Chapter on Ila' (a vow of abstinence from marital relations) and the rules of .inheritance	Lecture and presentation	Daily and monthly test
۲ April	three	The –emergence the breaking of or more two .teams	Chapter on Zihar (a form of divorce and the (rules of inheritance	Lecture and presentation	Daily and monthly test
۳ April	three	In the expiation for division –zihar	Chapter on Zihar (a form of divorce	Lecture and presentation	Daily and monthly test

		of inheritances	and the (rules of inheritance		
April	three	The li'an mutual) -imprecation) division of .inheritances	Chapter on Li'an (mutual (imprecation and the rules of inheritance	and Lecture meeting	Daily and monthly test
May	exam	end	Year	on the date	AD ٢٠٢٦/٥/١٧

123. Learning outcomes

:Knowledge and understanding .١

The student will be able to : **the evidence of the school of thought Knowledge of** .know the source of each jurist

: **the scholars of the school of thought Understanding the differences between** the statements of the The student understands the subtle differences between .scholars

:Mental skills .٢

al case jurisprudential opinions and hypothetical Analyzing the differences between Hanafi school of the student can analyze the differences between the so that : studies .and understand their causes jurisprudence

: Practical skills .٣

The solution to the issues of inheritance and the cultivation of the ability to examine . matters of jurisprudence regulations, and cases in the chapter on inheritance, shares, and ,rules the Applying

.jurisprudence

:Research skills . 4

The student : jurisprudence and inheritance laws fo secruos eht gnihcraeseR •
of jurisprudence and inheritance acquires the ability to research the basic sources
. laws

The student is able to prepare : in jurisprudence seiduts evitarapmoc gniraperP•
rch or analytical studies that deal with the comparison between differentresea
. jurisprudential opinions

: Personal and general skills . 5

• learning in the –The student demonstrates the ability to pursue self : **learning–Self**
through the use of audio sources and ance lawsjurisprudence and inherit field of
.electronic applications

• The student acquires the ability to present the results of : **Effective communication**
in a clear and jurisprudence and its issues his research and analyses related to
.er, whether in writing or in oral discussionseffective mann

fo ecneics eht ni tneiciforp emoceb ot tneduts eht eraperp ot mia stuptuo esehT•
jurisprudential capable of a deep understanding of , jurisprudence and inheritance
with a focus on , jurisprudential opinions from the perspective of different texts
. application and analysis skills

4. Teaching and learning methods

- Theoretical lectures
 - . in inheritance laws Practical lessons
- jurisprudential and hypothetical issues fo stnemssessa lacitcarP •

5. methods Assessment

- Daily tests
- Monthly tests

6. Course evaluation

is distributed according to the tasks assigned to the student, 100. The grade out of
 .such as daily preparation and daily exams
 .based...etc–Oral, monthly, written, and report

7. resources Learning and teaching	
Required textbooks (methodology, if applicable)	An –The Choice for Explaining the Chosen Rahbiyya by Dr. Mawloud –Explanation of Al Mukhlis
(Main references (sources	Books of the Hanafi school of jurisprudence explaining and books of inheritance laws . Rahbiyya–Al
Recommended supporting books and (...references (scientific journals, reports	.Guidance in Hanafi jurisprudence –Rahbiyya by Sibt Al–Explanation of Al . Mardini
Electronic references, websites	<p>of the Hanafi School of Website / The Fiqh Forum : Thought Forum . It contains electronic books on Hanafi jurisprudence • :knil etisbeW•https://feqhweb.com/vb/forums/26/ / /</p> <p>of the Jurisprudential Qualification Website :Platform / Hanafi Jurisprudential Qualification • :link Websitehttps://taaheelfiqh.com</p>

Course Description

11. Course Name	Introduction to Educational and Psychological Measurement and Evaluation / Stage Two
12. Course code	EAME305

13. Semester/Year	Annual course
14. Date this description was prepared	٢٠٢٥/١٠/١
15. forms of Available attendance	Classroom lectures
16. Total number of study hours / Total number of units	units ١٢٠ hours/ ٦٠
17. Name of course coordinator	Prof. Dr. Tareq Saud Khalil tareq48@imamaladham.edu.iq
18. Course Objectives	
5-	its types Defining the concept of measurement and
6-	.Defining the concept of measurement and its types
7-	Clarifying the most important difficulties facing the .measurement process in education
8-	Clarifying the purposes of educational assessment, and .functions recalling its most important goals and
9-	Understanding the types of tests, their advantages and disadvantages
10-	To become familiar with modern trends in the field of .educational assessment
11-	Designing models for achievement tests of all types that meet .the criteria of a good test

19. Learning outcomes, teaching and learning methods, and assessment

Knowledge and understanding -A
and and evaluation Measurement concept between Discrimination -١A
In the end From them all and relationship calendar
Calendar and conditions characteristics With Student definition -٢A
Good Educational
and education system in Educational Calendar importance clarification -٣A
learning

skills specific-b) Subject
 aspects of evaluating To equip the student with the skill of analyzing – 1B
 . the fields of the educational system
 a model for psychological Informing the student about how to prepare – 2B
 . (teacher -assessment (student -self
 procedures for producing, administering, and correcting the Defining - 3B
 and analyzing their results · tests
 a plan to build an evaluation program for one of the areas of the Design – 4B
 . education system
 :Affective objectives -C
 Understanding the theoretical and scientific foundations and facts of – 1A
 psychological measurement
 Understanding the methods and techniques of psychological measurement – 2 Part
 Identifying individual differences between individuals – 3Part

Teaching and learning methods

- 4- (The lecture method (delivery
- 5- Induction method
- 6- Method of dialogue and discussion
- 7- research and conclusion – Collaborative learning

Assessment methods

- 5- Daily, monthly, term, and final tests
- 6- Classroom discussion
- 7- Classroom assignments
- 8- Reports
- 9- Practical assignment

Week	Hours	Unit/Course or Topic Name	Teaching method	Evaluation Method
1 October	2	The concept of measurement, its history, objectives, foundations, and importance	-Presentation Discussion	Classroom exams -performance
2 October	2	Measurement levels	-Presentation Discussion	Classroom exams -performance
3 October	2	Measuring instruments	-Induction Deduction	Classroom exams -performance
4 October	2	Individual differences	-Presentation Discussion	Classroom exams -performance
November 1	2	The role of assessment in the educational process	-Presentation Discussion	Classroom exams -performance
November 2	2	Calendar functions and characteristics	-Presentation Discussion	Classroom exams -performance
November 3	2	Classroom assessment methods and tools	-Presentation Discussion	Classroom exams -performance
November 4	2	Formative assessment	-Presentation Discussion	Classroom exams -performance
December 1	2	Educational goals and their measurement	-Presentation Discussion	Classroom exams -performance
December 2	2	Types of tests and requirements for a good test	-Presentation Discussion	Classroom exams -performance

December ۳	۲	Psychological measurement tools – validity and reliability) (standards	–Presentation Discussion	Classroom exams –performance
December ۴	۲	and how to design the test	– Presentation Discussion	Classroom exams –performance
۱ January	۲	Intelligence, mental retardation, and academic underachievement	–Presentation Discussion	Classroom exams –performance
۲ January	۲	Tests and their types	–Presentation Discussion	Classroom exams –performance
۳ January	۲	First semester exams		
۴ January	۲	First semester exams		
۱ February		Spring break		
۲ February		Spring break		
۳ February	۲	Multiple choice	–Presentation Discussion	Classroom exams –performance
۴ February	۲	Matching	–Presentation Discussion	Classroom exams –performance
۱ March	۲	– Right and Wrong Completion	–Presentation Discussion	Classroom exams –performance
۲ March	۲	Constructing and correcting questions	–Presentation Discussion	Classroom exams – performance
۳ March	۲	Alternative assessment strategies	–Presentation Discussion	Classroom exams –performance
۴ March	۲	Review and test		Classroom exams –performance

١ April	٢	– Test validity: Content Structure	–Presentation Discussion	Classroom exams –performance
٢ April	٢	Test reliability: Equivalence and consistency	–Presentation Discussion	Classroom exams –performance
٣ April	٢	Test item analysis	–Presentation Discussion	Classroom exams –performance
٤ April	٢	Principles of Estimation	– Presentation Discussion	Classroom exams –performance
١ May	٢	Interpreting student results (assigning weights to standardized (scores	–Presentation Discussion	Classroom exams –performance
٢ May	٢	Statistical analysis program	–Presentation Discussion	Classroom exams –performance
٣ May	٢	Review and test		Classroom exams –performance
٤ May	٢	Final exams		

20. Infrastructure

Educational measurement and evaluation psychological

Alwani–Al Dr. Nouri Abbas :Author

Required books - ١

references Basic - ٢

Psychometrics: Theory and Application, on the by Saad Abdul Rahman, available Comprehensive Library website and the Waqf .Library website

Recommended books and - ٣ sources such as scientific journals, reports, internet .links, etc

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(Biography) Course description

1.	second stage for the The Prophet's biography Course Name
2.	Fundamentals of Religion :Course code
	FIR110
3.	Annual Course / Semester / Year
4.	٢٠٢٣/١٠/١ : Date this description was prepared
5.	Classroom lectures :Available attendance formats
6.	hours ٣٠ Total study hours / Total unit hours /
7.	.(Name of the course coordinator (if there is more than one, please mention it
	:Email .A -Name: M. M. Muhammad Shafiq Muhaysin Alalrawialrawi1969@gmail.com

4-	Course Objectives
6-	This course aims to introduce the student to the importance of the Prophet's biography (peace and blessings .(be upon him
7-	Getting to know the Messenger of God □ closely, and knowing his upbringing, lineage, attributes, and the death, all of that instills love for him, which the heart of a Muslim must be filled with after details of his life until his .the love of God Almighty
8-	To learn about the guidance of the Prophet, may God bless him and grant him peace, and how he dealt with matters and people.
9-	Benefiting from and taking lessons and morals from the biography of the Prophet, peace be upon him, as it is .full of that in all fields and for all groups

5-	Learning outcomes, teaching and learning methods, and assessment
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Knowledge and understanding -A

Enabling the student to understand the methodology of revelation -\A

To become familiar with the miracles of the Prophet (peace and blessings be upon him) and their proofs, which -\A
 .leads to increased faith and certainty in the heart of the Muslim
 o understand how the Prophet (peace and blessings be upon him) applied the rulings of the Holy Quran and the T -\A
 .noble Prophetic traditions through his practical example

specific skills-b) Subject

Learning and reflection; the lessons a Muslim takes from the life of the Prophet (peace and blessings be upon - \B
 .him) illuminate the path for the seeker and lead him to safety

n all his affairs, such as food, drink, Knowing the guidance of the Prophet (peace and blessings be upon him) i - \B
 .sleep, marriage, and his conduct in various circumstances, such as being settled, traveling, and others

to such as getting -may God bless him and grant him peace -To have a comprehensive knowledge of the Prophet -\B
 .know his lineage, his birth, his upbringing, his method of calling to Islam, and so on

that were -may God bless him and grant him peace -A statement of the Prophet's characteristics and attributes -\B
 .not found in the biography of anyone else

ing and learning methodsTeach

2- (The lecture method (delivery

Assessment methods

5- Daily, monthly, term, and final tests

6- Daily preparation

7- Daily memorization test

Week	Hours	Unit/Course or Topic Name	Teaching method	Evaluation Method
\October	2	Introduction to the + Welcome importance of the Prophet's biography	Lecture + Participation	Class performance + daily participation
\October	2	The site of the Arabs and their peoples	Lecture + Participation	Class performance + daily participation
\October	2	religions Arab	Lecture + Participation	Class performance + daily participation
\October	2	Islamic Arab -Images from pre society	Lecture + Participation	Class performance + daily participation
\November	2	The lineage of the Prophet□and the Prophetic family	Lecture + Participation	Class performance + daily participation
\November	2	The topic of the Prophet's birth	Lecture + Participation	Class performance + daily participation
\November	2	In the shadow of prophecy and the message	Lecture + Participation	Class performance + daily participation
\November	2	Roles of Da'wah	Lecture +	Class performance +

			Participation	daily participation
1 December	2	Three years of secret preaching	Lecture + Participation	Class performance + daily participation
2 December	2	General boycott and the year of mourning	Lecture + Participation	Class performance + daily participation
3 December	2	The call to Islam outside Mecca	Lecture + Participation	Class performance + daily participation
4 December	2	Isra and Mi'raj	+ Lecture Participation	Class performance + daily participation
1 January	2	Ambassador of Islam + Joyful Success	Lecture + Participation	Class performance + daily participation
2 January	2	Immigration	Lecture + Participation	Class performance + participation daily
3 January	2	Life in Medina	Lecture + Participation	Class performance + daily participation
4 January	2	The Battle of Badr	Lecture + Participation	Class performance + daily participation
1 February	2	The Battle of Banu Qaynuqa	+ Lecture Participation	Class performance + daily participation
2 February	2	Battle of Uhud	Lecture + Participation	Class performance + daily participation
3 February	2	The Battle of Banu Nadir and Banu Mustaliq	Lecture + Participation	Class performance + participation daily
4 February	2	The Hadith of the Lie	Lecture + Participation	Class performance + daily participation
1 March	2	Battle of Hudaibiyyah	Lecture + Participation	Class performance + daily participation
2 March	2	Correspondence with kings and princes	Lecture + Participation	Class performance + daily participation
3 March	2	The Battle of Khaybar and Wadi Qura-al	Lecture + Participation	Class performance + daily participation
4 March	2	Qada-Umrah al	Lecture + Participation	+ Class performance daily participation
1 April	2	Battle of Mu'tah	Lecture + Participation	Class performance + daily participation
2 April	2	The Conquest of Mecca	Lecture + Participation	Class performance + daily participation
3 April	2	The Battle of Taif	+ Lecture Participation	Class performance + daily participation
4 April	2	The Battle of Tabuk	Lecture + Participation	Class performance + daily participation
1 May	2	Abu Bakr's Hajj and the Farewell Pilgrimage	Lecture + Participation	Class performance + participation daily
2 May	2	To the highest companion and the noble Prophetic household	Lecture + Participation	Class performance + daily participation

6- Infrastructure

Mubarakpuri-Rahman al-ur-The Sealed Nectar by Safi

Required books -1

Books on the Prophet's Biography	Basic references -٢
books on the biography of the Prophet-Comprehensive library and e□	Recommended books and sources such -٣ as scientific journals, reports, internet .links, etc

Course Description

1. Course Name	
English Language	
2. Course Code	
Fir104	
3. Semester / Year	
Annual	
4. Date of Preparation	
٢٠٢٥/١٠/١	
5. Attendance Type	
In-class lectures	
6. Total Study Hours	
30 Hours	
7. Course Instructor(s)	
Name: M A The letter A's Al Aqaba Zuhair Muhammad m .tends address is okbah80@gmail.com	
8. The Objectives	
<p>Develop.١ the four language skills (listening, speaking, reading, writing) in a balanced manner</p> <p>٢ Enable students to use basic and intermediate grammar structures accurately in communicative .situations</p> <p>٣ Expand vocabulary related to daily life, study, and .work</p> <p>٤ Improve. correct pronunciation, stress, an intonation</p>	Course objectives

ability to conduct simple and intermediate Enhance.⁹
 .conversations

. Develop reading skills for general and detailed ^٦
 .comprehension

. Train students to write correct sentences and ^٧
 .paragraphs

. Develop listening skills to understand conversations ^٨
 .and instructions

.. Encourage cooperative learning and group work ^٩

10. Increase students' confidence in academic and
 social situations.

. Link language with culture through real-life ^{١١}
 .topics

12.Prepare students for higher language levels'

9. Teaching and learning strategies

Communicative Approach .^١
 Cooperative Learning .^٢
 Role Play .^٣
 Task-Based Learning .^٤
 Brainstorming .^٥
 Question and Answer .^٦
 Discovery Learning .^٧
 Audio-Visual Aids .^٨
 Guided Reading .^٩
 Writing Guided .^{١٠}
 Self- learning .^{١١}
 Feedback Continuous .^{١٢}
 Assessment Formative .^{١٣}
 Contextual Vocabulary Teaching . ^{١٤}
 Games Language .^{١٥}

strategy

10. Course structure

W e e k	H o u r s	Requi red learni ng outco mes	Unit/Topic name	Teaching method	Assess ment metho d
Oct. 1	1 hour	Introductio n and recognition of basic rules	Unit One: Introduction — what's your name?	Lecture and presentat ion	Daily and monthly test
Oct. 2	1 hour	Understand ing synonyms and expression s used in daily life	Synonyms and Meanings like: How are you? And so on.	Lecture and presentat ion	Daily and monthly test
Oct. 3	1 hour	Vocabulary and speaking	What's this in English?	Lecture and presentat ion	Daily and monthly test
Oct. 4	1 hour	Numbers 1- 10	Write numbers 1-10 and plurals	Lecture and presentat ion	Daily and monthly test
NO V.1	1 hour	Understand ing everyday conversatio ns	Unit Two: your world	Lecture and presentat ion	Daily and monthly test
NO V.2	1 hour	Find your country on the map.	Write the countries and nationalities.	Lecture and presentat ion	Daily and monthly test

NO V.3	1 hour	Grammar: verb to be and make questions.	Use verb to according to the subject.	Lecture and presentation	Daily and monthly test
NO V.4	1 hour	Identifying the correct pronunciation	Language skills	Lecture and presentation	Daily and monthly test
Dec .1	1 hour	Grammar: verb to be	Exercises	Lecture and presentation	Daily and monthly test
Dec .2	1 hour	Reading and speaking	Reading about claud and holly life	Lecture and presentation	Daily and monthly test
Dec .3	1 hour	Reading various texts and understanding the main ideas	Unit: three reading and writing personal information about you	Lecture and presentation	Daily and monthly test
Dec .4	1 hour	Grammar: negative	Learn to change sentence into negative and apply to some exercises	Lecture and presentation	Daily and monthly test
Jan. 1	1 hour	Distinguishing between countable and uncountable nouns	Unit four: countable and uncountable nouns	Lecture and presentation	Daily and monthly test
Jan.	1	Emphasizing	Listening and	Lecture	Daily and

2	hour	g correct pronounciation	reading	and presentat ion	monthly test
Jan. 3	1 hour	Applying critical thinking while reading texts	Translation and meanings	Lecture and presentat ion	Daily and monthly test
Jan. 4	1 hour	Comparing tenses and grammatical rules	Exercises	Lecture and presentat ion	Daily and monthly test
Feb .1	1 hour	The main rules	Unit five: present perfect simple	Lecture and presentat ion	Daily and monthly test
Feb .2	1 hour	Writing some texts in present perfect	Exercises of the present perfect	Lecture and presentat ion	Daily and monthly test
Feb .3	1 hour	Practice to use future tense to express about some event in the future	The future is simple	Lecture and presentat ion	Daily and monthly test
Feb .4	1 hour	Confidence in language use	Classroom exercises and activities	Lecture and presentat ion	Daily and monthly test
Ma r.1	1 hour	Comprehen ding	Listening and reading	Lecture and	Daily and monthly

		English texts with cultural or religious themes		presentation	test
Mar.2		Comprehensive exam		Lecture and presentation	Daily and monthly test
Mar.3		Review		Lecture and presentation	Daily and monthly test
Mar.4		Review		Lecture and presentation	Daily and monthly test

11. Course evaluation

The allocation of the 100 marks is based on the tasks assigned to the student, including daily tests, preparation, and classroom participation, in addition to .monthly and final examinations, as well as other assigned responsibilities

12. Educational resources

Required references

Headway

Primary references

Supplementary books and references

Electronic resources

Course Description

Second Stage — Fundamentals Computer .description Course

Computer :Course Name .١	
: Course code .٢ EACS106	
. Annual course : Term/Year .٣	
/ ١٠ / ١ : Date this description was prepared .٤ 5,202 . AD	
.Available attendance formats: Classroom lectures .٥	
:(Number of study hours (total) / Number of units (total .٦ 30 . hours	
: (Name of the course coordinator (if there is more than one, please state .٧	
.Name: M Aqaba Zuhair Muhammad m :email address is A's Alokbah80@gmail.co	
128. objectives Course	
Objectives Course	<p>:By the end of this course, the student is expected to</p> <p>6. . software suite ٢٠١٩Introducing the student to the Office</p> <p>7. Word 2019 word processing program: its definition and . benefits</p> <p>8. The student learned the use and skills of Word 2019 and</p>

- . developed his ability
- 9. . its features and benefits :٢٠١٩Presentation software
- 10. presentation software, its windows and most ٢٠١٩Using the
- . important applications

129. Teaching and learning strategies

strategy	<p style="text-align: right;">:Interactive learning</p> <p>Active student participation: Encouraging scientific discussions among students aboutWord 2019 how to implement each command such as and the easiest ways to designWord 2019 page</p> <p>ch Collaborative learning: Dividing students into small groups so that group takes on the task of designing a sampleWord 2019 . . document</p> <p style="text-align: right;">:based learning–Practice</p> <p style="text-align: center;">Practicing computer work usingWord 2019</p> <p style="text-align: right;">:based learning–Project</p> <p>small research Scientific research: Students are assigned to prepare of the difference between using the Office software e topicson th paper package, focusing onWord 2019 . and the presentation software</p> <p style="text-align: right;">:Learning using technology</p>
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scientific Electronic resources: Employing digital libraries to access scientific resources. Students develop scientific research skills which helps them to use resources effectively.

Educational platforms: Using electronic platforms to upload lecture notes, scientific materials, and assignments, enabling students to learn independently and follow up continuously.

:oriented learning–Goal

Setting clear objectives: Introducing students to the objectives of each learning unit, such as learning about the components of a cell. This helps in understanding the ribosome.

Continuous feedback: Providing periodic feedback on student performance to promote correct performance in discussions and assignments to improve understanding.

:Cumulative learning

Changing the student's view of using computer programs and Word 2019: Building on prior knowledge to a scientific view which deepens the students' understanding.

Review and reinforcement: Allocating time to review previous topics and linking them to new topics to ensure that the information is consolidated. **:based learning–Analysis**

of the problems of using AnalysisWord 2019 and the advantages of the and general advantages of using Presentation : using it .presentation software

130. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October	hour	Introduction to the Office suite	Features of the Office suite and its most important programs	and Lecture presentation	Daily and monthly test
October	hour	Definition of Word 2019	Features of Word 2019 and its areas of use	Lecture and presentation	Daily and monthly test
October	hour	Word 2019	How to open and close Word 2019	Lecture and presentation	Daily and monthly test
October	hour	Word 2019	Word 2019 components	Lecture and presentation	Daily and monthly test
November	hour	Word 2019	File strip	Lecture and presentation	Daily and monthly test
November	hour	Word 2019	Homepage Menu	Lecture and presentation	Daily and monthly test

۲			Explanation		
November ۳	hour	Word 2019	Continued explanation of the menus on the homepage	Lecture and presentation	Daily and monthly test
November ۴	hour	Word 2019	Inserting tables and designing tables	Lecture and presentation	Daily and monthly test
December ۱	hour	Word 2019	Inserting images and shapes	Lecture and presentation	Daily and monthly test
December ۲	hour	Monthly test		Lecture and presentation	Daily and monthly test
December ۳	hour	Word 2019	Page margins, paper size, and paper orientation	Lecture and presentation	Daily and monthly test
December ۴	hour	Word 2019	Add a watermark and border to the document	Lecture and presentation	Daily and monthly test
January ۱	hour	Word 2019	Keyboard shortcuts for	Lecture and presentation	Daily and monthly test

			working with Word 2019		
Janua ry	hour	Monthly test		Lecture and presentation	Daily and monthly test
Janua ry	hour	Definition of PowerPoint program	Its features and uses	Lecture and presentation	Daily and monthly test
Janua ry	hour	PowerPoint program	Open the application and view the application window .components	Lecture and presentation	Daily and monthly test
March 1	hour	PowerPoint program	Insert elements into the slide	and Lecture presentation	Daily and monthly test
March 2	hour	Monthly test		Lecture and presentation	Daily and monthly test
March 3	hour	PowerPoint program	Insert a table and images into the slide	Lecture and presentation	Daily and monthly test
.A.D 4	hour	PowerPoint program	Chip design and preview	Lecture and presentation	Daily and monthly test
April 1	hour	PowerPoint program	Save presentation	Lecture and presentation	Daily and monthly test
April 2	hour	Email basics	Create an email	Lecture and presentation	Daily and monthly test

			account		
April ۳	hour	Monthly test		Lecture and presentation	Daily and monthly test
April ۴	hour	Dealing with the classroom	Classroom interface, creating a class, and joining a class	Lecture and presentation	
May					

131. outcomes Learning

:Knowledge and understanding .۱

. and presentation software, and the use of each program Word 2019 **of knowledge**

:Mental skills .۲

.and its importance Word 2019 **Developing students' skills in using**

:Practical skills .۳

Developing skills in using presentation Word 2019 Practical applications of
. software

:Research skills .۴

and developing skills in Word 2019 scientific sources on the use of Researching
using it to write research papers and scientific letters and create simplified
. using presentation software presentations

:Personal and general skills .۵

learning: The student demonstrates the ability to pursue learning in the field –Self

and the through various scientific sources and presentation software2019 Word of . internet

132. and learning methods Teaching

- Using computers and other presentation tools, including a :Theoretical lectures . multimedia projector
- interactively within the use computers Practical lessons: Training students to .classroom
- Continuous assessments: Conducting oral and written tests and interim . of the lectures assessments to measure the extent of students’ understanding

133. Assessment methods

Daily tests

Monthly tests

134. Course evaluation

according to the tasks assigned to the student, such is distributed \ . .The grade out of .as daily preparation and daily exams .based...etc–Oral, monthly, written, and report

135. Learning and teaching resources

Required textbooks (methodology, (if applicable	applications for Office Computer basics and office .Computer Committee :۲۰۱۹
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Internet

Course Description

136. Course Name	
(Human Rights Course (Second Stage	
137. Course code	
EARD107	
138. Semester/Year	
٢٠٢٦	
139. Date this description was prepared	
٢٠٢٥/١٠/١	
140. Available forms of attendance	
Lectures	
141. (Number of study hours (total) / Number of units (total	
٣٠	
142. Name of the course coordinator (if there is more than one, please mention .(it	
Dr. Ibrahim Saghir Khodair :Name -١ : A'a -AlbrahimsagheerY@imamaladham.edu.iq	
143. objectives Course	
Course objectives	That students be able to learn about human rights in a -١ .way that helps them achieve them in reality Developing students' ability to explain basic human -٢ .rights
144. Teaching and learning strategies	
strategy	1- engaging involves Active student participation: This students in reading the text to be memorized and addressing .memorization during any difficulties they encounter 2- Practical application: Students are trained practically to .xt to be memorizedextract the rulings from the te 3- teacher relies on listening to the The : assessment Oral ext according to the curriculumstudents and analyzing the t

145. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1-1T	1		Human rights in ancient civilizations	inductive	Daily and monthly
2-1T	1		Greek and Egyptian		
3-1T	1		Iraqi		
4-1T	1		Heavenly laws and religions		
1-2T	1		Christianity and Judaism		
2-2T	1		In Islam		
3-2T	1		Human rights sources		
4-2T	1		International sources		
1-1K	1		Universal Declaration of Human Rights		
2-1K	1		National sources		
3-1K	1		French advertisement		
4-1K	1		Iraqi Constitution		
1-2K	1		Human rights guarantees		
2-2K	1		Constitutional guarantees		

٣-٢K	١		judicial guarantees		
٤-٢K	١		Guarantees in Islamic Law		
١February	١		Guarantees at the international level		
٢February	١		United Nations Charter		
٣February	١		United Nations General Assembly		
٤February	١		Human Rights Council		
١March	١		European Agreement		
٢March	١		American agreement		
٣March	١		African Charter		
٤March	١		Arab Charter		
١April ٢April ٣Nissan ٤April	١		The future of human rights		
May			exam		

146. Course evaluation	
147. Learning and teaching resources	
textbooks (methodology, Required (if applicable	The Holy Quran, books on Tajweed
(Main references (sources	Books on Tajweed
Recommended supporting books and references (scientific journals, (...reports	
Electronic references, websites	

Course Description

148. Course Name	
(Memorizing the Holy Quran (Second Stage	
149. Course code	
EAQM102	
150. Semester/Year	
٢٠٢٦	
151. Date this description was prepared	
152. Available forms of attendance	
Lectures	
153. (Number of study hours (total) / Number of units (total	
٧٢	
154. course coordinator (if there is more than one, please mention Name of the .(it	

Dr. Ibrahim Saghir Khodair :Name -
: A'a -AlbrahimsagheerY@imamaladham.edu.iq

155. objectives Course

Course objectives	Memorizing the second part of the Holy Quran, explanation of the articulation points and including an characteristics, and applying them to the required .section
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156. Teaching and learning strategies

strategy	<p>4- engaging involves Active student participation: This students in reading the text to be memorized and addressing .memorization during any difficulties they encounter</p> <p>5- Practical application: Students are trained practically to .extract the rulings from the text to be memorized</p> <p>6- acher relies on listening to the te The : assessment Oral .students and analyzing the text according to the curriculum</p>
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157. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learn ing metho d	Evaluation Method
1-1T	3	Explanation and clarification of the concept of exit in terms of	Articulation points of letters	inductive	Daily and monthly

		language and terminology			
٢-١T	٣	Explanation and definition of the articulation points of letters	Articulation points of letters		
٣-١T	٣	٢٢p.	٢٢p.		
٤-١T	٣	Explanation of the cavity outlet	Private exits		
١-٢T	٣	٢٣p.	٢٣p.		
٢-٢T	٣	Explanation of the throat articulation point	Private exits		
٣-٢T	٣	Save from ١٥٨-١٥٤	٢٤p.		
٤-٢T	٣	San exit	Private exits		
١-١K	٣	١٦٣-١٥٨ From	٢٤p.		
٢-١K	٣	San exit	Private exits		
٣-١K	٣	٢٥p.	٢٥p.		
٤-١K	٣	Lip outlet	Private exits		
١-٢K	٣	٢٦	٢٦p.		
٢-٢K	٣	nasalization	Private exits		
٣-٢K	٣	٢٧	٢٧p.		
٤-٢K	٣	antonyms	qualities		
١February	٣	٣٠	٣٠p.		

February	٢	Whispering and its opposite	antonyms		
February	٢		٢١p.		
February	٢	Intensity and its opposite	antonyms		
March	٢		٢٢p.		
March	٢	and Arrogance its opposite	antonyms		
March	٢		٢٣p.		
March	٢	Whistling, rattling, deviation	Qualities that have no opposite		
April April Nissan April	٢	Refining, outbreak, elongation, yin	Qualities that have no opposite		
May			exam		

158. Course evaluation

159. Learning and teaching resources

Required textbooks (methodology, (if applicable	The Holy Quran, books on Tajweed
(references (sources Main	Books on Tajweed
Recommended supporting books	

and references (scientific journals, (...reports	
Electronic references, websites	

Course Description

Second Stage — Towards description Course

Grammar and Morphology :Course Name . ١	
: Course code . ٢ RMOR114, RGR112	
. Annual course : Term/Year . ٣	
. AD ٢٠٢١ /٩/٢١ : description was prepared Date this . ٤	
.Available attendance formats: Classroom lectures . ٥	
. hours ٨٧ :(Number of study hours (total) / Number of units (total . ٦	
: (Name of the course coordinator (if there is more than one, please state . ٧	
M.D. Nadhir Razouki Mustafa :Name :email address A'a	
nather.razoqey@imamaladham.edu.iq	
160. objectives Course	
Objectives Course	:By the end of this course, the student is expected to
	11. of grammar Introducing students to the concept . explaining its prescribed topics and
	12. . The ability to express oneself correctly

	<p>13. Introducing students to how to read and interpret the text of Ibn Malik's Alfiyya, and to decipher and . accurately understand Ibn Aqil's statement</p> <p>14. . Teaching the student the rules of grammar</p> <p>15. Developing the student's grammatical and literary skills aining the examples and their grammatical by expl . analysis</p>
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161. Teaching and learning strategies

<p>strategy</p>	<p style="text-align: right;">:Interactive learning</p> <p>Active student participation: Encouraging scholarly discussion parsing such as , assigned grammatical topics among students sentences, identifying the source of evidence and the intended and examining passages from , meaning of Ibn Malik's statement .(Sarf" (A Gift to the Science of Morphology–Ilm al'–Taraf li–Ithaf depth –oster inwhile posing analytical questions that understanding. Students can be divided into groups to discuss .and then present their findings grammatical topics speci</p> <p>the modifiers of the subject and predicate, the) issue grammati and a (agent and the agent's substitute, and the predicate's functi morphological issue such as derivatives, attribution, elision, an And explaining its .grammatical texts and analyzing , substituti then presenting it to the rest , ms and grammatical structures to develop a spirit of cooperation and enhance social . Collegu sk</p>
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:based learning–Practice

to deconstruct The scientific application of texts: Training students using a scientific method and to apply and study the text . grammatical rules

topics with students and analyzing grammatical and morphological scientific examples that evidence and their answers, while providing .help to correct and consolidate concepts

:arningbased le–Project

Scientific research: Students are assigned to prepare short research papers such as the modifiers of the subject , grammatical topics papers and morphology ,and predicate, the agent and the agent's substitution which , and substitution such as derivatives, attribution, elision .develops research and analysis skills

Practical application: Preparing analytical activities that include applications to and explaining their grammatical texts studying . Qur'anic texts or poetic texts

:technology Learning using

and Islamic reliable digital libraries Electronic resources: Utilizing grammatical to access approved available on the Internet databases .which helps students develop scientific research skills , resources

onic platforms to upload lectures, Educational platforms: Using ele
scientific materials, and assignments, enabling students to lea
.independently and follow up continuou

:oriented learning–Goal

Setting clear objectives: Introducing students to the objectives
and developing their grammatical such as learning each study u
which helps them to focus skills by teaching the student parsi
.and achieve learning outcom

Continuous feedback: Providing periodic feedback on stude
promote correct performance in discussions and assignments
.understandi

:Cumulative learning

Building on prior knowledge: Moving from general concepts
which deepens grammar topics to the finer details of gramm
.students' understandi

previous topics **Review and reinforcement:** Allocate time to revi
and link them to new topics to ensure that the information
.consolidat

:based learning–Analysis

of grammatical and issues : Presentation grammatical

require analysis and discussion, Which problems morphological verse of poetry by Ibn Malik and explaining analyzing a such as or a morphological phrase in , his meaning, or a text by Ibn Aqil which develops critical and research ,Taraf–the book lthaf al and enhances the student’s skills in deduction and thinking . inference

162. structure Course

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
September ١	three hours	Its function, its conjugation, its presentation, and its types	Kana and its "sisters"	Lecture and presentation	Daily and test monthly
October ١	three hours	The ruling on the occurrence of the object of the predicate after it and the addition of the extra "was" and its "deletion along with its name	Kana and its "sisters"	Lecture and presentation	Daily and monthly test
October ٢	three	Rules for the	Kana and its "	Lecture and	Daily and

	hours	jussive mood of "kana" and the omission of its nun	"sisters	presentation	monthly test
۳ October	three hours	What are the rules and conditions, and what are the the ؟conditions	Ma and its sisters	Lecture and presentation	Daily and monthly test
۴ October	three hours	Rules and conditions of its operation	Ma and its sisters	Lecture and presentation	Daily and monthly test
November ۱	three hours	Its divisions, rules of its operation, and the inclusion of an" with its " .predicate	Approaching verbs	Lecture and presentation	Daily and monthly test
November ۲	three hours	Its conjugation, its complete form, and the rules of its grammatical .analysis	Approaching verbs	Lecture and presentation	and Daily monthly test

November ۳	three hours	Its rules, meanings, grammatical analysis, and the cases of opening and closing the "vowel "in	Inna and its sisters	Lecture and presentation	Daily and monthly test
November ۴	three hours	The insertion of the emphatic lam into its predicate and what is related to it	Inna and its sisters	Lecture and presentation	Daily and monthly test
December ۱	three hours	Easing the rules of "inna" and "anna" and their application	Inna and its sisters	Lecture and presentation	Daily and monthly test
December ۲	three hours	Its rules, conditions, and circumstances surrounding its name	The negative particle "la" negates .the entire class	Lecture and presentation	Daily and monthly test
December	three	No repeated	The negative	Lecture and	Daily and

٣	hours	rulings	particle "la" negates .the entire class	presentation	monthly test
December ٤	three hours	Conjunction with the sentence no	The negative particle "la" negates .the entire class	Lecture and presentation	Daily and test monthly
١ January	three hours	Its rules, conditions of operation, and types	and its sisters ظن	Lecture and presentation	Daily and monthly test
٢ January	three hours	Types of knowledge and their rules, and the ruling on omitting the two objects	sisters and its ظن	Lecture and presentation	Daily and monthly test
February ١	three hours	Its conditions, rules, and its ability to take three objects	I know and I see	Lecture and presentation	Daily and monthly test
February ٢	three hours	،Its definition explanation of its limitations, the ruling on delaying it, and the ruling on the action	actor	Lecture and presentation	Daily and monthly test

		if attributed to the apparent .meaning			
February ۳	three hours	Rules regarding verb deletion, the addition of the feminine marker to the past tense verb and its forms, and the rule regarding separation between the verb and the feminine subject by the .letter alif	actor	Lecture and presentation	Daily and monthly test
February ۴	three hours	The basic rule is that subject the follows the verb, and the object is	actor	Lecture and presentation	Daily and test monthly

		<p>separate from the verb. The rules for restricting the subject and object with "illa" or "inna" and "innama" and the rules for placing the object first are also discussed.</p>			
<p>March</p>	<p>three hours</p>	<p>A statement of its ruling, its form, and how it is constructed from triliteral and other sources.</p>	<p>The subject of the passive verb</p>	<p>Lecture and presentation</p>	<p>Daily and monthly test</p>
<p>March</p>	<p>three hours</p>	<p>If a passive verb is followed by an object, a verbal noun, and a</p>	<p>The subject of the passive verb</p>		<p>Daily and monthly test</p>

		prepositional phrase, the object must take the place of the verb. The rule for a passive verb that takes two ...objects is			
۳ March	three hours	Explanation of meaning the of occupation and its rulings	Work	Lecture and presentation	Daily and monthly test
۴ March	three hours	The occurrence of the distinction after what indicates wonder, and the circumstances of its being .governed	Inflection/Uninflected and Derived	Lecture and presentation	Daily and monthly test
۱ April	three hours	Explanation of the meaning of the source and its	Source	Lecture and presentation	Daily and monthly test

		derivation			
۲ April	three hours	Its definition and formulation from triliteral -non and triliteral roots, and an explanation of .its function	The active participle, intensive forms, and the passive participle	Lecture and presentation	Daily and monthly test
۳ April	three hours	Its definition, forms, and explanation of its function	adjective of The resemblance	Lecture and presentation	Daily and monthly test
۴ April	three hours	Definition and explanation of its forms	The superlative, the noun of time and place, and the noun of instrument	Lecture and presentation	Daily and monthly test
۱ May	three hours	Explanation of the meaning of defective and incomplete words, broken plurals and their forms	The defective, the shortened, the lengthened, and the broken plural	Lecture and presentation	Daily and monthly test
۲ May	three	Explanation of	Diminutives,	Lecture and	Daily and

	hours	its meaning and forms	attribution, elision, and substitution	presentation	monthly test
				on the date	٢٠٢٦/٥/١٧ AD

163. Learning outcomes

:Knowledge and understanding .١

The student will be able : and morphological issues Knowledge of grammatical :and its most important topics, such as of grammar to explain the concept of the subject, predicate, agent, parsing and knowledge of the forms and rules .substitute agent, and preoccupation Arabic texts with the ability The student understands : grammar Understanding . to parse and control meanings and develop thinking and analytical skills

:Mental skills .٢

the sentence (as a subject issues : The student is able to analyze grammatical uce the grammatical ruling, and solve grammatical problemsand predicate), ded . grammatical opinions Reasoning and discussion: The student can discuss the between the Basran and Kufan schools, for example, based on Qur'anic and .I as morphologypoetic evidence, or the rules of grammar as wel

:Practical skills .٣

use The student will be able to : grammar Applying the scientific method in applied parsing, correctly pronounce word endings, correct grammatical errors, will also learn They . and construct and form grammatically correct sentences the morphological analysis of derivatives, the nisba form, and the processes of .vowel changes and substitutions

of grammar to behavior: The student applies the effects grammar Linking
ning and respectful through discipline and accuracy, along with good liste
.confidence, and orderly thinking–attention, self

:Research skills . 4

to identify The student acquires the ability : grammatical sources Research in
the research problem in a grammatical issue, collect material for it, analyze it,
ion the opinions on it, and critique it with evidence and preference, as well ment
. as morphology

studies : The student is able to prepare scientific grammatical or morphological
and grammatical or morphological topics research or reports that deal with
.e them according to the scientific methodanalyze

:Personal and general skills . 6

learning: The student demonstrates the ability to pursue learning in the –Self
.various scientific sources through field of grammar

e ability to present and Scientific communication: The student acquires th
grammatical issues accurately according to scientific principles in exchange
through presentation with the accurate results order to reach accurate research
use of grammatical and morphological terms and scientific citation with
. scussion and summarization of ideas to reach resultsdi

Strengthening certainty and scientific discipline: The student adheres to the
while , grammatical and morphological matters correct approach in receiving
. discipline establishing certainty in matters of scientific

grammar These learning outcomes aim to prepare the student to be proficient in
capable of understanding, analyzing, and reasoning, while connecting ,

and on behavioral And the morphology is based knowledge grammatical . cognitive reality

4. Teaching and learning methods

- in a scientific and systematic grammar topics Theoretical lectures: Presenting clarifying terms, building the knowledge base for grammar and .manner . morphology, and linking rules to evidence
- how to apply, parse, and weigh ents on Practical lessons: Training stud .with interactive discussion within the classroom , derivatives
- Continuous assessments: Conducting oral and written tests and interim assessments to measure the extent of students’ understanding of doctrinal concepts .and their ability to reason and analyze

5. Assessment methods

Daily tests
Monthly tests

6. Course evaluation

is distributed according to the tasks assigned to the student, ١٠٠. The grade out of .such as daily preparation and daily exams .based...etc–written, and report ,Oral, monthly

7. Learning and teaching resources

Required textbooks (methodology, if (applicable	Ibn Aqil's commentary on Ibn Malik's Alfiyya from "kana" and its sisters to "ishtighal") with) Taraf" in the art of morphology–Ithaf al"
(Main references (sources	
Recommended supporting books and references (scientific journals, (...reports	

Electronic references,
websites

Course Description

Second Stage —Course Description: Religions (Judaism)

(Judaism) Studies in Religion :Course Name . ١	
2. Course code: RRH219	
.Annual course : Term/Year . ٣	
.AD ٢٠٢٥ /١٠/١ : Date this description was prepared . ٤	
.Available attendance formats: Classroom lectures . ٥	
٦. hours ٦ .Number of study hours (total) / Number of units (total): .	
:(Name of the course coordinator (if there is more than one, please state . ٧	
. ١٥٥٥٧٤٨٢١Name: Dr. Ghassan Ahmed Mustafa Email : g@gmail.com	
1. Course objectives	
Course Objectives	:the end of this course, the student is expected to By 1. .Introducing students to the Jewish religion 2. Strengthening faith in the Islamic religion by examining the .Jewish religion and comparing it with the Islamic religion 3. groups a fair look by To give some of the moderate Jewish

- .examining their ideas and beliefs
- 4. Developing students' ability to understand biblical and . Talmudic texts
- 5. A statement of the plans of global Zionism and its historical .conspiracies against Islam and other religions

2. learning strategies Teaching and

strategy	<p style="text-align: right;">:Interactive learning</p> <p>Active student participation: Encouraging scholarly discussions among students about Jewish beliefs, history, sects, and various texts, such as status, the afterlife, the intermediate their view of God, prophecy and life , the holy books, especially the Torah (written law), the Talmud (or .law), and other texts, books, elegies, holidays, and religious rituals</p> <p>ach Cooperative learning: Dividing students into small groups so that group deals with an issue of the Jewish religion (such as the holy books, the oral law, or the signs of the Hour), analyzing it, comparing with other heavenly religions, and finding differences, similarities, and .disagreements</p> <p style="text-align: right;">:learning based–Practice</p> <p>Scientific application: Training students to extract agreements and differences by comparing beliefs and concepts from an independent .perspective, through adopting the vision of a fair researcher</p> <p>in topics with students Oral assessment: It relies on discussing the</p>
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and analyzing their answers, while providing scientific feedback that helps to correct and consolidate concepts.

:based learning–Project

Scientific research: Students are tasked with preparing scientific research papers on topics of beliefs, worship, or rituals related or short research to the Jewish religion.

Practical application: Preparing analytical activities that include studying ancient and modern Jewish ideas and trends.

:Learning using technology

es: Utilizing digital libraries and Islamic databases to Electronic resources access approved sources, which helps students develop scientific research skills.

Educational platforms: Using electronic platforms to upload lectures for students to learn scientific materials, and assignments, enabling them to study independently and follow up continuously.

:oriented learning–Goal

Setting clear objectives: Introducing students to the objectives of each study unit, such as the Jewish view of God, their view of the prophets, their differences and the most important and the sacred texts.

prominent disagreements between them, and their view of death, the
 .intermediate life , and the afterl

:Cumulative learning

Building on prior knowledge: Moving from Jewish concepts to the
Islamic religion and other religions to touch upon the concepts of t
essential differences and the distinctiveness of the Islamic religion ar
God’s preservation of it from distortion or alteration, which deepens th
.students’ understandi

Allocate time to review previous topics and Review and reinforcement:

.link them to new topics to ensure that the information is consolidat

:based learning–Analysis

Analyzing Jewish doctrinal, legislative, and ethical issues: by
analyzed, and presenting its issues, analyzing what needs to be
discussing what needs to be discussed, which develops fair critical
.and research thinking in the student

3. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October	Two hours	is the What study of ?religions	The concept of religious studies and cognitive excellence	Lecture and presentation	Daily and monthly test

October ۱	Two hours	Classifications of major religions	Understanding the status of Judaism through these classifications	Lecture and presentation	Daily and monthly test
October ۲	Two hours	The concept of comparative religion	Benefits of studying comparative religion	Lecture and presentation	Daily and monthly test
October ۳	Two hours	The most prominent classical and contemporary works in Judaism	Highlighting internal and external criticisms of Jewish texts	Lecture and presentation	Daily and monthly test
November ۱	Two hours	Methods of Studying Religions	Accessing the Islamic heritage for the study of religions	Lecture and presentation	Daily and monthly test
November ۲	Two hours	The historical formation of Judaism	Highlighting the beginning of the historical formation of Judaism in the ancient	Lecture and presentation	Daily and monthly test

			East		
November ۳	Two hours	Stations of the Babylonian Diaspora and Captivity	The Jews were keen to preserve their identity	Lecture and presentation	Daily and monthly test
November ۴	Two hours	Transformations of Judaism	The impact of colonialism and empires on Judaism	Lecture and presentation	Daily and monthly test
December ۱	Two hours	Modern Judaism	Her entrenchment in the ghetto led to the creation of a .state–nation	Lecture and presentation	Daily and monthly test
December ۲	Two hours	Collective memory and religious identity	Highlighting the Jews' keenness to gather their scattered people and preserve their identity	Lecture and presentation	Daily and monthly test
Dece	Two	The Torah	A statement	and Lecture	Daily and monthly

mber ‡	hours		of its structure, its journeys, and its implications	presentation	test
Dece mber ‡	Two hours	The Talmud	Its pillars, its nature, and the position of Jewish sects .regarding it	Lecture and presentation	Daily and monthly test
Janua ry	Two hours	Texts outside the Torah (Mishnah) And the gemmara	The Jewish position on their holy text	Lecture and presentation	Daily and monthly test
Janua ry	Two hours	The Jewish concept of God	The Jewish view of God and their fundamental differences with Muslims	Lecture and presentation	monthly Daily and test
Febru ary	Two hours	Prophecy and covenant in Jewish thought	Their most important prophets and their divisions	Lecture and presentation	Daily and monthly test
Febru ary	Two hours	Jewish legal rulings	Halal and haram	Lecture and presentation	Daily and monthly test

			according to their understanding		
February	Two hours	Visions of the afterlife	Their belief in heaven, hell, and resurrection	Lecture and presentation	Daily and monthly test
February	Two hours	Major Jewish holidays	From Passover to Yom Kippur	Lecture and presentation	Daily and monthly test
March 1	Two hours	Daily prayer and home worship	Their most important worship and rituals	Lecture and presentation	Daily and monthly test
March 2	Two hours	Food and purity	Their customs and religious practices	Lecture and presentation	Daily and monthly test
March 3	Two hours	Contemporary Jewish denominations	Identifying the most prominent contemporary sects and their locations	Lecture and presentation	Daily and monthly test
March 4	Two hours	Zionism and Judaism	Understanding global	Lecture and presentation	Daily and monthly test

			Zionism, its history, and its relationship to Judaism		
April ١	Two hours	Jews and politics	The position of Judaism and its sects on politics	and Lecture presentation	Daily and monthly test
April ٢	Two hours	review	General references for reinforcing information for students	Discussions + Survey + Open Book Exam on the date	Daily and monthly test AD ٢٠٢٦/٥/١٧

4. Learning outcomes

1. :understanding Knowledge and

Knowledge of the Jewish religion and familiarity with its most prominent beliefs, .texts, rituals, goals, sects, and surrounding matters

Understanding Judaism: through historical and doctrinal studies, and by finding .constructive criticisms comparisons and

:Mental skills .٢

Analysis of Jewish issues: The student is able to analyze their sects, beliefs, .and rituals

Reasoning and discussion: The student can discuss their doubts and respond .idenceto them with correct textual and rational ev

:Practical skills . ۳

**Applying the scientific method in the study of religions: through fair
.comparative studies**

:Research skills . ۴

**Researching Jewish sources: The student gains the ability to refer to
.ted to Judaism authoritative sources and analyze texts rela**

**Preparing studies in Jewish religions: The student is able to prepare scientific
research or reports that address and analyze topics related to Judaism
.according to the scientific method**

:Personal and general skills . ۵

**student demonstrates the ability to pursue learning in the learning: The–Self
.field of Jewish religions through various scholarly sources**

**Scientific communication: The student acquires the ability to present issues
research clearly in writing and related to Jewish religions and the results of their
.discussion**

**Strengthening certainty and scientific discipline: The student adheres to the
correct approach in receiving religious matters, while establishing certainty in
legal texts and through the rulings of the Islamic religion as stated in the
.comparative studies**

**These outcomes aim to prepare the student to be proficient in matters of
religion, capable of understanding, analyzing and reasoning, while linking
.knowledge to faith and behavioral reality**

5. ng methods Teaching and learni

- **Theoretical lectures: Presenting the topics of the Jewish religion in a scientific and systematic manner, with an explanation and discussion of the sacred texts related**

.to them

- related to Practical lessons: Training students to analyze texts and opinions Jewish issues, extract evidence from them, and discuss them interactively within the .classroom

- Continuous assessments: Conducting oral and written tests and interim epts assessments to measure the extent of students' understanding of doctrinal conc .and their ability to reason and analyze

6. Assessment methods

Daily tests
Monthly tests
Asking questions

7. Course evaluation

is distributed according to the tasks assigned to the student, 100. The grade out of .reports, classroom activities, etc ,such as daily preparation, daily tests

8. Learning and teaching resources

Required textbooks (methodology, (if applicable	Studies in Religious Studies: Prof. Dr. Emad Mohamed Farhan , Prof. Dr. Abdel Basset Ahmed Hassan, Assoc. Prof. Dr. Zakaria Saleh Youssef
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(Main references (sources

Recommended supporting books and references (scientific journals, (...reports	Khatib, –Comparative Religion by Muhammad al Bash , and –Comparative Religion by Hassan al –History of the Two Religions by Sa'dun al Ulayan–al Samouk and Rushdi
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Electronic references,

Messiri–Encyclopedia of Jews and Judaism by Abdel Wahab El

websites	
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Course Description

Second Stage

:Course Name .١	
(Islamic doctrine (second stage	
: Course code .٢	
RDO116	
. Annual course : Term/Year .٣	
annual	
: Date this description was prepared .٤	
. AD ٢٠٢٥/١٠/١	
.Available attendance formats: Classroom lectures .٥	
My presence	
:Total study hours / Total number of units .٦	
units ١٢٠ hours, ٦٠ Number of hours:	
: (Name of the course coordinator (if there is more than one, please state .٧	
Ibrahim Wissam Fakhri .Name: M :email address A'a ibrahimwisam5@imamaladham.edu.iq	
168. objectives Course	
Objectives Course	establishing .Defining the subject matter of the unseen faith in matters of the unseen, explaining the issues of the afterlife, and developing the skill of understanding texts and reasoning from them while linking them to .based and behavioral effects–faith
169. Teaching and learning strategies	

strategy	Adopting the project and discussion method, while developing the skill of analyzing and understanding doctrinal texts according to the scientific method to reach correct results .through reasoning and deduction
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170. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
September ٢	٢	Defining creed linguistically and terminologically, and the importance of creed	Defining the creed linguistically and technically, and explaining its importance.	Lecture and presentation	Daily and monthly test
September ٣	٢	A statement of the approved sources of Islamic doctrine	Sources of Islamic doctrine	Lecture and presentation	Daily and monthly test
September ٤	٢	Understanding the state of faith during the Prophetic era.	The state of Islamic belief during the time of the Prophet, peace and blessings be upon him	Lecture and presentation	Daily and monthly test
١ October	٢	Clarifying the Quran's approach to presenting matters of faith.	The Holy Quran's approach to presenting doctrine	Lecture and presentation	Daily and monthly test
٢ October	٢	Reasoning about the Day of Judgment and	Evidence of	Lecture and	Daily and

		explaining the evidence of possibility.	the Day of Judgment and the Evidence of Possibility	presentation	monthly test
۳ October	۲	A statement of the innate and universal need for faith.	Spiritual quest and cosmic necessity	Lecture and presentation	Daily and monthly test
۴ October	۲	Explaining the wisdom behind believing in the Day of Judgment.	The ultimate goal of belief in the Day of Judgment	Lecture and presentation	Daily and monthly test
November ۱	۲	A statement of the concept of the Day of Judgment in Islam.	The Day of Judgment in Islam	Lecture and presentation	Daily and monthly test
November ۲	۲	Clarifying the reality of the afterlife and the cessation of work upon death.	The afterlife and the cessation of work by death	Lecture and presentation	Daily and monthly test
November ۳	۲	A statement of what happens to the deceased after his death.	What follows the dead	Lecture and presentation	Daily and monthly test

November ٤	٢	A statement of the Islamic legal ruling on wishing for death.	The prohibition against wishing for death	Lecture and presentation	Daily and monthly test
December ١	٢	Definition of the intermediate realm (Barzakh) and mention of its proofs.	Definition of the intermediate realm (Barzakh) and its proofs	Lecture and presentation	Daily and monthly test
December ٢	٢	A statement that the grave is the first abode of the afterlife.	The grave is the first abode of the .afterlife	Lecture and presentation	and Daily monthly test
December ٣	٢	Clarifying the concept of resurrection and its proofs.	The concept of resurrection and its proofs	Lecture and presentation	Daily and monthly test
December ٤	٢	Identifying the disagreement regarding the proof of resurrection.	Disagreement regarding the proof of resurrection	Lecture and presentation	Daily and monthly test
١ January	٢	A statement on how resurrection occurs according to the Sunnis.	How to be resurrected	Lecture and presentation	Daily and monthly test

١ January	٢	Defining the clock and explaining its true nature.	Clock concept	Lecture and presentation	Daily and monthly test
٢ January	٢	Identifying the names of the clock in the texts.	Names of the Hour	Lecture and presentation	Daily and monthly test
٣ January	٢	A statement that the Hour is a certainty, without a doubt.	There is no doubt about the hour	Lecture and presentation	Daily and monthly test
٤ January	٢	Recognizing the signs and portents of the Hour.	Signs of the Hour	Lecture and presentation	Daily and monthly test
١ February	Second month test				

٢ February	holiday Spring				
٣ February	holiday Spring				
٤ February	٢	A statement about the blowing of the trumpet and its proofs.	the pictures	Lecture and presentation	Daily and monthly test
١ March		An explanation of the gathering and its conditions.	The gathering	Lecture and presentation	Daily and monthly test
٢ March		A statement of the presentation and reckoning on the Day of Resurrection.	Display and calculation	Lecture and presentation	Daily and monthly test
March	٣	Explanation of the balance and its conditions.	The scale	and Lecture meeting	Daily and test monthly
٤ March		Identifying the pelvis and its characteristics.	Basin	Lecture and presentation	Daily and monthly test
١ April		A description of the path and the conditions of crossing it.	The path	Lecture and presentation	Daily and monthly test
٢ April		An explanation of the torment of Hell and its conditions.	fire	Lecture and presentation	Daily and monthly test
٣ April		A description of the bliss of Paradise and its attributes.	heaven	and Lecture meeting	Daily and monthly test
١ May		Fourth month test			

171. Learning outcomes

:Knowledge and understanding .

Knowledge of the issues of the unseen: The student will be able to explain the concept of the unseen and its most important topics, such as: the signs of the intermediate state, the resurrection, the gathering, Hour, the conditions of the .the reckoning, Paradise, and Hell

Understanding the evidence of doctrine: The student understands the legal

evidence from the Holy Qur'an and the Prophetic Sunnah related to matters of faith and its implications according to the methodology of Ahlus faith, and understands the implications of Sunnah wal Jama'ah.

:Mental skills . ٢

Analysis of doctrinal issues: The student is able to analyze matters of religious knowledge and explain the wisdom behind them, and to distinguish between correct belief and doctrinal deviations.

Reasoning and discussion: The student can discuss the doubts raised about matters of the unseen and respond to them with correct textual and rational evidence.

:Practical skills . ٣

Applying the scientific method in doctrine: The student is able to extract evidence from religious texts and link it to various matters of doctrine.

Linking belief to behavior: The student applies the implications of faith in the afterlife in his practical behavior and daily life.

:Research skills . ٤

Researching doctrinal sources: The student acquires the ability to refer to the approved sources in Islamic doctrine and to analyze texts related to matters of faith.

Archiving or Preparing doctrinal studies: The student is able to prepare scientific research reports that address and analyze the topics of audiology according to the scientific method.

:Personal and general skills .

learning: The student demonstrates the ability to pursue learning in the –Self .sources field of doctrine through various scientific

Scientific communication: The student acquires the ability to present doctrinal .issues and the results of his research clearly in writing and discussion

Strengthening certainty and scientific discipline: The student adheres to the ch in receiving matters of doctrine, while consolidating certainty correct appra .about matters of the unseen as mentioned in the religious texts

These outcomes aim to prepare the student to be proficient in matters of Islamic ng, and reasoning, while linking doctrine, capable of understanding, analyzi .based and behavioral reality–doctrinal knowledge to faith

2. Teaching and learning methods

- **Theoretical lectures:** Presenting the topics of Islamic doctrine (the unseen) in a of the legal evidence and a systematic scientific manner, with an explanation .discussion of the statements of scholars
- **Practical lessons:** Training students to analyze legal texts related to matters of hearing, extract evidence from them, and discuss them interactively within the .classroom
- **assessments:** Conducting oral and written tests and interim Continuous assessments to measure the extent of students’ understanding of doctrinal concepts .and their ability to reason and analyze

3. Assessment methods

Daily tests

Monthly tests

4. Course evaluation

is distributed according to the tasks assigned to the student, 100 grade out of The

.such as daily preparation and daily exams

.based...etc–Oral, monthly, written, and report

marks ۳. Monthly exam: -۱

ass, along with daily Conducting short research projects to be discussed in cl -۲

(marks ۱.۰)preparation

marks ۶. Final exam: - ۳

5. Learning and teaching resources

Required textbooks (methodology, if applicable)	Islamic doctrine and its schools of thought: Dr. Douri-Qahtan Al
(Main references (sources	
Recommended supporting books and references (scientific journals, (...reports	

Phase Three Course Description

Course description: (Rhetoric) Level Three

.۱ Rhetoric :Course name
: Course code ۲RRH323 .
. ۳ Annual course : Term/Year
. ۴ AD ۲۰۲۰/۱۰/۱ : description was prepared Date this

.Available attendance formats: Classroom lectures .9

hours ٦ .Number of study hours (total) / Number of units (total): .٦

: (Name of the course coordinator (if there is more than one, please state .٧

. Qais Abdul Rahman Hussein .Name: M.D :email address A'a
qays.abdulrahman@imamaladham.edu.iq

176. objectives Course

Objectives Course

:is expected to By the end of this course, the student

13. The goal is for students to be able to use language in a way that helps them express their thoughts and feelings and convey them to the reader or listener easily and conveniently

14. Developing the ability of students to explain the secret the miraculous nature of the Holy Qur'an in terms of its eloquence and fluency, and the ability to appreciate the beauty of the words of the Prophet's sayings

15. Building students' literary sense so that they can models imitate what they hear or read from literary

16. To provide students with the tools that enable them to produce literature that is both entertaining and influential

To empower students with the ability to criticize so that they have the ability to distinguish between writers and compare them

177. Teaching and learning strategies

:Interactive learning

Encouraging interactive discussions :Active student participation
branches of among students about the differences between various

strategy

Students can be divided into groups to research and . rhetoric . each branch or rhetorical topic compare

- Dividing students into small groups so that : **Cooperative learning** , it and analyzes with a part of the rhetorical lesson each group deals .t they have learned to the rest of their classmates then presents what they have learned to the rest of their classmates

:based learning–Practice . ۲

extracting Students are trained practically in : **Practical application** • practical aspect by allocating **the** is on The focus . rhetorical evidence with correction of errors in , for application time in the lessons .performance

- to the It depends on the teacher listening : **Oral assessment** the according to it and analyzing solution required from the students .pmentwhile providing constructive feedback for develop , curriculum

:based learning–Project . ۳

- Assigning students research projects that deal : **Research projects** which helps them , with one of the arts of rhetoric or one of its topics understand the relationship between reading performance and .Qur’anic meaning
- Creating applied activities that allow : **Practical application** to express exploring how to practice students the opportunity .in multiple ways And themselves rhetorically

:Learning using technology . ۴

Using an educational platform (such as **smroftalp gninrael cinortceI**• <https://www.arrabitacademy.ma/course-cat/miarsdla/> which (.allows students to learn independently outside of class

:oriented learning–Goal . ۵

- At the beginning of each study unit, : **Setting measurable goals** •

students are introduced to the specific goals for each unit, such as “gnicitcarp“ ro ” rhetoric and eloquence in speech gnizingocer“ dna sucof ot meht spleh hcihw ”, extracting types of rhetorical arts .progress enhances their

- a Providing immediate feedback after :**Continuous feedback** to guide students towards correct performance and to rhetorical topic .confirm the achievement of educational objectives

:Cumulative learning .٦

ulative approach is used, The cum :**Building on prior knowledge** • building upon what has been learned in previous lessons. The rhetoric and eloquence to declarative progression moves from studying thus fostering a deeper , and interrogative sentences, and so on .understanding among students

- Allocate time at the end of each unit to : **Repetition and review** some solutions to the review what has been studied and practice .to consolidate the information and skills exercises

:based learning–Analysis .٧

Presenting situations that require students to : **problems rhetorical** This type of learning . some rhetorical examples and evidence analyze .promotes critical thinking and encourages research and inquiry

178. Course structure

Week	Hours	Required learning outcomes	Unit or name topic	Learning method	Evaluation Method
١ October	Two	Knowledge of eloquence and rhetoric, eloquence of	Introduction to the Knowledge of	inductive method	Daily and monthly test

		speech	Eloquence and Rhetoric		
۲October	Two	Eloquence of –the speaker difference The between eloquence and rhetoric	Introduction to the Knowledge of Eloquence and Rhetoric	inductive method	Daily and monthly test
۳October	Two	An introduction to the science –of semantics its subject its –matter its –benefits its –founder sources and related ...information	Introduction to the Knowledge of Eloquence and Rhetoric	inductive method	Daily and monthly test
۴October	Two	The subject and predicate, the definition of the predicate and the purposes of .the predicate	eloquence of speech	inductive method	Daily and monthly test
November ۱	Two	The states of its –news	eloquence of speech	inductive method	Daily and monthly test

		the –division definition of the imperative			
November ٢	Two	–The plea –guidance –continuity of statement .the outcome	eloquence of speech	inductive method	Daily and monthly test
November ٣	Two	–Interrogation –its definition –its tools words that deviate from their original meaning in .interrogation	The subject and predicate	inductive method	and Daily monthly test
November ٤	Two	its –The call –definition words that have deviated from their original .meaning	The subject and predicate	inductive method	Daily and monthly test
December ١	Two	Mentioning the the –subject purposes of	The subject and predicate	inductive method	Daily and monthly test

		- mentioning it .omitting it			
December ٢	Two	Defining the subject in scientific terms and its - .branches	The subject and predicate	inductive method	Daily and monthly test
December ٣	Two	Presenting the subject to its -objectives delaying the subject to its .objectives	The subject and predicate	inductive method	Daily and monthly test
December ٤	Two	-The palace dividing the palace according to reality and its two sides	Palace roads	inductive method	Daily and monthly test
١ January	Two	Brevity and its -divisions Elaboration and its types	Brevity and prolixity	inductive method	Daily and monthly test
٢ January	Two	The science of rhetoric: its definition, subject matter,	The science of rhetoric	inductive method	Daily and monthly test

		...and benefits			
۳ January	Two	Simile and its -elements Types of simile based on the point of similarity	In simile	inductive method	Daily and monthly test
۴ January	Two	Review the simile and complete it by considering its .tool	In simile	inductive method	Daily and monthly test
February	Two	Implicit simile. .Inverted simile	In simile	inductive method	Daily and monthly test
February ۲	Two	Definition of -metaphor metonymy, its relationships, definition of simile	metaphor	inductive method	Daily and monthly test
February ۳	Two	The division of metaphor based on what is mentioned from both sides	In metaphor	inductive method	Daily and monthly test

February ⚡	Two	Classifying metaphor based on its associated characteristics	In metaphor	inductive method	Daily and monthly test
March ⚡	Two	The lack of connection between metaphor and –metonymy types of metonymy	In metaphor	inductive method	Daily and monthly test
March ⚡	Two	Metaphor is divided into categories according to the meaning it .refers to	Metaphor and its types	inductive method	Daily and monthly test
March ⚡	Two	Definition of –metaphor metonymy, its relationships, definition of simile	In metaphor	inductive method	Daily and monthly test
.A.D ⚡	Two	The division of metaphor based on what	In metaphor	inductive method	Daily and monthly test

		is mentioned from both sides			
١ April	Two	Classifying metaphor based on its associated characteristics	In metaphor	inductive method	Daily and monthly test
٢ April	Two	Metaphor is divided into categories according to the meaning it .refers to	In metaphor	inductive method	Daily and monthly test
٣ April	Two	Metaphor based on what is mentioned by both parties	In metaphor	inductive method	Daily and monthly test
٤ April May	Two exam	The science of its –rhetoric definition and its branches: semantic embellishment ،punning –s verbal alliteration and	The science of rhetoric Year	inductive method on the date	Daily and monthly test AD ٢٠٢٦/٥/١٧

		.its branches end			
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179. Learning outcomes

correctly defines the concepts of rhetoric He :**Knowledge and understanding** .١

.(meanings, expression, figures of speech)

It explains the effect of rhetorical techniques in guiding meaning and strengthening •
.significance

.It distinguishes between the types of rhetorical images in given texts •

Mental skills :**Mental skills** .٢

.He analyzes texts to discover and interpret rhetorical phenomena •

It compares different expressions and identifies the most eloquent one, providing •
.justification

.It deduces the relationship between style, context, and rhetorical purpose •

: **Applied skills** .٣

.Correctly identifies the rhetorical styles in a Qur'anic or literary text

.own creation He employs simile, metaphor, and metonymy in sentences of his •

.He rephrases direct statements in a more eloquent style •

:**Research skills** .٤

.He gathers and documents rhetorical evidence from various sources •

.He writes a brief analysis of a rhetorical phenomenon in a specific text •

.rhetorical references in preparing a short assignment He uses basic •

: **Personal and general skills** .٥

.It develops linguistic taste and a sense of appreciation for the beauty of style

.He adheres to scientific accuracy in judging texts •

.analyzing a rhetorical text He works within a group in •

•: **Effective communication**

• eH xpialni lacirotehr pnehonem yllaro ni elcraugae .

• eH wretis a nocisne dna agrozidni lacirotehr lanysis .

• eH disucsessih sih ellocgaeus 'oipnois dna prnesstih lanysis wih dnosulignit .

arguments .

in ihproficient to becomesthe student aim to outcomes learning These rhetoric ,

of understanding a deep of texts Arabic , and capable with a focus on application

skills analytical .

10. Teaching and learning methods

- Theoretical lectures
- PRACTICE applications and exercises solving .
- PRACTICE fo tneduts stnemssessa lacitcarP .

11. Assessment methods

Daily tests

Monthly tests

12. Course evaluation

of the grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation and daily exams .

Oral, monthly, written, and report based...etc

13. Learning and teaching resources

Required textbooks (methodology, if applicable)	Gems of Eloquence in Meanings,) (Expression, and Rhetoric
(references (sources Main	Books on rhetoric in general
Recommended supporting books and references (scientific journals, (...reports	Clear rhetoric

Course Description

:Course Name . ١	
(The teams (third sta	
: Course code . ٢	
RIS316	
. Annual course : Term/Year . ٣	
ann	
: Date this description was prepared . ٤	
. AD ٢٠٢٥/١٠	
.Available attendance formats: Classroom lectures . ٥	
My presen	
:Total study hours / Total number of units . ٦	
units ١٢٠ hours, ٦٠ Number of hou	
: (Name of the course coordinator (if there is more than one, please state . ٧	
Ibrahim Wissam Fakhri .Name: M :email address A'a	
ibrahimwisam5@imamaladham.edu.iq	
184. objectives Course	
Objectives Course	to belief, Defining the Islamic sects and their approaches explaining the origin of the sects, the reasons for their emergence, and their most important doctrinal principles, developing the ability to analyze the statements of the sects and compare them with the approach of the Sunnis, e skill of understanding doctrinal texts and developing th and reasoning about them while linking this to the effects .of faith and behavior
185. Teaching and learning strategies	
strategy	Adopting the project and discussion method, while developing the understanding the texts of the sects and skill of analyzing and

doctrinal articles according to the scientific method, to reach
 .correct results through comparison, reasoning and deduction

186. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1^{er}	۲		The emergence of schools of thought	Lecture and presentation	Daily and monthly test
October ۲^{er}	۲		Hadith on the division of the nation	Lecture and presentation	Daily and monthly test
October ۳^{er}	۲		The Kharijites and their views	Lecture and presentation	Daily and monthly test
October ۴^{er}	۲		Kharijite sects	Lecture and presentation	Daily and monthly test
November ۱			First month test		
November ۲	۲		Zero rescues Ajarda–Al	Lecture and presentation	Daily and test monthly
November ۳	۲		Ibadiyya	Lecture and presentation	Daily and monthly test
November	۲		Kharijite worship	Lecture and presentation	Daily and monthly test

ξ					
December 1	۲		Zaydi	Lecture and presentation	Daily and monthly test
December ۲	۲		Murji'ah	Lecture and presentation	Daily and monthly test
December ۳	۲		The fatalists and their views	Lecture and presentation	Daily and monthly test
December ۴	۲		Second month test		
January ۱ ry	۲		Determinism and their views	Lecture and presentation	Daily and monthly test
January ۱ y	۲		Mu'tazila	Lecture and presentation	Daily and monthly test
January ۲ y	۲		The first principle .is monotheism	Lecture and presentation	Daily and monthly test
January ۳ ry	۲		The second principle: justice	Lecture and presentation	Daily and monthly test
January ۴ ry	۲		Improvement and ugliness	Lecture and presentation	Daily and monthly test
February ۱ ary	۲		Divine kindness is goodness and .righteousness	Lecture and presentation	Daily and monthly test

Febru ۲ ary			Third month test	Lecture and presentation	Daily and monthly test
Febru ۳ ary	۲		The third principle: promise and threat	Lecture and presentation	Daily and monthly test
Febru ۴ ary	۲		The fourth principle: The intermediate position between two positions	Lecture and presentation	Daily and monthly test
Febru ۱ ary					

February 1 st	holiday Spring				
February 2 nd	holiday Spring				
February 3 rd	۲		The fifth principle: Enjoining good and forbidding evil	Lecture and presentation	Daily and monthly test
March 1 st	۲		Ash'arites, The their theological school, and their views	Lecture and presentation	Daily and monthly test
March 2 nd	۲		Maturidism	Lecture and presentation	Daily and monthly test
March 3 rd	۲		The disagreement between the Ash'arites and the Maturidites	Lecture and meeting	Daily and monthly test
March 4 th	۲		The views of Imam Abu Mansur Maturidi-al	Lecture and presentation	Daily and monthly test
1 st April	۲		lower	Lecture and presentation	Daily and monthly test
2 nd April	۲		Salafist views	Lecture and meeting	Daily and monthly test
3 rd April	۲		Oneness of God	Lecture and meeting	Daily and monthly test
1 st May		Fourth month test			

187. Learning outcomes

:Knowledge and understanding .1

The student will be able to explain the concept of Islamic sects and their most important topics, such as: the origin of the sects, the reasons for their emergence, their doctrinal principles, and their methods of reasoning

Understanding the evidence of doctrinal schools: The student understands the legal which the different groups relied, and understands its and rational evidence upon which implications, with the ability to compare it and explain which is more likely to be correct according to the methodology of the Sunnis

2. Mental skills

Analysis of doctrinal issues: The student is able to analyze the statements of the sects and explain their intentions, and to distinguish between correct belief and doctrinal deviations in matters of monotheism, attributes, and others by the sects Reasoning and discussion: The student can discuss the doubts raised and respond to them with rational and textual evidence, according to the scientific method in the study of beliefs

3. Practical skills

Applying the scientific method in studying the differences: The student is able to doctrinal texts and link it to the statements of the different extract evidence from differences according to the method of comparison and analysis Linking belief to behavior: The student applies the implications of sound belief in his practical behavior and daily life

4. Research skills

Researching the sources of the sects: The student acquires the ability to refer to the approved sources in the books of the sects and articles and to analyze texts related to the opinions of the sects and their doctrinal origins Preparing doctrinal studies: The student is able to prepare scientific research or reports that address the topics of the sects and analyze them according to the

.scientific method adopted in doctrinal studies

:Personal and general skills .o

student demonstrates the ability to pursue learning in the field of learning: The–Self

.teams through various scientific sources

Scientific communication: The student gains the ability to present issues related to

.nd discussionthe team and the results of his research clearly in writing a

Scientific discipline and objectivity: The student adheres to the scientific method in

studying the differences, taking into account accuracy and fairness in presenting and

.discussing opinions

proficient in matters of Islamic These outcomes aim to prepare the student to be

sects, capable of understanding, analyzing, comparing, and reasoning, while linking

.based and behavioral reality–doctrinal knowledge to faith

188. Teaching and learning methods

of Islamic sects in a scientific and sciptot eht gnitneserP :serutelaciteroehT •

systematic manner, explaining the origins of the sects and their evidence, and

.discussing the statements of scholars regarding them

dna stces no skoob fo stxet eht ezylna ot stneduts gniniarT :snossel lacitcarP •

rinal articles, extract the main ideas from them, and discuss them interactively doct

.within the classroom

miretni dna stset nettirw dna laro gnitcudnoC :stnemssessa suounitnoC •

assessments to measure the extent to which students understand the teams’

.curricula and their ability to analyze, compare and reason

189. Assessment methods

Daily tests

Monthly tests

190. Course evaluation

is distributed according to the tasks assigned to the student, ١٠. The grade out of .such as daily preparation and daily exams

.based...etc–Oral, monthly, written, and report

marks ٣. Monthly exam: -١

Conducting short research projects to be discussed in class, along with daily -٢

(marks ١٠)preparation

marks ٦. Final exam: -٣

191. Learning and teaching resources

methodology,) Required textbooks (if applicable

Islamic doctrine and its schools of thought: Dr. .Douri–Qahtan Al

(Main references (sources

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

Electronic references, websites

Description Course

Third Stage — Hadith of Explanation .description Course

Explanation of Hadith :Course Name .١

: Course code .٢ RHE415

. Annual course : Term/Year .٣

. AD ٢٠٢٥/٩/٢١ : description was prepared Date this .٤

.formats: Classroom lectures Available attendance .٥

· hours ٤٦ :(Number of study hours (total) / Number of units (total) .٦

: (Name of the course coordinator (if there is more than one, please state .٧

Prof. Dr. Taha Hamid Harish :Name :A'a – Altaha.hameed@imamaladham.edu.iq

192. objectives Course

:By the end of this course, the student is expected to

16. of the to the explanation Introducing students

. clarifying its topics and , Hadith

17. . Explanation of the Hadith

18. Informing students on how to approach the

. explanation of Hadith

19. the Developing students' ability to understand

So types of prohibited sales mentioned in the Hadith

is permissible that the student may come to know what

. and forbidden

20.the explanation of the hadith to knowledge of Linking

. its rulings

Objectives Course

193. Teaching and learning strategies

Interactive learning

Active student participation: Encouraging scholarly discussion such as assigned Hadith explanation topics among students presentation of and the Prohibited sales transactions, their top students depth understanding. St-analytical questions that foster related to can be divided into groups to discuss specific topics the explanation of the hadith and then present their findings.

Cooperative learning: Dividing students into small groups so that the explanation of each group addresses an issue from the invalidity of the sale of touching, the sale of) had and its wording analyzing (throwing, and other prohibited types then presenting it to the rest of the explaining its meaning .Colleagues .group

Practice-based learning

link to Training students : of definitions applicationThe practical the explanation of the hadith with knowledge of its ruling

Oral assessment: It relies on discussing topics with students and analyzing their answers, while explaining the hadith scientific feedback that helps to correct and providing .consolidate concepts

Project-based learning

Scientific research: Students are assigned to prepare short the invalidity of such as of Hadith research papers on topics d selling goods before taking selling by touch, selling pebbles, which develops research and analysis possession of the .skill

Practical application: Preparing analytical activities that include

strategy

and explaining its the explanation of the hadith studyi
. ts of hadith scholarsapplications based on the statem
:Learning using technology
and Islamic reliable digital libraries Electronic resources: Utilizi
to access approved sources available on the Internet databas
which helps students develop scientific , for explaining Had
.research ski

Educational platforms: Using electronic platforms to uploa
lectures, scientific materials, and assignments, enabling studen
.to learn independently and follow up continuous

:oriented learning–Goal

ducing students to the objectives of Setting clear objectives: In
explaining , about the Hadith each study unit, such as learni
which helps , and its rulings , its sources explaining , its typ
.them to focus and achieve learning outcom

feedback on student Continuous feedback: Providing perio
performance in discussions and assignments to promote corre
.understandi

:Cumulative learning

Building on prior knowledge: Moving from general concepts
of its to the precise details explaining the terminology of Had

which deepens the students' , nations and typesex
 .understandi
**Review and reinforcement: Allocate time to review previous
 topics and link them to new topics to ensure that the informati
 .is consolidaf
 :based learning–Analysis
 that Hadith issues Presenting : uesHadith Iss Analysis of
 and , prohibited sales need analysis and discussion, such as
 which develops , bring examples of them training students to
 .critical and research thinking**

194. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Daily and monthly test	Lecture and presentation	Its types and rulings	Contact and rejection	Two hours	September ١
Daily and monthly test	Lecture and presentation	Its types and rulings	Selling pebbles	Two hours	١ October
Daily and monthly test	Lecture and presentation	Its types and rulings: Hadith Qudsi and Hadith Nabawi	Selling a rope with a representation of it	Two hours	٢ October
Daily and monthly test	Lecture and presentation	Types of Mutawatir	Definition of Mutawatir	Two hours	٣ October

		and their conditions			
Daily and monthly test	Lecture and presentation	Ones sections	Definition of Ahad	Two hours	4 October
Daily and monthly test	Lecture and presentation	Its types rulings and	Selling the present to the Bedouin and receiving the goods	Two hours	November 1
Daily and monthly test	Lecture and presentation	Its types and rulings	Selling a pregnant sheep	Two hours	November 2
Daily and monthly test	Lecture and presentation	Its types and rulings	Selling the item before taking possession of it	Two hours	November 3
Daily and monthly test	Lecture and presentation	Its types and rulings	Selling fruit before it is ripe	Two hours	November 4
Daily and monthly test	Lecture and presentation	Its types and rulings	Selling Sukuk	Two hours	December 1
Daily and monthly test	Lecture and presentation	Its types and rulings	farming	Two hours	December 2
Daily and monthly test	Lecture and presentation	Its types and rulings	Communication	Two hours	December 3

Daily and monthly test	Lecture and presentation	Its types and rulings	Mutation	Two hours	December
Daily and monthly test	Lecture and presentation	Its types and rulings	naked	Two hours	January
Daily and monthly test	and Lecture presentation	Types	Renting land in exchange for food	Two hours	January
Daily and monthly test	Lecture and presentation	His ruling and example	The interrupted	Two hours	February
Daily and monthly test	Lecture and presentation	His ruling and example	Sender	Two hours	February
Daily and monthly test	Lecture and presentation	His ruling and example	The deviant and the reprehensible	Two hours	April
Daily and monthly test	Lecture and presentation	His ruling and example	Disturbed and upside down	Two hours	April
Daily and monthly test	Lecture and presentation	His ruling and example	topic the	Two hours	April
Daily and monthly test	Lecture and presentation	His ruling and example	High and low	Two hours	April
Daily and monthly test	Lecture and presentation	His ruling and	The Quran	Two hours	May

		example			
Daily and monthly test	Lecture and presentation	Its types and rulings	Renting land in gold and silver	Two hours	2 May
AD 2026/5/17	on the date				

195. Learning outcomes

:Knowledge and understanding .1

The student will be able to : of Hadith explanations Knowledge of the issues touching, :and their most important topics, such as the prohibited sales explain throwing, selling pebbles, selling uncertainty, selling the offspring of the unborn king possession of it...etc., renting land, child, selling the sold item before ta . araya (unripe dates), and sharecropping'

the The student understands : the explanation of the hadith Understanding . ruling on prohibited sales, their conditions, and the reason for their prohibition

:skills Mental .2

and the explanation of the Hadith Issues : The student is able to analyze Hadith . prohibited sales through the application of the Hadith explanation clarify the explanation of the Reasoning and discussion: The student can discuss . de examples of ithadith and provi

:Practical skills .3

use The student is able to : explaining Hadith Applying the scientific method in . the sayings of scholars and apply the rulings to them

to behavior: The student applies the effects the explanation of the hadith Linking of the explanation of the hadith by refraining from prohibited sales, and makes

.the student more disciplined in explaining what is forbidden

:Research skills . ٤

the ability to refer to the The student acquires : Hadith sources Researching
the words of the and analyzing explaining the Hadith approved sources in
. Hadith

studies : The student is able to prepare scientific research or reports that Hadith
.scientific method and analyze them according to the Hadith topics address

:Personal and general skills . ٥

learning: The student demonstrates the ability to pursue learning in the –Self
.through various scientific sources Hadith field of

n moder Scientific communication: The student acquires the ability to present
.and the results of his research clearly in writing and discussion issues

Strengthening certainty and scientific discipline: The student adheres to the
while establishing , prophetic hadith correct approach in receiving matters of
d scientific discipline through knowledge of the an certainty in matters
. explanation of hadith

These outcomes aim to prepare the student to be proficient in matters of
capable of understanding, analyzing and reasoning, while , explaining Hadith
.and behavioral reality to faith Hadith knowledge linking

6. Teaching and learning methods

- in a scientific Hadith explanation Theoretical lectures: Presenting the topics of
of its divisions, knowledge of the and systematic manner, with an explanation
and discussion of the ,scholars' statements used in explaining Hadith
.scholars' statements
- how to prohibit false sales in the hadith Practical lessons: Training students on
.scussion inside the classroomwith interactive di , knowing their types and ,

- Continuous assessments: Conducting oral and written tests and interim assessments to measure students' understanding of concepts and their ability to reason and analyze

7. Assessment methods

Daily tests
Monthly tests

8. evaluation Course

is distributed according to the tasks assigned to the student, \ . . The grade out of .such as daily preparation and daily exams .based...etc–Oral, monthly, written, and report

9. Learning and teaching resources

Explanation of Sahih Muslim (Book of Nawawi–Sales), by Al	if Required textbooks (methodology (applicable
	(Main references (sources
	Recommended supporting books and references (scientific journals, (...reports
	Electronic references, websites

Course Description

Third Stage — Logic .description Course

Logic :Course Name .\

: Course code .\ RLO220

3. Annual course : Term/Year

4. AD 2020/9/21 : description was prepared Date this

5. Available attendance formats: Classroom lectures

6. (Number of study hours (total) / Number of units (total) hours

7. (Name of the course coordinator (if there is more than one, please state

Name :A'a – Altaha.hameed@imamaladham.edu.iq :Name Prof. Dr. Taha Hamid Harish

200. objectives Course

Objectives Course

:By the end of this course, the student is expected to

21. Introducing students to the concept and of logic
 22. A statement of the divisions of logic explaining its topics
 23. Introducing students to how to deal with logic
 24. Developing students' ability to understand types
 25. Linking the sections of logic to its rules
- So that the student may come to know of logic induction, deduction, and contradiction

201. strategies Teaching and learning

:Interactive learning

Active student participation: Encouraging scientific discussion and its Logic such as , assigned logic topics among students the definition of logic, its types, its principles, :main topics, such concepts, judgments, propositions, modalities, syllogisms, ar

strategy

induction , along with posing analytical questions that foster deep understanding. Students can be divided into groups to discuss specific topics and then present their findings to the class.

Cooperative learning: Dividing students into small groups so that each group addresses a topic related to the definition of logic, its types, and its rules, concepts, judgments, propositions, modalities, syllogism, and other logical concepts. Each group then presents it to the rest of the class.

Practice-based learning

link to definitions Training students in the practical application of logic with the rules of logic and terminological definitions.

topics with students and analyzing their answers, while providing scientific feedback that helps to correct and consolidate concepts.

Project-based learning

Scientific research: Students are assigned to prepare short research papers defining logic and explaining its rules, such as logical topics, discussing one of its proofs, such as syllogism, and other logical concepts. This research and analysis develops students' analytical skills.

Practical application: Preparing analytical activities that include applications based on the terminology of scholars and explaining their the rules of logic studying.

:Learning using technology

and Islamic reliable digital libraries utilizing Electronic resources: Use of to access approved sources available on the Internet databases .which helps students develop scientific research skills , logic

Educational platforms: Using electronic platforms to upload lecture materials, and assignments, enabling students to learn scientific independently and follow up continuously

:oriented learning–Goal .o

Setting clear objectives: Introducing students to the objectives of its , its divisions , logic each study unit, such as learning about which helps them to focus and , and its conditions , sources .achieve learning outcomes

Continuous feedback: Providing periodic feedback on student performance in discussions and assignments to promote correct .understanding

:ive learningCumulat .k

logic Building on prior knowledge: Moving from general concepts which deepens , of its conditions and types to the precise details .the students' understanding

Review and reinforcement: Allocate time to review previous topics m to new topics to ensure that the information is and link the .consolidated

:based learning–Analysis .√

that require logical issues Presenting : logical issues Analyzing its types, rules, concepts, and analysis and discussion, such as , bring examples of them and training students to , judgments .which develops critical and research thinking

202. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
September ١	Two hours	Definition of logic	The rule of logic	Lecture and presentation	Daily and monthly test
١ October	Two hours	Types of logic	Perception and belief	Lecture and presentation	Daily and monthly test
٢ October	Two hours	singular	Its types and conditions	Lecture and presentation	Daily and monthly test
٣ October	Two hours	The compound	Its types and conditions	Lecture and presentation	Daily and monthly test
٤ October	Two hours	Definition of the identifier	His ruling and example	Lecture and presentation	Daily and monthly test

November ١	Two hours	ID requirements	His ruling and example	Lecture and presentation	Daily and monthly test
November ٢	Two hours	The case	Its ruling and example	Lecture and presentation	Daily and monthly test
November ٣	Two hours	The wall	His ruling and example	Lecture and presentation	Daily and monthly test
November ٤	Two hours	Sections of the Surahs	Its ruling	Lecture and presentation	Daily and monthly test
December ١	Two hours	Its definition, types, and proof of its authority	public The interest	Lecture and presentation	Daily and monthly test
December ٢	Two hours	Its definition, conditions, and legal validity	Blocking the means	Lecture and presentation	Daily and monthly test
December ٣	Two hours	Its definition and authority	custom	Lecture and presentation	Daily and monthly test
December ٤	Two hours	Pregnancy issue	Its ruling and example	Lecture and presentation	Daily and monthly test
١ January	Two hours	Sections of the Pregnancy Case	Types	Lecture and presentation	and Daily monthly test
٢ January	Two hours	The related conditional case	Types	Lecture and presentation	Daily and monthly test
February	Two	Separate	Its ruling and	Lecture and	Daily and

۱	hours	conditional case	example	presentation	monthly test
February ۲	Two hours	Guides	Its ruling and example	Lecture and presentation	Daily and monthly test
۱ April	Two hours	contradiction	His ruling and example	Lecture and presentation	Daily and monthly test
۲ April	Two hours	Plane inversion	His ruling and example	and Lecture presentation	Daily and monthly test
۳ April	Two hours	induction	His ruling and example	Lecture and presentation	Daily and monthly test
۴ April	Two hours	Measuring resemblance	His ruling and example	Lecture and presentation	Daily and monthly test
۱ May	Two hours	Functional measurement	His ruling and example	Lecture and presentation	Daily and monthly test
۲ May	Two hours	Measurement of representation	His ruling and example	Lecture and presentation	Daily and monthly test
				on the date	AD ۲۰۲۶/۵/۱۷

203. Learning outcomes

۱

:Knowledge and understanding

and its of logic issues : The student will be able to explain the concept logic the definition of logic, its types, its rule, :most important topics, such as concepts, judgments, propositions, directives, syllogism, induction, etc., and . ways to benefit from them

The student understands : the principles of logic Understanding the proofs of And how to Agreed upon and disputed evidence tsThe mental and i the rule . deduce judgments from logical propositions

:Mental skills .۲

its and identify logic problems issues : The student is able to analyze logical . By applying its rules . types

the definition of types of dent can discussReasoning and discussion: The stu . logic and provide examples of them

:Practical skills .۳

using and By The student is able to : logic Applying the scientific method in . applying its rules

of applies the effects to behavior: The student the science of logic Linking rational arguments, and makes the student more disciplined in stating its .conditions

:Research skills .۴

The student acquires the ability to refer to : logical sources Researching . its rules and analyze logic approved sources in

studies : The student is able to prepare scientific research or reports that logical

.and analyze them according to the scientific method of logic address topics
 :Personal and general skills .o

learning in the learning: The student demonstrates the ability to pursue–Self
 .through various scientific sources logic field of

logical Scientific communication: The student acquires the ability to present
 .and the results of his research clearly in writing and discussion issues

c discipline: The student adheres to the Strengthening certainty and scientifi
 while establishing certainty in , logic issues correct approach in receiving

. and scientific discipline by knowing its rules matters

, of logic These outcomes aim to prepare the student to be proficient in matters

logical capable of understanding, analyzing and reasoning, while linking

.based and behavioral reality–to faith knowledge

4. Teaching and learning methods

- in a scientific and of logic Theoretical lectures: Presenting the topics
 its divisions and knowing the rules used to systematic manner, explaining
 . statements and discuss accept a proposition
- knowing its and , how to use logic Practical lessons: Training students on
 .n the classroomwith interactive discussion withi , types
- Continuous assessments: Conducting oral and written tests and interim
 assessments to measure students’ understanding of concepts and their ability to
 .reason and analyze

5. Assessment methods

Daily tests
 Monthly tests

6. Course evaluation

is distributed according to the tasks assigned to the student, ۱۰۰The grade out of

.such as daily preparation and daily exams
 .based...etc–Oral, monthly, written, and report

7. Learning and teaching resources

Required textbooks (methodology, if applicable)	Logic, by Dr. Muhammad Ramadan
(Main references (sources	
Recommended supporting books and references (scientific journals, (...reports	
Electronic references, websites	

**Quran memorization course : Course description
 For the third stage**

208. : Course Name .Memorizing the third part of the Holy Quran
209. : Course code EAQM201
210. Annual Course : Semester/Year
211. .AD ٢٠٢٥/١٠/١ : Date this description was prepared
212. .Classroom lectures : Available forms of attendance
213. ٣٠ : Total study hours / Total unit hours
214. Name of the course coordinator (if there is more than one, please mention .(it

215. : objectives Course

Course objectives

The following are the objectives of studying and memorizing the third part of the Holy Quran, of Surah ٢٥٣ from verse (٩٢) Baqarah to verse -Al Imran. -of Surah Al

Firstly, to enable the student to memorize the third part of the Holy Quran, not only through memorization but also by understanding its based, -scientific, faith and practical aspects

Correct according to the rules of correct .recitation

Second: Training the student to pronounce the letters correctly and .properly

Third: The practical of the rules application of Tajweed during .recitation

Fourth: To accustom the student to applying the rules of Tajweed practically when reading the Holy .Quran

Fifth: After studying this material, the student is required to

be able to memorize the
 oly third part of the H
 Quran, with perfect
 memorization and
 .correct recitation
 Scientific and :
 'cognitive objectives
 By correcting the
 recitation of the Holy
 Quran and for the
 student to become
 familiar with the rules
 of Tajweed, the silent
 nun and tanween, the
 rolongation, rules of p
 and other rules that he
 studied in previous
 .stages
 Achieving :
 compliance with the
 command of God
 Almighty
 Earning reward and :
 merit by memorizing
 the third part of the
 Book of God
 He recited it, as it was
 revealed, with correct
 performance and deep
 .contemplation

216. Teaching and learning strategies

strategy

These educational strategies :**Firstly, interactive education**
 can be transformed from mere theoretical information into a
 and memorizing the practical application plan for teaching
 .Holy Quran
 Especially in the established conventions, the recitation and
 the naming, the rules of the silent nun and tanween, the rules

.of the silent meem, the rules of the lengthening and others
The app
 k of God, from the first part We present a verse from the Boo
 .Baqarah-of Surah Al
 as **month of Ramadan in which the Quran was revealed** The
 guidance for mankind and clear proofs of guidance and the
 criterion. So whoever sights the crescent of the month, let him
 then an equal –or on a journey fast it; and whoever is ill
 number of days [must be made up]. Allah intends for you ease
 and does not intend for you hardship and [wants] for you to
 complete the period and to glorify Allah for that [to] which He
 :Baqarah-Al] .e gratefulhas guided you; and perhaps you will b
 ask the students to extract the rules for the silent **Then . [(١٨٥)**
 nun and tanween, or the silent meem, or the madd, or all of
 .them

Or make the work a pair of students, one with the other, or
 ask them to discuss the small groups of students, and then
 reason, and whether the ruling is assimilation? Or
 manifestation? Or concealment? Or conversion? Or natural
 lengthening? Or secondary lengthening? Here the student
 .discovers the ruling, not just hears it

.ningbased lear-Second: Practice

practical application

**After explaining oral concealment, for example, have the
 ...student immediately apply it to**

by what God **So judge between them } :God Almighty says
 { . has revealed**

oral application

Quran, then the The student reads the required verses of the
 rules of recitation are corrected, such as nasalization and the
 .length of the vowel

The student is tasked with extracting all the rules of the silent Baqarah, -nun and tanween, from one page, from Surah Al clear pronunciation, :then classifying them in a table

.assimilation, inversion, and concealment

The student is tasked with extracting and identifying all the .lengths of the elongation and the length of the elongation

.Thirdly, education using technology

.The application

colored electronic Quran with precision, recording Using the .the recitation, and listening to it again with error correction

The student listens to himself and discovers the mistake on .his own

.oriented learning-Fifth, goal

nt to distinguish The cognitive objective is for the stude .between inversion and concealment

The skill objective is to apply the connected extension in four .movements

Ultimately, it provides direct feedback to correct errors in the .amount of elongation and nasalization

217. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
November ١	One hour	save			
November ٢	One hour	Memorize -٢٥٣verses of Surah ٢٥٩ Baqarah -Al with perfect			

		.recitation			
November ٣	One hour	Memorize -٢٦٠ verses of Surah ٢٦٤ Baqarah -Al with perfect .recitation			
November ٤	One hour	Memorize ٢٦٩-٦٥ verses -of Surah Al Baqarah with perfect .recitation			
December ١	One hour	Memorize -٢٧٠ verses of Surah ٢٧٤ Baqarah -Al with perfect .recitation			
December ٢	One hour	Memorize from the verse ٢٨١-٢٧٥ From Surah Baqarah -Al with perfect recitation			
December ٣	One hour	Memorize from the verse ٢٨٢ From Surah Baqarah -Al with perfect recitation			
December ٤	One hour	Memorize from the verse ٢٨٦-٢٨٣ From Surah			

		Baqarah -Al with perfect recitation			
1 February	One hour	Review of what has been memorized previously with mastery			
2 February	One hour	Memorize from the verse 9-1 From Surah Al Imran with perfect recitation			
3 February	One hour	Memorize from the verse 9 -1 From Surah Al Imran with perfect recitation			
4 February	One hour	The from save from verse 10-1, the Surah from with Imran Mastery Recitation			
1 March	One hour	The from save from verse 22 - 16 the Surah from with Imran Mastery			

		Recitation			
۲ March	One hour	The from save from verse ۲۹-۲۳ the Surah from with Imran Mastery Recitation			
۳ March	One hour	The from save from verse ۳۷-۳۰ the Surah from with Imran Mastery Recitation			
۴ March	One hour	what Review of has been memorized previously with mastery			
۱ April	One hour	The from save from verse ۴۵ - ۳۸ the Surah from with Imran Mastery Recitation			
۲ April	One hour	The from save from verse ۵۲ - ۴۶ the Surah from with Imran Mastery Recitation			
۳ April	One hour	The from save from verse ۶۱ - ۵۳ the Surah from with Imran			

		Mastery Recitation			
٤ April	One hour	The from save from verse ٧٠ - ٦٢ the Surah from with Imran Mastery Recitation			
١ May	One hour	Review of what has been memorized previously with mastery			
٢ May	One hour	The from save from verse ٧٧ - ٧١ the Surah from with Imran Mastery Recitation			
٣ May	One hour	The from save from verse ٨٣ - ٧٨ the Surah from with Imran Mastery Recitation			
٤ May	One hour	The from save from verse ٩١ - ٨٤ the Surah from with Imran Mastery Recitation			

1 June	One hour	Review of what has been memorized previously with mastery			
2 June	One hour	Review of what has been memorized previously with mastery			

218. Course evaluation

219. Learning and teaching resources

<ul style="list-style-type: none"> Theoretical lectures <p>memorizing the third Practical lessons on Auditory and . part of the Holy Quran .practical assessments</p> <p>Students were instructed to listen to the -third part, recited by Sheikh Mahmoud Al .Hosary</p>	<p>Required textbooks (methodology, (if applicable</p> <p>is distributed 100. The grade out of according to the tasks assigned to the student, such as daily preparation .and daily exams</p> <p>-report Oral, monthly, written, and .based...etc</p>
	(references (sources Main

	Recommended supporting books and references (scientific journals, (...reports
	Electronic references, websites

Course Description

21. Course Name	Curricula and teaching methods
22. Course code	EAMT306
23. Semester/Year	Annual course
24. Date of preparation of this description	٢٠٢٥/١٠/١
25. Available forms of attendance	Classroom lectures
26. Number of study hours (total) / Number of units (total)	units ١٢٠ hours/ ٦٠
27. Name of the course coordinator	Prof. Dr. Tareq Saud Khalil tareq48@imamaladham.edu.iq
28. Course Objectives	
12-	.It lists the teacher's roles in teaching and some qualities of a successful teacher
13-	-implementation -He learns about the nature of teaching and its stages (planning .(evaluation
14-	He learns about the nature, levels, and classifications of educational goals.
15-	.It formulates clear, specific, and measurable behavioral goals
16-	It compares previous teaching methods in terms of their advantages and disadvantages, the . and the shape of the educational environment in each of them †role of the teacher

29. Learning outcomes, teaching and learning methods, and assessment

Knowledge and understanding -A

.about the teaching process, its methods and techniques The student learns - \ A
become familiar with the standards of good teaching should The student - \ A
.methods

The student learns about assessment, its types and methods - \ A

The student defines the meaning of goals, their levels and classification, and - \ A
ral and specific goalsdistinguishes between gene.

skills specific-b) Subject

Acquiring teaching skills – \ B

.and delivering lectures Acquiring skills in planning - \ B

.Acquiring classroom management skills - \ B

:Affective objectives -C

ability to organize his thoughts or The student should acquire the - \ A
.values and link them together to arrive at something new

The student possesses a system of values and attitudes that determine - \ A
his behavior patterns and way of thinking

rd the teaching professionacquire positive attitudes towa Students - \ Q

Teaching and learning methods

8- The inductive method -The lecture method (delivery) - \

9- regulated learning-self

10- Cooperative Learning -Solving Method -Discussion and Problem .

Assessment methods

10- and final tests (Daily, monthly, term

11- .Methods of guided discussion and brainstorming

12- .Practical assignment related to the concepts that have been studied

13- .(Summative assessment – Formative assessment – Preliminary assessment)

Week	Hours	Unit/Course or Topic Name	Teaching method	Evaluation Method
1 October	2	The meaning of teaching and its trends	–Presentation Discussion	Classroom exams –performance
2 October	2	Teaching theories	– Presentation Guided Discussion	Classroom exams –performance
3 October	2	teaching Concepts of methods and techniques	– Lecture Discussion Dialogue	Classroom exams –performance
4 October	2	Teaching objectives	Public speaking exercises	Classroom exams –performance
November 1	2	Evolution of teaching methods	– Presentation Guided Discussion	Classroom exams –performance
November 2	2	Traditional and modern classification of teaching methods		Classroom exams –performance
November 3	2	The method of recitation	–Presentation Discussion	Classroom exams –performance
November 4	2	Term test	–Presentation Discussion	Classroom exams –performance
December 1	2	The developed lecture	–Presentation Discussion	Classroom exams –performance
December 2	2	Advanced organizations	–Presentation Discussion	Classroom exams –performance
December	2	Exploration method	– Induction	Classroom

ϣ			Deduction	exams –performance
December ε	ϣ	solving -Problem method	– Presentation Discussion	Classroom exams –performance
ϣ January	ϣ	Interrogation method	– Induction Deduction	Classroom exams – performance
ϣ January	ϣ	Teaching skills: preparation, closure, and feedback	– Presentation Discussion	Classroom exams –performance
ϣ January	ϣ	First semester exams		
ε January	ϣ	First semester exams		
ϣ February		The skills of reinforcement and diversification of stimuli	– Presentation Discussion	Classroom exams –performance
ϣ February		The skill of presenting questions	– Presentation Discussion	Classroom exams –performance
ϣ February	ϣ	Teaching behavior its purposes and) (types	– Presentation Discussion	Classroom exams –performance
ε February	ϣ	Lesson planning	– Presentation Discussion	Classroom exams –performance
ϣ March	ϣ	Types of study plans	Public a – speaking case study	Classroom exams –performance
ϣ March	ϣ	Sample study plans	– Presentation Discussion	Classroom exams –performance
ϣ March	ϣ	Cooperative learning	– Implication Deduction	Classroom exams –performance
ε March	ϣ	constructivist learning strategy	–Presentation Discussion	Classroom exams –performance

١ April	٢	Examples of the learning cycle	-Presentation Discussion	Classroom exams -performance
٢ April	٢	Concept mapping strategy	-Delivery Induction	Classroom exams -performance
٣ April	٢	Practical lessons on constructivist learning	-Presentation Discussion	Classroom exams -performance
٤ April	٢	The concept of evaluation, its importance and methods	-Presentation Discussion	Classroom exams -performance
١ May	٢	Types and areas of lesson assessment	-Presentation Discussion	Classroom exams -performance
٢ May	٢	Distance learning	-Presentation Discussion	Classroom exams -performance
٣ May	٢	Comprehensive course review	-Presentation Discussion	Classroom exams -performance
٤ May	٢	Review and test		Final exams

30. Infrastructure

Required books - ١	teaching methods Curricula and ،Adhami-Dr. Ahmed Ayad Al :Authors Jaf-Assistant Professor Dr. Abdul Razzaq Al
2 Recommended books and - sources such as scientific journals, reports, internet .links, etc	The Comprehensive Library, the Endowment Library

Course Description

Third Stage — Towards .description Course

Grammar :Course Name . ١	
: Course code . ٢ RGR112	
. Annual course : Term/Year . ٣	
. AD ٢٠٢٠ /٩/٢١ : description was prepared Date this . ٤	
.lectures Available attendance formats: Classroom . ٥	
. hours ٥٨ : (Number of study hours (total) / Number of units (total) . ٦	
: (Name of the course coordinator (if there is more than one, please state . ٧	
M.D. Nadhir Razouki Mustafa :Name :email address A'a	
nather.razoqey@imamaladham.edu.iq	
220. objectives Course	
Objectives Course	<p>:By the end of this course, the student is expected to</p> <p>26. of grammar Introducing students to the concept . explaining its prescribed topics and</p> <p>27. . The ability to express oneself correctly</p> <p>28. Introducing students to how to read and interpret the text of Ibn Malik’s Alfiyya, and to decipher and . accurately understand Ibn Aqil’s statement</p> <p>29. . of grammar Teaching the student the rules</p> <p>30. Developing the student's grammatical and literary skills</p>

by explaining the examples and their grammatical . analysis

221. Teaching and learning strategies

strategy

:Interactive learning

Active student participation: Encouraging scholarly discussion parsing such as , assigned grammatical topics among students sentences, identifying relevant grammatical evidence, and understanding the intended meaning of Ibn Malik's statement , while sing analytical questions that foster deeper comprehension. Students can be divided into groups to discuss specific grammatical .topics and then present their findings

the absolute object, the object of purpose, or) issue grammatical And explaining its . grammatical texts and analyzing ,(the exception then presenting it to the rest , forms and grammatical structures to develop a spirit of cooperation and enhance social , Collegial sk

:based learning–Practice

to deconstruct texts: Training students The scientific application and study the text using a scientific method and to apply . grammatical rules topics with students and analyzing their answers, while grammatical scientific examples that help to correct and evidence and provide

.onsolidate concept

:based learning–Project

Scientific research: Students are assigned to prepare short research papers on the absolute object, the such as , grammatical topics papers on the object of purpose, the object of reason, the object of place, the object of time, and the circumstantial qualifier, which develops research , onexce and analysis ski

Practical application: Preparing analytical activities that include practical applications to and explaining their grammatical texts studying . Qur’anic texts or poetic texts

:arning using technologyLe

and Islamic reliable digital libraries **Electronic resources:** Utilizing electronic resources to access approved available on the Internet databases .which helps students develop scientific research skills , resource

Using electronic platforms to upload lectures, :Educational platforms to upload scientific materials, and assignments, enabling students to learn .independently and follow up continuous

:oriented learning–Goal

Setting clear objectives: Introducing students to the objectives

objects, exceptions, adverbials, h study unit, such as identifying and distinctions, and developing their grammatical skills by teaching which helps them to focus and achieve , the student parsing .learning outcomes

feedback on student Continuous feedback: Providing periodic performance in discussions and assignments to promote correct .understanding

:Cumulative learning

Building on prior knowledge: Moving from general concepts which deepens , grammar topics to the finer details of grammar .understanding 'student

Review and reinforcement: Allocate time to review previous topics and link them to new topics to ensure that the information .consolidat

:based learning–Analysis of grammatical Presentation : grammatical issues Analysis of requires analysis and discussion, such as Which problem analyzing a verse of poetry by Ibn Malik and explaining his which develops critical and , meaning, or a text by Ibn Aqil and enhances the student's skills in deduction research thinking . and inference

222. Course structure

Week	Hours	Required learning	Unit or topic name	Learning method	Evaluation Method
------	-------	-------------------	--------------------	-----------------	-------------------

		outcomes			
September १	Two hours	A statement about the absolute object, its agent, and its .types	absolute object	Lecture and presentation	Daily and test monthly
१ October	Two hours	What substitutes for the source, the optional omission of the source's agent, with grammatical exercises	absolute object	Lecture and presentation	Daily and monthly test
२ October	Two hours	Cases where the source factor must be omitted, with representation and inflection	absolute object	Lecture and presentation	Daily and monthly test
३ October	Two hours	Explanation of the meaning of the object of purpose, its conditions,	of it The effect	Lecture and presentation	Daily and monthly test

		and its ruling if its conditions are .not met			
٤ October	Two hours	The states of the object of purpose, whether definite (with the definite article) or in a genitive .construction	The object of the verb / with a monthly exam	Lecture and presentation	Daily and monthly test
November ١	Two hours	Statement of the object and .its agent	The object in it	Lecture and presentation	Daily and monthly test
November ٢	Two hours	Cases where it is permissible and obligatory to delete its agent	object in it The	Lecture and presentation	Daily and monthly test
November ٣	Two hours	Types of adverbial accusatives and their categories	The object in it	Lecture and presentation	Daily and monthly test

November ٤	Two hours	The adverbial phrase is explained and its governing verb is omitted after the interrogative particles "ma" and "kayfa"	The object with it	Lecture and presentation	Daily and monthly test
December ١	Two hours	The ruling on a noun following the "letter "waw with a / (و) monthly exam	object with The it	Lecture and presentation	Daily and monthly test
December ٢	Two hours	Changes and rules of exception	Exception	Lecture and presentation	Daily and monthly test
December ٣	Two hours	The repetition of "except" and the ruling of the name follows it that	Exception	Lecture and presentation	Daily and monthly test
December ٤	Two hours	rulings other than, besides,	Exception	Lecture and presentation	Daily and monthly test

		and whether			
١ January	Two hours	The rulings of Khala, Hasha, and 'Ada	Exception	Lecture and presentation	Daily and monthly test
٢ January	Two hours	General review of exceptions with grammatical applications / with the second monthly exam	Exception	Lecture and presentation	Daily and monthly test
February ١	Two hours	statement A of the state and its conditions, and the circumstances of its coming in a fixed .form	The situation	Lecture and presentation	Daily and monthly test
February ٢	Two hours	The adverbial phrase comes in an indefinite form and occurs as	The situation	Lecture and presentation	Daily and monthly test

		a verbal .noun			
February ٣	Two hours	The circumstances of the person in question, and the presentation of the circumstances .before him	The situation	Lecture and presentation	Daily and monthly test
February ٤	Two hours	Rules regarding the placement of the adverbial phrase before its governing word, and the multiplicity of the subject of the adverbial .phrase	The situation	Lecture and presentation	Daily and monthly test
March	Two hours	Confirmed and inconfirmed adverbials, adverbial	The situation	Lecture and presentation	Daily and monthly test

		clauses, and the omission of their governing verbs / with the first monthly exam, second semester			
२ March	Two hours	Statement of the situation and explanation of its limitations	Discrimination	Lecture and presentation	Daily and monthly test
३ March	Two hours	The distinction that follows the superlative form	Discrimination	Lecture and presentation	Daily and monthly test
॔ March	Two hours	The occurrence of the distinction after what indicates wonder, and the circumstances	Discrimination	Lecture and presentation	Daily and monthly test

		of its being .governed			
١ April	Two hours	A statement of prepositions and the meanings of some of their letters	prepositions	Lecture and presentation	Daily and monthly test
٢ April	Two hours	Continuation of the meanings of prepositions	prepositions	Lecture and presentation	Daily and monthly test
٣ April	Two hours	The rule regarding the omission of a preposition while retaining the noun it governs / with the second semester exam, second month	prepositions	Lecture and presentation	Daily and monthly test
٤ April	Two hours	A statement of the rules of genitive	Addition	Lecture and presentation	Daily and monthly test

		construction, its two types: pure and impure, and of the the use definite article with the first noun being .modified			
May	Two hours	Names that require the addition (in the genitive case) are : both, both, .any, and with	Addition	Lecture and presentation	Daily and monthly test
May	Two hours	Conditions for omitting the genitive, and rules for separating the genitive noun which is) similar to a verb) from the noun it .modifies	Additional information/wit h a monthly exam	Lecture and presentation	Daily and monthly test

223. Learning outcomes

١. Knowledge and understanding

The student will be able to explain the concept grammatical parsing, knowledge of the forms and its most important topics, such as rules of objects, exception, circumstance, distinction, prepositions and addition

The student understands : grammar Understanding Arabic texts with the ability to parse and control meanings and develop thinking and analytical skills

٢. Mental skills

The student is able to analyze grammatical issues : The student is able to analyze grammatical the sentence (as a subject and predicate), deduce the grammatical ruling, and solve grammatical problems

Reasoning and discussion: The student can discuss the ical opinions grammat between the Basran and Kufan schools, for example, based on Qur'anic and poetic evidence, or grammatical rules

٣. Practical skills

Applying the scientific method in use applied The student is able to : grammar Applying the scientific method in of words with proper reading and correct parsing, correct the endings grammatical errors, as well as build and construct correct sentences

Linking of grammar to behavior: The student applies the effects grammar Linking ul through discipline and accuracy, along with good listening and respectf .confidence, and orderly thinking–attention, self

:Research skills . 4

to identify The student acquires the ability : grammatical sources Researching the research problem in a grammatical issue, collect material for it, analyze it, . on it, and critique it with evidence and preference mention the opinions studies : The student is able to prepare scientific research or grammatical and analyze them according to the grammatical topics reports that address .scientific method

:Personal and general skills . 5

learning: The student demonstrates the ability to pursue learning in the –Self .various scientific sources through field of grammar

Scientific communication: The student acquires the ability to present and scientific principles in grammatical issues accurately according to exchange through presentation with the accurate results order to reach accurate research use of grammatical terms and scientific citation with discussion and . summarizing of ideas to reach results

discipline: The student adheres to the Strengthening certainty and scientific di while establishing certainty , grammatical issues correct approach in receiving . discipline in matters of scientific

These outcomes aim to prepare the student to be proficient in matters of capable of understanding, analyzing and reasoning, while linking , grammar . and cognitive reality behavioral to grammatical knowledge

4. Teaching and learning methods

- in a scientific and systematic grammar topics Theoretical lectures: Presenting clarifying terms, building the knowledge base of grammar, and linking ,manner . rules to evidence

- with , how to apply and parse grammar Practical lessons: Training students on .interactive discussions within the classroom
- and written tests and interim Continuous assessments: Conducting oral assessments to measure the extent of students' understanding of doctrinal concepts .and their ability to reason and analyze

5. Assessment methods

Daily tests
Monthly tests

6. Course evaluation

according to the tasks assigned to the student, is distributed 100. The grade out of .such as daily preparation and daily exams .based...etc–Oral, monthly, written, and report

7. Learning and teaching resources

Required textbooks (methodology, if (applicable	Malik's Alfiyya Ibn Aqil's commentary on Ibn (from objects to addition)
(Main references (sources	
Recommended supporting books and references (scientific journals, (...reports	
Electronic references, websites	

Course Description

Third Stage —Course Description: Religions (Christianity)

Hadith Sciences :Course Name .١

2. Course code: RHSC119

.Annual course : Term/Year .٣

.AD ٢٠٢٥ /١٠ /١ : Date this description was prepared .٤

.Available attendance formats: Classroom lectures .٥

6. hours ٣ .Number of study hours (total) / Number of units (total): .

:(Name of the course coordinator (if there is more than one, please state .٧

.١٥٥٥٧٤٨٢١Name: Dr. Ghassan Ahmed Mustafa Email : g@gmail.com

1. Course objectives

Course Objectives

:the end of this course, the student is expected to By

1. .Introducing students to the terminology of Hadith sciences
2. To instill love for the pure Sunnah in the hearts of students by learning about the Sunnah of their Prophet and the rules by .preserved this knowledge which scholars have
3. A statement of the importance of the Prophet's Sunnah as .the second source of Islamic legislation
4. Developing students' ability to understand prophetic hadiths .and use their original sources

2. Teaching and learning strategies

:Interactive learning

Active student participation: Encouraging scientific discussions

among students by informing them and making them aware of different terms, such as Mutawatir, Aziz, Gharib, Mashhur, Sahih, .Hasan, Da'if... etc

Cooperative learning: Dividing students into small groups so that each group deals with a scientific term related to Hadith, such as weak Hadith, and analyzes it and compares it with other similar and .related terms and finds the essential differences

:based learning–Practice

strategy

Scientific application: Training students to extract agreements and differences through hadith chains of transmission and texts, and .apply the rules of terminology practical

n topics with students Oral assessment: It relies on discussing the n and analyzing their answers, while providing scientific feedback th .helps to correct and consolidate concep

:based learning–Project

Scientific research: Students are assigned to prepare scientific reports papers on various topics in Hadith sciences, such as or short research the authentication and extraction of Hadith from its primary source, and .the study of its chains of transmission and te

Practical application: Preparing analytical activities that include studying .hadith texts and chains of transmission t

:Learning using technology . ٤

Electronic resources: Utilizing digital libraries and Islamic databases to access approved sources, which helps students .develop scientific research skills

ing electronic platforms to upload Educational platforms: Us lectures, scientific materials, and assignments, enabling students .to learn independently and follow up continuously

:oriented learning–Goal .٥

Setting clear objectives: Introducing students to the objectives of tudy unit, such as the defects of the hadith and the chains of each s transmission, studying the conditions of the men, and then judging .the chain of transmission of the hadith

:Cumulative learning .٦

opics Review and reinforcement: Allocate time to review previous t and link them to new topics to ensure that the information is .consolidated

:based learning–Analysis .٧

Analyzing the issues of Hadith and its main terms by presenting and discussing them, and developing the student’s ability to reach its chain of transmission through the steps of Hadith a judgment on .analysis

3. Course structure

Week	Hours	Required learning	Unit or topic name	Learning method	Evaluation Method
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		outcomes			
October	hour	News and Hadith	The difference between them and the categories of news based on its arrival	Lecture and presentation	Daily and monthly test
October	hour	Sunday News	Definition of single narrators and types of reports supported by evidence	Lecture and presentation	Daily and monthly test
October	hour	Authentic and good	Its divisions and types	Lecture and presentation	Daily and monthly test
October	hour	Hassan	Its divisions and types	Lecture and presentation	Daily and monthly test
November	hour	Tirmidhi's –Al reforms	A statement of the differences between it the and terminology of earlier and later	Lecture and presentation	Daily and monthly test

			.scholars		
November ٢	hour	Increase confidence	The difference between it and the preserved and abnormal	Lecture and presentation	Daily and monthly test
November ٣	hour	ups, –Follow evidence, and considerations	Statement of the ranks of its terms	Lecture and presentation	Daily and monthly test
November ٤	hour	The decisive and the dissenting And the copyist and the abrogated	Its types, categories, and related matters	Lecture and presentation	Daily and monthly test
December ١	hour	The commentator and sender	Statement of their types and rules	Lecture and presentation	Daily and monthly test
December ٢	hour	The problematic, the hidden messenger, and the	and Types definitions	Lecture and presentation	Daily and monthly test

		deceiver			
December ۳	hour	Challenging the narrator's integrity	Statement of terms related to the subject, the omitted, the rejected, the reasoned, the misprint, and .the distortion	Lecture and presentation	Daily and monthly test
December ۴	hour	The chains of transmission	Everything related to it, including defects and .narrators	Lecture and presentation	Daily and monthly test
January ۱ry	hour	Texts	Everything related to it	Lecture and presentation	Daily and monthly test
January ۲ry	hour	The chain of transmission	High and low and related matters	Lecture and presentation	Daily and monthly test
February ۱ary	hour	Peer novel	Her relationship to the embellished hadith	Lecture and presentation	Daily and monthly test
February ۲ary	hour	The story of the elders	Fatherhood of sons and vice	Lecture and presentation	Daily and monthly test

		about the younger ones	versa, first and last		
February	hour	From the event and the forgotten, and the performance formulas	Its statement, definitions, and divisions	Lecture and presentation	Daily and monthly test
February	hour	The agreed, the separated, the reconciled, and the different	Definition of them	Lecture and presentation	Daily and monthly test
March	hour	Levels of criticism and authentication	A statement of their levels and their impact on judging the chain of transmission .of a hadith	Lecture and presentation	Daily and monthly test
March	hour	Names and nicknames	Disputed and upon-agreed percentages	Lecture and presentation	Daily and monthly test
March	hour	Genealogies and homelands	What pertains to her, her statement,	Lecture and presentation	Daily and monthly test

			and her .definition		
March ٤	hour	Etiquette between the Sheikh and Student the	Methods of narration, listening, and courteousnes s in endurance	Lecture and presentation	Daily and monthly test
April ١	hour	Age of endurance and performance	The possibility of hearing it, conveying it, and narrating .it	Lecture and presentation	Daily and monthly test
April ٢	Two hours	Writing down the hadith and the gates through which it was transmitted	Statement of methods and date of writing	Discussions + Survey + Open Book Exam on the date	Daily and monthly test AD ٢٠٢٦/٥/١٧

4. Learning outcomes

1. :Knowledge and understanding

Knowledge of the terminology of Hadith sciences and understanding the defects that undermine the chain of transmission and the text, whether through criticism .transmission of the narrator or omission from the chain of

:Mental skills .٢

Analysis of the Hadith in terms of chain of transmission and text: through a comprehensive analytical study of the chains of transmission and texts, beginning with translation and ending with judgment

ion: The student can study the chains of transmission Reasoning and discuss critically according to the rules of Hadith sciences, extract the ruling on the chain of transmission of the Hadith, and explain its degree

:Practical skills .٢

ing chains of transmission: through fair Applying the scientific method in study analytical studies

:Research skills .٤

Researching Hadith sources: The student acquires the ability to refer to approved sources and analyze texts related to the Prophetic Hadith

es and terminology: The student is able to Preparing studies in Hadith science prepare scientific research or reports that address the topics of Prophetic Hadith and analyze them according to the scientific method

:Personal and general skills .٥

ability to pursue learning in the learning: The student demonstrates the–Self field of Hadith terminology sciences through various scientific sources

Scientific communication: The student acquires the ability to present issues rch clearly related to the various sciences of Hadith and the results of their resea in writing and discussion

Strengthening certainty and scientific discipline: The student adheres to the correct methodology in receiving the terminology, sciences and rules of Hadith, religion as they appear while consolidating certainty in the rulings of the Islamic in the approved sources and through analytical and critical studies

These outcomes aim to prepare the student to be competent and capable of –understanding, analyzing, and reasoning, while linking knowledge to faith .behavioral reality based and

5. Teaching and learning methods

- Theoretical lectures: Presenting the terminology of Hadith sciences in a scientific and systematic manner, with explanations of the texts, rules and related .terms , and discussing them
- Training students to analyze texts and opinions related to :Practical lessons Hadith issues, extract evidence from them, and discuss them interactively within the .classroom
- Continuous assessments: Conducting oral and written tests and interim ent of students’ understanding of doctrinal concepts assessments to measure the ext .and their ability to reason and analyze

6. Assessment methods

Daily tests
 Monthly tests
 Asking questions

7. Course evaluation

student, is distributed according to the tasks assigned to the ١٠٠The grade out of .such as daily preparation, daily tests, reports, classroom activities, etc

8. Learning and teaching resources

Required textbooks (methodology, (if applicable	A Stroll Through the Clarification of the Elite of People of Thought in the Terminology of the Hadith By Ahmad ibn Ali ibn Muhammad ibn Ahmad ibn (AH ٨٥٢Asqalani (d. –Hajar al
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(Main references (sources	-Introduction to the Sciences of Hadith by Ibn al Suyuti-Salah and Training of the Narrator by al
Recommended supporting books ces (scientific journals, and referen (...reports	-Fikr by Mulla Ali al-Explanation of Nukhbat al -Qari, and the commentary of Qat Bugha on al Nuzha
Electronic references, websites	The Comprehensive Encyclopedia of Hadith Sciences, the the Encyclopedia of the Nine Encyclopedia of Good Words, and Books

Course Description

:Course Name .١
(Islamic doctrine (third stage
: Course code .٢
RDO216
. Annual course : Term/Year .٣
annual
: Date this description was prepared .٤
. AD ٢٠٢٥/١٠/١
.attendance formats: Classroom lectures Available .٥
My presence
:Total study hours / Total number of units .٦
units ١٢٠ hours, ٦٠ Number of hours:
: (Name of the course coordinator (if there is more than one, please state .٧
Ibrahim Wissam Fakhri .Name: M :email address A'a ibrahimwisam5@imamaladham.edu.iq

228. objectives Course

Objectives Course	<p>Defining theology and its topics according to the Ash'ari approach, consolidating faith in God Almighty by establishing His existence , oneness and attributes explaining the proofs of monotheism and related theological issues, and developing the skill of understanding doctrinal texts and rational and transmitted based and –reasoning on them, while linking them to faith .behavioral effects</p>
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229. strategies Teaching and learning

strategy	<p>Adopting the project and discussion method, while developing the skill of analyzing and understanding doctrinal texts according to the scientific method to reach correct results through reasoning .and deduction</p>
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230. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
Octob 1 er	٢	A statement of the evidence for the existence of God Almighty in general	Evidence for the existence of God Evidence of occurrence	Lecture and presentation	Daily and monthly test
Octob ٢ er	٢	Clarifying the evidence of occurrence and inferring from it.	Evidence of occurrence	Lecture and presentation	Daily and monthly test
Octob ٣ er	٢	A statement of the evidence for obligation and possibility.	Evidence of obligation	Lecture and presentation	Daily and monthly test
Octob ٤ er	٢	Clarifying the impossibility of the role in mentalities.	The role	Lecture and presentation	Daily and monthly test

November 1		Evaluating student achievement in previous units.	First month test		
November 2	2	A statement of the impossibility of an infinite regress.	Sequence	Lecture and presentation	Daily and monthly test
November 3	2	Explanation of the care and invention guide.	Care and Innovation Guide	Lecture and presentation	Daily and monthly test
November 4	2	A statement of the moral proof for the existence of God.	Ethical evidence	Lecture and presentation	Daily and monthly test
December 1	2	Identifying and discussing the existential argument	The existential proof	Lecture and presentation	Daily and monthly test
December 2	2	Discussing and refuting the most prominent arguments against atheism.	Discussing issues of atheism	Lecture and presentation	Daily and monthly test
December 3	2	A statement refuting the claim of coincidence.	Coincidence is a deception of the .senses	Lecture and presentation	Daily and monthly test
December 4	2	Student achievement assessment.	month test Second		
January 1 ry	2	Learning the beautiful names of God and their meanings.	The Beautiful Names of God	Lecture and presentation	Daily and monthly test
January	2	A statement of the scholars' disagreement	differ on the Scholars	Lecture and presentation	Daily and monthly test

1 st ry		regarding the number of names.	number of names		
Janua 2 nd ry	2	Clarification of the concept of "stopping" in the "beautiful names of God.	The pause in the beautiful names of God	Lecture and presentation	Daily and monthly test
Janua 3 rd ry	2	A statement explaining the meaning of atheism in the names of God	The meaning of atheism in the beautiful names of God	Lecture and presentation	Daily and monthly test
Janua 4 th ry	2	To understand the divine attributes in general.	attributes Divine	Lecture and presentation	Daily and monthly test
Febru 1 st ary	2	A statement of the psychological characteristics of the speakers.	psychological trait	Lecture and presentation	Daily and monthly test
Febru 2 nd ary		Student achievement assessment.	Third month test	Lecture and presentation	Daily and monthly test
Febru 3 rd ary	2	A statement of negative qualities and their meanings. Explaining the attribute of permanence and its evidence.	negative qualities The quality of survival	Lecture and presentation	Daily and monthly test
Febru 4 th ary	2	A statement refuting the incidents and discussing the texts that suggest analogy	Contradicting incidents and the statements of scholars regarding texts that suggest anthropomorphism	Lecture and presentation	Daily and monthly test
Febru 1 st ary		Clarification of the -attribute of self actualization.	-The quality of self actualization		

Februa ٢ ry	holiday Spring				
Februa ٣ ry	holiday Spring				
Februa ٤ ry	٢	A statement of the attribute of Oneness and its proofs.	The attribute of oneness	Lecture and presentation	Daily and monthly test
March ١	٢	Establishing an understanding of the attribute of monotheism and its applications.	The attribute of oneness	Lecture and presentation	Daily and monthly test
March ٢	٢	five quantum divisions.	Five sacks	Lecture and presentation	Daily and monthly test
March ٣	٢	Clarifying the attributes of ability and will.	Ability and will	Lecture and meeting	Daily and test monthly
March ٤	٢	A statement of the attributes of hearing and sight.	Hearing and sight		
١ April	٢	Clarifying the nature of divine speech.	Speech		
٢ April	٢	A statement of the doctrine of seeing God in the afterlife.	Seeing God Almighty Hereafter in the		
٣ April	٢	Explanation of predestination and its levels.	Fate and destiny		
١ May		Fourth month test			

231. Learning outcomes

:Knowledge and understanding .\)

Knowledge of theological issues: The student will be able to explain the theology and its most important topics, such as: the existence of concept of God Almighty, His oneness , His attributes, His actions, and related issues of .monotheism

Understanding the evidence of doctrine: The student understands the legal related to theological issues, and understands its and rational evidence re

.implications according to the Ash'ari methodology of reasoning and reporting

:Mental skills .٢ –

Analysis of doctrinal issues: The student is able to analyze theological issues and to distinguish between correct belief and doctrinal deviations in the chapter on monotheism and attributes and explain their purposes

Reasoning and discussion: The student can discuss the doubts raised about theological issues and respond to them with rational and transmitted evidence, according to the Ash'ari method of reasoning and reporting

:Practical skills – ٣

Applying the scientific method in doctrine: The student is able to extract evidence from the religious texts and link it to various theological issues to the method of reasoning adopted in the science of theology according

Linking belief to behavior: The student applies the implications of faith resulting from belief in God Almighty, His knowledge, His names and attributes in his practical behavior and daily life

:Research skills .٤

Researching doctrinal sources: The student acquires the ability to refer to the approved sources in theology and to analyze texts related to issues of monotheism, divine attributes and actions

student is able to prepare scientific research Preparing doctrinal studies: The or reports that address theological topics and analyze them according to the

.scientific method adopted in doctrinal studies

:Personal and general skills .

**y to pursue learning in the learning: The student demonstrates the abilit–Self
.field of theology through various scientific sources**

**Scientific communication: The student acquires the ability to present issues
related to theology and the results of his research clearly in writing and
.discussion**

**ing certainty and scientific discipline: The student adheres to the Strengthen
correct approach in receiving theological matters, while establishing certainty
about God Almighty and what is necessary for Him in terms of attributes and
.ding to the legal and rational evidencewhat is impossible for Him accor**

**These outcomes aim to prepare the student to be proficient in matters of
theology, capable of understanding, analyzing and reasoning, while linking
.based and behavioral reality–doctrinal knowledge to faith**

232. Teaching and learning methods

**Theoretical lectures: Presenting the topics of Islamic doctrine (theology) in a
scientific and systematic manner, with an explanation of the rational and transmitted
.evidence and a discussion of the statements of scholars**

- **Practical lessons: Training students to analyze legal and theological texts
related to theological issues, extract evidence from them, and discuss them
.interactively within the classroom**

- **m Continuous assessments: Conducting oral and written tests and interi
assessments to measure the extent of students’ understanding of doctrinal concepts
.in the field of theology and their ability to reason and analyze**

233. Assessment methods

Daily tests	
Monthly tests	
234. Course evaluation	
<p>according to the tasks assigned to the student, is distributed ١٠. The grade out of .such as daily preparation and daily exams</p> <p>.based...etc–Oral, monthly, written, and report</p> <p>marks ٣. Monthly exam: -١</p> <p>Conducting short research projects to be discussed in class, along with daily -٢</p> <p>(marks ١٠)preparation</p> <p>marks ٦. Final exam: -٣</p>	
235. Learning and teaching resources	
Required textbooks (methodology, (if applicable	Islamic doctrine and its schools of thought: Dr. .Douri–Qahtan Al
(Main references (sources	Sanusiyya, the-The text of Al mother of proofs
Recommended supporting books and references (scientific journals, (...reports	
Electronic references, websites	

Course Description

of Three Part , Interpretation Nasafi-Al ,description Course
Third Stage , Quran Holy the

Nasafi Interpretation of the Holy Quran, Part Three–Al :Course Name . ١

: Course code . ٢ 210 RXE

. Annual course : Term/Year . ٣

. AD ٢٠٢٥/١٠/١ : description was prepared Date this . ٤

.Available attendance formats: Classroom lectures . ٥

. hours ٦ . Number of study hours (total) / Number of units (total): . ٦

: (Name of the course coordinator (if there is more than one, please state . ٧

**Hani Fahmy Mohi .M.D : Name :email address A'a
hanimohe1@imamaladham.edu.iq**

236. objectives Course

Objectives Course

:By the end of this course, the student is expected to

31. –should become familiar with Imam Al The students
. Nasafi’s approach to his interpretation
32. The students should be familiar with the overall and
. detailed meanings of the verses under study
33. Students should understand the doctrinal issues in the
. Verse of the Throne
34. To understand the approach of the Qur’an in arguing with
. as in Surah Al Imran ,the People of the Book
35. To understand the legal rulings derived from the verses on
. spending, usury, and retaliation

237. Teaching and learning strategies

strategy

:Interactive learning . ١

in analyzing interpretive texts, not merely **:Active student participation** and developing , receiving interpretations

Critical thinking when discussing opinions and preferences, and training .students to derive rulings

scientific And the beliefs themselves, and enhancing the skill of dialogue a . debate

This is a teaching strategy in which students are **:Cooperative learning** . groups cooperative–divided into small, non

Homogeneous, they share in completing a specific scientific task, with each student being responsible for

. from him and his colleagues He learned

:based learning–Practice . ٢

Providing the student with a **:The practical application of texts** comprehensive understanding of the verses, and linking Quranic meanings

rea

Work encourages the student to connect what he studies with his daily li . and his religious stud

The student explains a verse or a group of verses **:Oral assessment** .(such as verses about zakat or rit

the student the opportunity to Orally in front of the professor, thus giving present his understanding and analysis of the verses in front of the profess

.and colleagu

:based learning–Project

Students are encouraged to prepare simplified **:Scientific research**

ing on topicsscientific research papers for

Nasafi's –Nasafi's interpretation, using references to Al–Especially through

.interpretation; this research helps the student

. To develop his research skills

The student is required to present a practical **:Practical application**

of how to apply Sharia rulings or examples

. Quranic lessons in daily

:Learning using technology

Students are encouraged to use reliable electronic **:Electronic resources**

resources such as websites

Universities, digital libraries, and scientific databases specializing

. interpretation

) such as Using electronic platforms **:Educational platforms (bGoogle**

Classroom

or to watch .To upload lectures, academic materials, and assignments

which allows .Nasafi's interpretations of Al-Furqan

. Students should learn independently and follow up continuously

:oriented learning–Goal

Introducing students to the objectives of each **:Setting clear objectives**

and understanding meanings study unit, such as recognizing

Rhetorical and linguistic aspects, and linking Qur'anic stories and historical

. context to Qur'anic meanings

This includes group discussions and interactive **: Ongoing feedback**

.activities on the platform

allows the student to obtain immediate responses and skills The instructor

. before moving on to the next phase

:Cumulative learning

The course begins by reviewing the **:Building on prior knowledge** knowledge the student has acquired from the interpretation (Baqarah) are to facilitate –The previous verses (such as the beginning of . onwards √◦ε the transition to studying verses for each group Allocate periodic review time **:Review and Consolidation** ...of verses, during which students discuss topics and linking them to new topics to ensure the previous information is consolidated **:based learning–Analysis** that interpretive questions Presenting **:Analysis of doctrinal issues** doubts that require analysis and discussion, such as doctrine, legal rulings, transactions, and conduct, such as the . It relates to .verses on zakat and their application In contemporary reality

238. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
(1) October (1) Week	Two hours	Nasafi's –Al approach to interpretation and the importance of studying the verses	Nasafi Methodology	Lecture and presentation	Daily and monthly test

(١) October (٢)Week	Two hours	Interpretatio n of verses -from Al Baqarah, verses (٢٥٥-٢٥٤)	The preference of the prophets and the Verse of the Throne	Lecture and presentation	Daily and monthly test
(١) October (٣)Week	Two hours	Interpretatio n of verses -from Al Baqarah, verses (٢٥٧-٢٥٦)	Freedom of belief and no compulsion in religion	Lecture and presentation	Daily and monthly test
(١) October (٤)Week	Two hours	Interpretatio n of verses -from Al Baqarah, verses (٢٦٠-٢٥٨)	Reflecting on God's power	Lecture and presentation	Daily and monthly test
(٢) October (٥)Week	Two hours	Interpretatio n of verses -from Al Baqarah, verses (٢٦٣-٢٦١)	Charity and Zakat	Lecture and presentation	Daily and monthly test
(٢) October (٦)Week	Two	First month			

	hours	exam			
(٢) October (٧)Week	Two hours	Interpretatio n of verses -Al from Baqarah, verses (٢٦٩-٢٦٧)	Choosing to give charity and the consequences of generosity	For lecturing and giving	Daily and monthly test
(٢) October (٨)Week	Two hours	Interpretatio n of verses -from Al Baqarah, verses (٢٧٢-٢٧٠)	Voluntary and mandatory donations	Lecture and presentation	Daily and monthly test
(١) Canon (٩)Week	Two hours	Interpretatio n of verses -from Al Baqarah, verses (٢٧٥-٢٧٣)	Usury and its rulings	Lecture and presentation	Daily and monthly test
(١) Canon (١٠)Week	Two hours	Interpretatio n of verses -from Al Baqarah,	Seeking forgiveness and reward	Lecture and presentation	Daily and monthly test

		verses (٢٧٨-٢٧٦)			
(١) Canon (١١)Week	Two hours	Interpretatio n of verses -from Al Baqarah, verses (٢٨١-٢٧٩)	Debt and receivables management	Lecture and presentation	Daily and monthly test
(١) Canon (١٢)Week	Two hours	Second month exam			
December Week (٢) (١٣)	Two hours	Interpretatio n of verses -from Al Baqarah, verses (٢٨٦-٢٨٤)	Faith and good works	and Lecture presentation	Daily and monthly test
December Week (٢) (١٤)	Two hours	Interpretatio n of verses from Al Imran, -١)verses (٦	Monotheism and the Pillars of Faith	Lecture and presentation	Daily and monthly test
December Week (٢) (١٥)	Two hours	Interpretatio n of verses from Al Imran,	Compact and similar	Lecture and presentation	Daily and monthly test

		-٦)verses (١٠			
December Week (٢) (١٦)	Two hours	Interpretatio n of verses from Al Imran, -١١)verses (١٤	Victory for the Muslims and story of the the Children of Israel	Lecture and presentation	Daily and monthly test
،March (١٧) week	Two hours	First month exam			
،March (١٨) week	Two hours	Interpretatio n of verses from Al Imran, -١٨)verses (٢١	God's justice and that the religion is Islam	Lecture and presentation	Daily and monthly test
،March (١٩) week	Two hours	Interpretatio n of verses from Al Imran, -٢٢)verses (٢٨	Frustration of work and arrogance in religion	Lecture and presentation	Daily and monthly test
،March (٢٠) week	Two hours	Interpretatio n of verses from Al Imran,	Historical stances of the prophets	Lecture and presentation	Daily and monthly test

		-٢٩)verses (٤٠			
week ,April (٢١)	Two hours	Interpretatio n of verses from Al Imran, -٤١)verses (٥٥	The prophets' response to God's supplication	Lecture and presentation	Daily and monthly test
week ,April (٢٢)	Two hours	Second month exam			
week ,April (٢٣)	Two hours	Interpretatio n of verses from Al Imran, -٧١)verses (٨١	Deriving moral judgments	Lecture and presentation	Daily and monthly test
April, week (٢٤) May	Two hours	Interpretatio n of verses from Al Imran, -٨٢)verses (٩٠	Legal and social issues Year	Lecture and meeting on the date	Daily and monthly test AD ٢٠٢٦/٥/١٧

239. Learning outcomes

The student is expected to conclude : **a) Statement of general and detailed meanings**
Nasafi's –To arrive at an accurate interpretation according to al ...the interpretation by

methodology

The student : **the doctrinal issues mentioned in the verses Understanding (b)**
the doctrinal contents related to monotheism, faith, and the Qur'an's stance understands
on disbelief and the People of the Book, and analyzes these issues in light of the
.Nasafi-Sunnis as presented by Al

The student distinguishes : **c) Distinguishing between differing interpretive issues**
.between the conflicting interpretive opinions while knowing the evidence for each
and Nasafi relied upon-He said, and he understood the aspects of preference that Al
.the reasons for his choice of some opinions over others

The student is able to prepare scientific research or :**Preparing doctrinal studies (d)**
. topics reports that address interpretive
.And analyze it according to the scientific method

The student can discuss the doubts raised about :**discussion and Reasoning**
.and respond to them with correct textual and rational evidence interpretive matters

:Skills

:Mental skills . ١

،The student analyzes the Qur'anic text into its primary and thematic elements
explaining the relationships between vocabulary and context, and deconstructs the
doctrinal and jurisprudential issues contained in the verses to understand their scientific
.structure and method of presentation

:Practical skills . ٢

rules in analyzing verses, such as considering context, reasons He applies interpretive
for revelation, and linguistic significance, and uses these rules practically in explaining
.Quranic texts within the stage

:Research skills . ٣

from their approved sources in a The student documents statements and quotations
correct academic manner, and differentiates between the original source and the

.secondary reference when writing the research

:Personal and general skills .

earning in the field ofThe student demonstrates the ability to pursue I **:learning–Self**

.through various scientific sources interpretation

explanatory **Scientific communication: The student acquires the ability to present**

.issues and the results of his research clearly in writing and discussion

The student adheres to the correct **:Strengthening certainty and scientific discipline**

while consolidating certainty in matters of interpretation issues approach in receiving

.as stated in the religious texts monotheism

matters interpretive dent to be proficient inThese outcomes aim to prepare the stu

capable of understanding ,

based and –Analysis and reasoning, while linking doctrinal knowledge to faith

.behavioral reality

240. Teaching and learning methods

• on the explanation and The theoretical lectures rely **:Theoretical lectures**

Nasafi's interpretation, along with an –systematic analysis of the verses according to Al

explanation of the linguistic meanings and rhetorical implications derived from the

.Qur'anic text

• the verses themselves according zeTraining students to analy **:Practical lessons**

extracting evidence from them, , to the methodology explained in the theoretical lectures

.and discussing them interactively within the classroom

• Ongoing assessments: Conducting oral and written tests and formative

.assessments to measure students' understanding

.concepts and their ability to reason and analyze explanatory

241. Assessment methods

Daily tests

Monthly tests

242. Course evaluation

student, such is distributed according to the tasks assigned to the ١٠٠. The grade out of
 .as daily preparation and daily exams
 .based...etc–Oral, monthly, written, and report

243. Learning and teaching resources

Required textbooks (methodology, (if applicable	Nasafi's Interpretation, Part Three of the Holy –Al Quran
(sources) Main references	
Recommended supporting books and references (scientific journals, (...reports	
Electronic references, websites	

Course Description

Research Scientific and Library, description Course

Third Stage Methodology

Library and Scientific Research Methodology :Course Title .١
: Course code .٢ EARM340
. Annual course : Term/Year .٣
. AD ٢٠٢٥/١٠/١ : description was prepared Date this .٤

.Available attendance formats: Classroom lectures .٥

· hours ٦ · Number of study hours (total) / Number of units (total): .٦

: (Name of the course coordinator (if there is more than one, please state .٧

Hani Fahmy Mohi .M.D : Name :email address A'a
hanimohe1@imamaladham.edu.iq

244. objectives Course

Objectives Course

:By the end of this course, the student is expected to

36..Introducing the student to libraries and their types
37.of catalogs in to the types Introducing the student
.libraries

38..Introducing the student to sources and references
39.the student to the characteristics of Introducing
.research and the qualities of a good researcher

40.Teaching the student how to prepare a complete
.scientific research paper

41.Introducing the student to scientific research methods
lamic and the most commonly used methods in Is
.studies

42. .Teaching the student how to verify ancient Islamic texts

245. Teaching and learning strategies

strategy

(a \ Using the whiteboard and soft pen as an illustrative tool
.teachi

(b Accompanied by (Presenting lectures electronically (PowerPo
.pictures, drawings, and illustrative diagram

-T Students are required to visit the library, learn about its section
.and write a visit rep

-Th comprehensive scientific research to prepare a Assigning student
.icpaper on an Islamic t

(c Encouraging students to participate in lectures by discussing and

.explaining the scientific material

246. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
(1) October (1)Week	Two hours	Introducing the student to the linguistic and technical meaning of the library	Introduction to the Definition of Libraries	Lecture and presentation and brainstorming	Daily and monthly test
(1) October (2)Week	Two hours	A statement of library and types their objectives	Types of libraries	Lecture and presentation and brainstorming	Daily and monthly test
(1) October (3)Week	Two hours	Defining the concept of a catalog and explaining the types of catalogs in .libraries	Types of catalogs in libraries	Lecture and presentation and brainstorming	Daily and monthly test
(1) October		Introducing			

(٤)Week	Two hours	the student to the concept of sources and references and explaining the difference between them	Sources, references, and basic concepts	Lecture and presentation and brainstorming	Daily and monthly test
(٢) October (٥)Week	Two hours	First month exam			
(٢) October (٦)Week	Two hours	Introducing the student to the characteristics of good scientific research and qualities of a successful researcher	Search Features Researcher's Recipes	Lecture and presentation and brainstorming	Daily and monthly test
(٢) October					

(٧)Week	Two hours	Introducing the student to the steps of preparing scientific research	The researcher's work Steps for) preparing the .(research	Lecture and presentation and brainstorming	Daily and monthly test
(٢) October (٨)Week	Two hours	Instructing the student on how to choose a research topic and how to formulate a research title or define the problem	Voluntary and mandatory donations	Lecture and presentation and brainstorming	Daily and monthly test
(١) Canon (٩)Week	Two hours	Introducing the student to how to develop a research plan with practical	Choosing a topic and formulating the title	Lecture and presentation and brainstorming	Daily and monthly test

		application			
(١) Canon (١٠)Week	Two hours	Introducing the student to how to develop a research plan with application	Research structure Research) (Plan	Lecture and presentation and brainstorming	Daily and monthly test
(١) Canon (١١)Week	Two hours	Introducing the student to writing introductions that precede the elements preceding the .introduction	Research supplements Elements that precede the introduction (preliminaries)	Lecture and presentation and brainstorming	Daily and monthly test
(١) Canon (١٢)Week	Two hours	Introducing the student to the components of the introduction and conclusion and how to .write them	the introduction Conclusion	Lecture and presentation and brainstorming	Daily and monthly test

December Week (٢) (١٣)	Two hours	Second month exam			
December Week (٢) (١٤)	Two hours	Introducing the student to research supplements after the conclusion, including organizing information sources, appendices, .and indexes	Research supplements after come that the conclusion	Lecture and presentation and brainstorming	Daily and monthly test
December Week (٢) (١٥)	Two hours	Introducing the student to traditional and computerized data collection , tools questionnaires, interviews, and	Collecting scientific material	Lecture and presentation and brainstorming	Daily and monthly test

		.observation			
December Week (٢) (١٦)	Two hours	Teaching students methods of documenting information and how to .document it	Writing the material on cards	Lecture and presentation and brainstorming	Daily and monthly test
،March (١٧) week	Two hours	Teaching the student how to formulate the material and begin .writing it	Drafting the material and starting to write it	Lecture and presentation and brainstorming	
،March (١٨) week	Two hours	First month exam			
،March (١٩) week	Two hours	Teaching the student how to organize material the	Classification of scientific material	Lecture and presentation and brainstorming	Daily and monthly test
،March (٢٠) week	Two hours	Teaching the student how to write the material in the main	Writing the text	Lecture and presentation and brainstorming	Daily and monthly test

		text, including additions, comments, types of information, and how to present them in the .research			
week ,April (٢١)	Two hours	Introducing the student to methods of documenting global sources	Footnote documentation Documentation methods	Lecture and presentation and brainstorming	Daily and monthly test
week ,April (٢٢)	Two hours	Introducing the student to the concept of investigation, both linguistically and technically, and	Investigating the manuscripts Definition of) (investigation	Lecture and presentation and brainstorming	

		identifying its .elements			
week ,April (٢٣)	Two hours	Second month exam			
April, week (٢٤)	Two hours	Introducing the student to the criteria for selecting manuscripts	Guidelines for the selecting manuscript	Lecture and presentation and brainstorming	Daily and monthly test
May			Year	on the date	AD ٢٠٢٦/٥/١٧

247. Learning outcomes

resources, and Defines the concepts of libraries, information : **a) Knowledge Outcomes**
scientific research precisely and distinguishes between
(Types of sources (primary, secondary, electronic, paper
Uses the library catalog (paper and electronic) to access the required : **Skill outputs (b**
.from various sources and documents it correctly resources, and collects information
Adheres to academic integrity in citation : **based and affective outcomes–c) Value**
.learning and future research–and quotation, and bears responsibility for self
lity to use evidence and proof to The student's abi :**Reasoning and argumentation**
demonstrate an idea or support a scientific opinion in a systematic and disciplined
.manner

:Skills

:Mental skills .١

It is one of the skills related to thinking, analysis, and deduction, which involves
research topic into its basic elements and extracting results from the data analyzing the
.and evidence

:Practical skills . ۲

These are the skills related to practical implementation within the library or during academic cataloging and searching scientific research, using the library's paper and electronic digital databases and information.

:Research skills . ۳

This is the specialized skill in the scientific research methodology, which involves choosing an appropriate title, formulating it accurately, and defining the research problem, its objectives, and its limits.

Other skills related to employability and personal development) : **General and transferable skills** – ۴

(development

.Talent– ۱

.up–Follow – ۲

.(Defining the work (library and field study – ۳

to the subject of (libraries, scientific research, Collecting information and data related – ۴

.(scientific research methods, text verification

move the student from receiving information to producing These outcomes aim to

knowledge, so that they do not merely memorize but also practice analysis

.deduction, and reasoning

248. Teaching and learning methods

• This is an educational method based on moving from specific cases to general rules, where the teacher presents models or applied : **The inductive method**

.deduce the rule or judgment themselves examples and then guides the students to

• This is an educational method based on moving from the general rule to specific applications, where the teacher begins by stating the : **The deductive method**

.rule or concept and then applies it to practical examples

249. Assessment methods

Daily tests

Monthly tests

250. Course evaluation

is distributed according to the tasks assigned to the student, such as daily preparation and daily exams .based...etc–Oral, monthly, written, and report

251. Learning and teaching resources

Required textbooks (methodology, (if applicable	Scientific Research Methodology and Library
(Main references (sources	
Recommended supporting books and references (scientific journals, (...reports	
references, websites Electronic	

Phase Four

Course Description

— Jurisprudence Islamic of Principles .description Course

Fourth Stage

Principles of Islamic Jurisprudence :Course Name .

· Course code · For 404

· Annual course : Term/Year ·

· AD ٢٠٢٥/٩/٢١ : description was prepared Date this ·

· Available attendance formats: Classroom lectures ·

· hours · : (Number of study hours (total) / Number of units (total) ·

· (Name of the course coordinator (if there is more than one, please state ·

M.D. Nadhir Razouki Mustafa :Name :email address A'a –Al

nather.razoqey@imamaladham.edu.iq

252. objectives Course

Objectives Course

:By the end of this course, the student is expected to

43. the Introducing students to the concept of and ,(Fiqh–science of Islamic jurisprudence (Usul al . explaining its topics
44. Statement of the sources of Islamic legal rulings . (evidence of rulings)
45. Introducing students to how to deal with . conflicting texts such as absolute and restricted
46. Developing students' ability to understand the dent may So that the stu rules and overall evidence . arrive at the deduction of jurisprudence

47. the branches of jurisprudence (detailed evidence) to the fundamental principles (general evidence) . Linking

253. Teaching and learning strategies

strategy

1. Interactive learning
Active student participation: Encouraging scholarly discussions such as prescribed topics in Islamic jurisprudence among students the issues of legal rulings, their categories, and their as depth –formulations , while posing analytical questions that foster understanding. Students can be divided into groups to discuss .topics and then present their findings specific jurisprudential definition of the ruling, evidence for rulings,) issues fundamental explains its and e analyzes its evidence ,(fundamental principles .Colleagues .then presents it to the rest of the group , meanings

2. Practice-based learning
The scientific application of texts: Training students link the to branches of jurisprudence (detailed evidence) with the fundamental .(neral evidenceprinciples (ge

Oral assessment: This involves discussing fundamental topics with a and analyzing their answers, along with presenting students helps to correct and consolidate review Scientific .discussion .concepts

:based learning–Project .۳

Scientific research: Students are assigned to prepare short research defining the ruling and such as , fundamental topics papers on addressing one of the proofs of the or ,explaining its divisions , isionsruling, such as analogy, and explaining its rulings and div .which develops research and analysis skills

Practical application: Preparing analytical activities that include the jurisprudential and explaining fundamental texts studying . applications they contain based on general rules

:technology Learning using .۴

and Islamic reliable digital libraries Electronic resources: Utilizing to access approved disseminated on the Internet databases which helps students develop scientific , fundamental sources .research skills

ronic platforms to upload lectures, Educational platforms: Using ele scientific materials, and assignments, enabling students to learn .independently and follow up continuously

:oriented learning–Goal .۵

Setting clear objectives: Introducing students to the objectives of Such as .sources of legislation such as identifying ,each study un

which helps them , approval, custom, or command and prohibition
 .to focus and achieve learning outcomes

Continuous feedback: Providing periodic feedback on student
 ments to promote correct performance in discussions and assign
 .understanding

:Cumulative learning .٦

the **Building on prior knowledge:** Moving from general concepts in
 rulings, evidence of to the minute details of science of jurispruden
 ns the which deepe , rulings, and methods of deriving rulings
 .students' understanding

Review and reinforcement: Allocate time to review previous topics
 and link them to new topics to ensure that the information is
 .consolidated

:based learning–Analysis .٧

fundamental issues **Presenting** : fundamental issues **Analyzing**
 preference or that need analysis and discussion, such as juristic
 bring examples and training students to , analogy and its types
 of legal evidence, which develops critical of contemporary issues
 .and research thinking

254. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
September	Two	Defining the	The ruling	Lecture and	Daily and

١	hours	ruling linguistically and technically, and explaining .its categories	and its original divisions	presentation	monthly test
١ October	Two hours	A statement of each section, including its formulas and .examples	Sections of the Obligatory Ruling	Lecture and presentation	Daily and monthly test
٢ October	Two hours	Defining each section with examples	Divisions of positive law	Lecture and presentation	Daily and monthly test
٣ October	Two hours	Introducing the Holy Quran, explaining its characteristics, its miraculous nature, and its .significance	Evidence for rulings/Quran	Lecture and presentation	Daily and monthly test
٤ October	Two hours	Definition of the Sunnah, its authority, its divisions, types, and	Prophetic Sunnah	Lecture and presentation	Daily and monthly test

		conditions			
November ١	Two hours	Its definition, ,legal validity divisions, and the possibility of its formation	Consensus	Lecture and presentation	Daily and monthly test
November ٢	Two hours	Its definition, divisions, ruling, and pillars	Measurement	Lecture and presentation	Daily and monthly test
November ٣	Two hours	Statement of the conditions of analogy, definition of the cause, and conditions for its realization	Conditions of measurement with conditions of cause	Lecture and presentation	Daily and monthly test
November ٤	Two hours	Statement of Istihsan (juristic preference), its categories, and its legal authority	approval	Lecture and presentation	Daily and monthly test
December ١	Two hours	Its definition, types, and	The public interest	Lecture and presentation	Daily and test monthly

		proof of its authority			
December ٢	Two hours	Its definition, conditions, and legal validity	Blocking the means	Lecture and presentation	Daily and monthly test
December ٣	Two hours	Its definition, its authority, and the conditions for its validity	custom	Lecture and presentation	Daily and monthly test
December ٤	Two hours	Categories of the Companion's Statements and an Explanation of the Authority of Each Category	The saying of the companion	Lecture and presentation	Daily and monthly test
١ January	Two hours	definition, Its types, and ruling	It was legislated by those before us	Lecture and presentation	Daily and monthly test
٢ January	Two hours	Its meaning, types, and legal authority	Presumption of continuity	Lecture and presentation	Daily and monthly test

February ١	Two hours	Definition and types	private	Lecture and presentation	Daily and monthly test
February ٢	Two hours	Knowledge and wisdom	absolute	Lecture and presentation	Daily and monthly test
١ April	Two hours	Knowledge, ruling, and interpreting the absolute in light of the restricted	The restricted	Lecture and presentation	Daily and monthly test
٢ April	Two hours	Its meaning, form, and significance	The matter	Lecture and presentation	Daily and monthly test
٣ April	Two hours	Its meaning, form, and significance	Prohibition	Lecture and presentation	Daily and monthly test
٤ April	Two hours	Its definition and terminology	Year	Lecture and presentation	Daily and monthly test
١ May	Two hours	Statement of allocation types	General allocation	Lecture and presentation	Daily and monthly test
٢ May	Two hours	Understanding the common element, its ruling, and its generality	Subscriber	Lecture and presentation	Daily and monthly test

on the date

AD ٢٠٢٦/٥/١٧

255. Learning outcomes

:understanding Knowledge and .١

the issues : The student will be able to explain the concept of fundamental the :and its most important topics, such as fundamentals of jurisprudence definition of the ruling and the divisions of the obligatory and positive ruling, nce of rulings such as the Book, the Sunnah, analogy, consensus, the evidence etc., and the methods of deduction such as the general and the specific, the . absolute and the qualified

The student : of the principles of jurisprudence Understanding the evidence Agreed upon and disputed rulings evidence of the And the ruling dsunderstan . And how to derive rulings from the overall evidence

:Mental skills .٢

and fundamental issues issues : The student is able to analyze fundamental . applying fundamental principles on the issue by explain the legal ruling . unconventional opinions Reasoning and discussion: The student can discuss based on the principles of sound evidence The unusual fatwas and the use of . jurisprudence

:Practical skills .٣

The student is : the principles of jurisprudence Applying the scientific method in able to use the rules of the principles of jurisprudence and apply contemporary . jurisprudential branches to these rules

r: The student applies the to behavior the principles of jurisprudence Linking

of the principles of jurisprudence by linking rulings to their implications underlying reasons, wisdom, and the secrets of legislation, and making the student more disciplined in explaining rulings through the application of the .rules of jurisprudence

:Research skills . ٤

The student acquires the ability to refer to : fundamental sources Researching and to analyze texts the principles of jurisprudence the approved sources in . with rulings, evidence and methods of deduction

studies : The student is able to prepare scientific research or fundamental and analyze them according to the fundamental topics reports that address .scientific method

:Personal and general skills . ٥

pursue learning in the learning: The student demonstrates the ability to–Self .through various scientific sources fundamentals field of

Scientific communication: The student acquires the ability to present and the results of his research clearly in writing and fundamental issues .discussion

ainty and scientific discipline: The student adheres to the Strengthening cert , of the principles of jurisprudence correct approach in receiving the issues and scientific discipline, knowing the while establishing certainty in matters . o which rulings are derivedmeanings of words and rules according t

the These outcomes aim to prepare the student to be proficient in matters of capable of understanding, analyzing and reasoning, , principles of jurisprudence ioral based and behav–to the faith fundamental knowledge while linking the .reality

6. Teaching and learning methods

- in of the principles of jurisprudence Theoretical lectures: Presenting the topics of their evidence, a scientific and systematic manner, with an explanation and discussion of the ,knowledge of the rules used to deduce the ruling .scholars’ statements
- how to extract the ruling from the Practical lessons: Training students on with , understanding the meaning of the word and , fundamental principle .interactive discussion within the classroom
- assessments: Conducting oral and written tests and interim Continuous assessments to measure the extent of students’ understanding of doctrinal concepts .and their ability to reason and analyze

7. Assessment methods

Daily tests
Monthly tests

8. Course evaluation

is distributed according to the tasks assigned to the student, 100 grade out of The .such as daily preparation and daily exams .based...etc–Oral, monthly, written, and report

9. Learning and teaching resources

Required textbooks (methodology, if applicable)	Concise Guide to the Principles of Islamic A Jurisprudence by Dr. Abdul Karim Zaidan
(Main references (sources	
Recommended supporting books and references (scientific journals, (...reports	
Electronic references,	

websites	
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Course Description Four Phase

260. Course Name	
Stage Four -Islamic Belief (Prophecies)	
261. Course code	
RDO217	
262. Semester/Year	
annual	
263. Date this description was prepared	
.AD ٢٠٢٥/١٠/١	
264. Available forms of attendance	
My presence	
265. (Number of study hours (total) / Number of units (total	
units ١٢٠ hours, ٦٠ Number of hours:	
266. Name of the course coordinator (if there is more than one, please mention	
.(it	
: Name: M. Ibrahim Wisam Fakhri Email	
ibrahimwisam5@imamaladham.edu.iq	
267. objectives Course	
Course objectives	Studying the topic of prophethood within the Islamic creed curriculum, with an explanation of the methodology of Ahlus Sunnah wal Jama'ah in matters of prophethood and messengership and related evidence of the truthfulness of the prophets, their miracles , and stics, their infallibility andcharacteri developing the students' ability to analyze doctrinal

statements and compare them with the methodology of Ahlus Sunnah, and acquiring the skill of understanding linking the doctrinal texts and reasoning for them, and based and behavioral –issues of prophethood to its faith effects in the life of the Muslim.

268. Teaching and learning strategies

strategy Strategy: Adopting the project method and scientific discussion in teaching the subject of prophecies within the subject of creed, while training students to analyze and understand the creedal texts related to prophecy and the message according to the scientific method of the Sunnis and the community, and developing the skills of comparison, reasoning and deduction to reach correct results in matters of prophecy and related matters of belief.

269. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
September ٢	٢	A statement of humanity's need for prophecy and its importance.	Man's need for prophecy	Lecture and presentation	Daily and monthly
٤Elo	٢	Identifying those who deny prophethood and their statements.	Deniers of Prophethood	Lecture and presentation	Daily and monthly
October	٢	Discussing and refuting the most prominent doubts about prophethood.	Discussing suspicions	Lecture and presentation	Daily and monthly
October	٢	Defining the Prophet and the Messenger and explaining the difference	Definition of Prophet and Messenger and the	Lecture and presentation	Daily and monthly

		between them.	difference between them		
October	۲	A statement explaining the ruling and wisdom behind sending messengers.	Ruling on sending messengers	Lecture and presentation	Daily and mon
October	۲	Explaining the methods and evidence for proving prophethood.	Method of proving prophethood	Lecture and presentation	Daily and mon
November	۲	Student achievement assessment.	First month test	Lecture and presentation	Daily and mon
November	۲	A statement on the humanity of the messengers and prophets.	The humanity of the messengers and prophets	Lecture and presentation	Daily and mon
November	۲	Explaining the benefits of human symptoms occurring to the messengers.	Benefits of human manifestations for the messengers	Lecture and presentation	Daily and mon
November	۲	A statement on the obligation to believe in the prophets and messengers.	The obligation to believe in the prophets and messengers	Lecture and presentation	Daily and mon
December	۲	To identify the general characteristics of the messengers.	The attributes of the messengers	Lecture and presentation	Daily and mon
December	۲	A statement on the infallibility of prophets and messengers.	Infallibility Protection from major sins	Lecture and presentation	Daily and mon
December	۲	Clarification of protection from major sins.	Protection from lying and other major sins	Lecture and presentation	Daily and mon
December	۲	Student achievement assessment.	Second month test	Lecture and presentation	Daily and mon

February	٢		vacation	Lecture and presentation	Daily and mon
February	٢		vacation	Lecture and presentation	Daily and mon
February	٢	A statement of the nature of the messengers' communication.	Notification	Lecture and presentation	Daily and mon
February	٢	Clarifying intelligence and masculinity in relation to the messengers.	Intelligence and masculinity Safety from defects	Lecture and presentation	Daily and mon
March	٢	Definition of revelation and explanation of its types.	Revelation and its types	Lecture and presentation	Daily and mon
March	٢	Discussing and refuting doubts about revelation.	about Doubts revelation	Lecture and presentation	Daily and mon
March	٢	Analyzing and responding to the statements of orientalists.	A response to the statements of orientalists	Lecture and presentation	Daily and mon
March	٢	A statement regarding the claim that the Prophet derived his knowledge, and a response to it.	The suspicion that he derived his knowledge from Bahira	Lecture and presentation	Daily and mon
April	٢	Defining a miracle and explaining its conditions.	The miracle and its conditions	Lecture and presentation	Daily and mon
April	٢	Distinguishing between a miracle and a divine favor .	dignity	Lecture and presentation	Daily and mon
April	٢	A statement on the unique nature of the prophethood of the Prophet Muhammad (peace and) blessings be upon	Special prophecy (the prophecy of the Prophet Muhammad, peace and	Lecture and presentation	Daily and mon

		(him.	blessings be (upon him		
April	٢	Identifying the types of miracles of the Prophet ﷺ.	Types of His Miracles	Lecture and presentation	Daily and mon
١ May	٢	A statement of the ruling of the Sharia of those before us.	It was legislated by those before us	Lecture and presentation	Daily and mon
٢ May	٢	Explanation of intercession and its types.	Intercession and its types	Lecture and presentation	Daily and mon

270. Course evaluation

the student, is distributed according to the tasks assigned to ١٠. The grade out of .such as daily preparation and daily exams .based...etc–Oral, monthly, written, and report marks ٣. Monthly exam: -١

Conducting short research projects to be discussed in class, along with daily -٢ (marks ١٠)preparation

marks ٦. Final exam: - ٣

271. Learning and teaching resources

Required textbooks (methodology, (if applicable	Islamic Creed and its Schools of Thought: Douri-Dr. Qahtan al
(Main references (sources	
Recommended supporting books and references (scientific journals (...reports	
Electronic references, websites	

Course Description

Fourth Stage — certification Hadith description Course

Hadith Authentication :Course Name . ١	
: Course code . ٢ RHS222	
. Annual course : Term/Year . ٣	
. AD ٢٠٢١ /٩/٢١ : description was prepared Date this . ٤	
.Available attendance formats: Classroom lectures . ٥	
. hours ٤٦ : (Number of study hours (total) / Number of units (total) . ٦	
: (Name of the course coordinator (if there is more than one, please state . ٧	
Prof. Dr. Taha Hamid Harish :Name :A'a – Altaha.hameed@imamaladham.edu.iq	
272. objectives Course	
Objectives Course	<p>:By the end of this course, the student is expected to</p> <p>48. of Hadith Introducing students to the concept . explaining its topics and , authentication</p> <p>49. . Statement of the sections on Hadith verification</p> <p>50. Informing students on how to deal with the . classification of authentic and weak hadiths</p> <p>51. the Developing students' ability to understand So that the .different types of hadith transmission student may come to know what is acceptable and</p>

. what is rejected

52.the sections on Hadith authentication to the Linking

. rules of Hadith scholars

273. and learning strategies Teaching

strategy

:Interactive learning . ١

Active student participation: Encouraging scholarly discussions such as the prescribed hadith verification issues among students on its topics are and (takhrij) The concept of hadith verification as depth –along with analytical questions that foster in explained understanding. Students can be divided into groups to discuss .and then present their findings hadith verification topics specific

ed into small groups, each Cooperative learning: Students are divided into defining) hadith verification group addressing a specific issue in sources its categories , identifying its explaining , hadith verification The course presents the most .(its conditions and outlining , :such as , in the science of hadith verification prominent topics types and methods of verification based on the chain of narrators ranking narrator, –and the text of the hadith, identifying the highest identifying unusual words, or determining the subject matter of the explain its and the wording The students then analyze . ithhad .Colleagues .before presenting it to the rest of the class , meaning

:based learning–Practice . ٢

the link to Training students : of definitions The scientific application of the modern with the rules linguistic and terminological definition

. scholars

of Oral assessment: It relies on discussing with students the topic and analyzing their answers, while providing Hadith transmission .rrrect and consolidate conceptsscientific feedback that helps to co

:based learning–Project .۳

Scientific Research: Students are tasked with preparing short such as , hadith verification research papers on topics related to its yingidentif , its categories explaining , defining hadith verificati The course presents the . and outlining its conditions , sources such as , in the science of hadith verification most prominent topic the types and methods of verification based on the chain of narrators (isnad) and the text (matn) of the hadith, identifying the ranking narrator, identifying unfamiliar words, or identifying –highelrch and thus developing resea , the subject matter of the hadith .analytical skills

Practical application: Preparing analytical activities that include its and explaining the chain of transmission of hadith studying . applications based on the terminology of hadith scholars

:Learning using technology .۴

and Islamic reliable digital libraries Electronic resources: Utilizing for to access approved sources available on the Internet databases

which helps students develop scientific research skills, Hadith verification skills

Using electronic platforms to upload lectures, Educational platforms: Using electronic scientific materials, and assignments, enabling students to learn independently and follow up continuously

Goal-oriented learning .6

Setting clear objectives: Informing students of the objectives of each course unit, such as graduation requirements, has an understanding of the course unit, such as its conditions, its sources, its divisions, hadith verification, and its focus and achieve learning outcomes

Continuous feedback: Providing periodic feedback on student assignments to promote correct performance in discussions and understanding

Cumulative learning .7

Building on prior knowledge: Moving from general concepts in the science of Hadith verification to the precise details of the conditions of the students' which deepen their understanding and types of Hadith verification

Review and reinforcement: Allocate time to review previous topics and link them to new topics to ensure that the information is

.consolidated
 :based learning–Analysis .√
 that need Hadith issues Presenting : Hadith Issues Analysis of
 the authenticity of the Hadith analysis and discussion, such as
 and training students to , and the weakness of the narrators
 which develops critical and research , bring examples of them
 .thinking

274. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
September ١	Two hours	Definition of graduation	Its types and conditions	Lecture and presentation	Daily and monthly test
١ October	Two hours	Statement of sources	Original and secondary	and Lecture presentation	Daily and monthly test
٢ October	Two hours	His works	Types	Lecture and presentation	Daily and monthly test
٣ October	Two hours	The first method	Knowing the highest narrator	Lecture and presentation	Daily and monthly test
٤ October	Two hours	The second method	Knowing the topic of the conversation	Lecture and presentation	Daily and monthly test
November ١	Two hours	The third method	ID strange word	Lecture and presentation	Daily and monthly test

November ٢	Two hours	The fourth method	Knowing the beginning of the hadith	Lecture and presentation	Daily and monthly test
November ٣	Two hours	The fifth method	Knowing the characteristics and conditions of the hadith	Lecture and presentation	Daily and monthly test
November ٤	Two hours	Electronic method	Digital encyclopedias	Lecture and presentation	Daily and monthly test
December ١	Two hours	Knowledge of the connection of the hadith	Contact Terms	Lecture and presentation	Daily and monthly test
December ٢	Two hours	Knowing the narrator's translation	Translation elements	Lecture and presentation	Daily and monthly test
December ٣	Two hours	Sources of the narrators	Books of Hadith Narrators	Lecture and presentation	Daily and monthly test
December ٤	Two hours	Types of narrators	The trustworthy and the weak	Lecture and presentation	Daily and monthly test
١ January	Two hours	Ranks of Hadith Narrators	The narrator's description and the	Lecture and presentation	Daily and monthly test

			degree of his narration		
٢ January	Two hours	Distinguishing the narrators	Distinguishing elements of narrators	Lecture and presentation	Daily and monthly test
February ١	Two hours	Preferential evidence	Jarh wa Ta'dil	Lecture and presentation	Daily and monthly test
February ٢	Two hours	Sender	ruling and His example	Lecture and presentation	Daily and monthly test
١ April	Two hours	The deviant and the reprehensible	His ruling and example	Lecture and presentation	Daily and monthly test
٢ April	Two hours	Disturbed and upside down	His ruling and example	Lecture and presentation	Daily and monthly test
٣ April	Two hours	the topic	His ruling and example	Lecture and presentation	Daily and monthly test
٤ April	Two hours	High and low	His ruling and example	Lecture and presentation	Daily and test monthly
١ May	Two hours	The Quran and the distorted version	His ruling and example	Lecture and presentation	Daily and monthly test
٢ May	Two hours	The series	His ruling and example	Lecture and presentation	Daily and monthly test
				on the date	AD ٢٠٢٦/٥/١٧

275. Learning outcomes

:Knowledge and understanding . ١

**The student will be able to explain the : Hadith Authentication Understanding
:and its most important topics, such as authentication concept of hadith
its sources explaining , its categories explaining , hadith authentication defining
in the The course presents the most prominent topics . and its conditions ,
the types and methods of :such as , science of hadith authentication
of the hadith, and authentication through the chain of narrators and the text
ranking narrator, an unusual word, or the –through identifying the highest
. subject matter of the hadith**

**On the hadith the ruling The student understands : the grading Understanding
. how to indicate it And and its source in the books of hadith verification**

:Mental skills . ٢

**The student is able to analyze : related to hadith authentication Analyzing issues
on narrators by applying the and explain the ruling hadith authentication issues
. rules of hadith authentication**

**the definition of the types ussion: The student can discussReasoning and disc
. of hadith authentication and provide examples of them**

:Practical skills . ٣

**use The student is able to : hadith verification Applying the scientific method in
. the rules of verification and apply the rules of hadith scholars to them**

**to behavior: The student applies the effects the authentication of hadith Linking
of accepting hadith with the qualities of a just narrator, and makes the student
.ned in explaining the conditions of authenticationmore discipli**

:Research skills . ٤

The student acquires the ability to refer to the : Hadith sources Researching . of its rules and the analysis the authentication of Hadith approved sources for dent is able to prepare scientific research or reports that studies : The stu Hadith and analysis according to the Hadith authentication address the topics of .scientific method

:Personal and general skills .◦

learning: The student demonstrates the ability to pursue learning in the –Self .through various scientific sources Hadith transmission field of

modern Scientific communication: The student acquires the ability to present .ch clearly in writing and discussionand the results of his resear issues

Strengthening certainty and scientific discipline: The student adheres to the , of extracting the Prophetic Hadith correct methodology in receiving matters ine by knowing the and scientific discipl while establishing certainty in matters . rules of the Hadith scholars

Hadith These outputs aim to prepare the student to be proficient in matters of capable of understanding, analyzing and reasoning, while , authentication .reality to faith and behavioral Hadith knowledge linking

6. Teaching and learning methods

- in a Hadith authentication Theoretical lectures: Presenting the topics of its divisions, knowing the rules scientific and systematic manner, explaining .scholars and discussing the statements of ,used to accept Hadith
- knowing and , how to extract hadiths Practical lessons: Training students on .with interactive discussion within the classroom , their types
- Continuous assessments: Conducting oral and written tests and interim derstanding of concepts and their ability to assessments to measure students' un

.reason and analyze

7. Assessment methods

Daily tests
Monthly tests

8. Course evaluation

is distributed according to the tasks assigned to the student, 100. The grade out of
.exams such as daily preparation and daily
.based...etc–Oral, monthly, written, and report

9. Learning and teaching resources

Required textbooks (methodology, if applicable)	-Hadith Graduation by Dr. Abdul Aziz Al Shaya
(Main references (sources	
Recommended supporting books and scientific journals,) references (...reports	
Electronic references, websites	

Course Description: Methodologies of Quranic Exegesis

280. Course Name

Methods of the Commentators / Fourth Stage

281. code Course

FOR401

282. Year /Semester

annual system

283. description was prepared Date this

٢٠٢٣/١٠/١

284. forms of attendance Available

My presence

285. (Number of study hours (total) / Number of units (total

units & hours / ٢

286. if there is more than one, please) Name of the course coordinator
.(mention it

subject within the departments of Islamic specializing in the Name: A group of profess
Theology

:email address A's -A]alrawialrawi1969@gmail.com

M. M. Muhammad Shafiq Muhaysin : Professor

287. objectives Course

Course objectives

- interpretation, and the difference between interpretation and .Defining methodol
- .exegesis
- .Understanding the stages that the interpretation went through
- .A statement of the various approaches of the commentators in interpretation
- nd an explanation of the qualities and manners The sciences necessary for the interpret
- .of the interpreter
- A statement of the reasons for the differences among the interpreters, mentioning t
- .reasons for the error in the interpretation
- tation based on transmitted Mention examples of interpretations (the model of inter
- (knowledge, the model of interpretation based on opinion, the model of modern interpretati
- . Expanding students' understanding to accept and benefit from this diversity
- secondary schools and Working to graduate batches of students to supply
- .universities with teachers to educate the new generation

288. Teaching and learning strategies

strategy

cognitive objectives

- 1- Knowledge of the basics of interpretive schools and the stages they have gone through
- 2- Knowledge of the sciences necessary for the interpreter
- 3- Forming the interpretive thinking of the student of interpretation
- 4- Knowing the efforts made by the interpreters to produce interpretive books
- 5- Expanding the interpretive knowledge of students of Islamic sciences
- 6- Building a generation aware of different interpretive knowledge and capable of peaceful coexistence in society

: Skill objectives

- 1- The ability to distinguish correct interpretive opinions from corrupt ones
- 2- The ability to distinguish between interpretation and explanation
- 3- Developing the skill of contemplating the Qur'an according to the rules and sciences necessary for the student of interpretation
- 4- Developing the skill of deriving interpretive opinions from approved sources in Islamic sciences
- 5- Developing the skill of distinguishing between interpretation based on tradition and interpretation based on opinion
- 6- The ability to distinguish between correct symbolic interpretation and false esoteric interpretation
- 7- Building the student's leadership personality and preparing him as an educator for future generations

: Affective goals

- 1- Knowing one's Lord is essential, and man was created to worship
- 2- Studying the Quran brings psychological and emotional comfort, service to society in this world and the hereafter, and enables
- 3- Understanding the value of knowledge and scholars is achieved by examining the efforts made by scholars in interpretation
- 4- Developing a love for Islam by connecting the student to the

.intellectual heritage of Islam

:teaching methods used Learning and

- 1- Lecture and presentation method
- 2- Induction method
- 3- Discussion method
- 4- How to use modern technology

:Evaluation methods

- 1- Daily tests
- 2- Monthly tests
- 3- .Preparing scientific research and reports by the student

289. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	٧	Introducing the methodologies of Quranic commentatc	Definition of curriculum and method The difference between them and their importance Knowledge of the methodologies of the commentators	a lecture discussio	Daily test Monthly test
the second	٧	The difference between interpretation and exegesis	The meaning of interpretation, linguistical and technically The meaning of interpretation, linguistical technically and Scholarly opinions on the difference between them	a lecture discussio	Daily test Monthly test
the third	٧	Interpretation and explanation Two successive stages	Discussion of the evidence on The stage between them	a lecture discussio	test Daily Monthly test
Fourth	٧	The movement of interpretation in Her historical journey	The interpretation is in the process of being established Interpretation is in the process of being	a lecture discussio	Daily test Monthly test

			.established		
Fifth	٢	The movement of interpretation in Her historical journey	The interpretation is in the .branching out process of The interpretation is in the renewal process of	a lecture discussion	Daily test Monthly test
Sixth	٢	The interpreter's and interpretation's requirements	Essential sciences for the interpreter The qualities and etiquettes of the interpreter	a lecture discussion	Daily test Monthly test
Seventh	٢	The best methods of interpretation	Interpreting the Quran with the Quran Interpreting the Quran using the Sunnah Interpreting the Quran with the sayings of the Companions Interpretation of the Quran in the Arabic language deduction	a lecture discussion	Daily test Monthly test
Eighth	٢	the Reasons for differences among the interpreters	diversity and Varieties for the reasons The main difference	a lecture discussion	Daily test Monthly test
Ninth	٢	the Reasons for differences among the interpreters	The difference is due to the readings Difference due to probability and restriction	a lecture discussion	Daily test Monthly test
tenth	٢	the Reasons for differences among the interpreters	The difference is due to the difference between general and .specific The difference is due to literal and figurative .meaning	a lecture discussion	Daily test Monthly test
attheistic ten	٢	the Reasons for differences among the interpreters	The difference is due to the .shared vocabulary The difference in the pronoun's reference The difference lies in the source relied upon in the .interpretation	a lecture discussion	test Daily Monthly test
the second ten	٢	Guidelines for evaluating the interpreter	Complete knowledge of the era of the interpreter Complete knowledge of the	a lecture discussion	Daily test Monthly test

			<p>interpreter's personality Identifying the true objectives From the interpretation of the Analysis of the rules interpreter's methodology Full access to the commentator's output and writings</p>		
the third ten	۲	Interpretive Calendar Guidelines	<p>Comprehensive study of the interpreter Objectivity in research balanced perspective of the interpreter Objectivity in evaluation and fairness In the ruling</p>	a lecture discussion	Daily test Monthly test
Fourth ten	۲	Interpretation based on transmitted knowledge	<p>Defining the term "Mathu linguistically and technical Sources of interpretation based on transmitted knowledge</p>	a lecture discussion	Daily test Monthly test
Fifth ten	۲	Interpretation based on transmitted knowledge	<p>of readings Types Conditions for correct reading</p>	a lecture discussion	Daily test Monthly test
Sixth ten	۲	Interpretation based on transmitted knowledge	<p>Irregular readings The difference between interpretive readings and anomalous readings</p>	a lecture discussion	Daily test Monthly test
Seventh ten	۲	Rules of interpretation based on transmitted knowledge	<p>Interpreting the Quran with the Quran Interpreting the Quran using the Sunnah</p>	a lecture discussion	Daily test Monthly test
Eighth ten	۲	Rules of interpretation based on transmitted knowledge	<p>The words of the Quran are to be taken literally legitimacy The statement of the Companion in the interpretation takes precedence over After him The statement of the Successor in interpretation takes precedence over After him</p>	a lecture discussion	Daily test Monthly test
Ninth ten	۲	interpretation Rules based on transmitted	<p>Interpretation based on tradition is not accepted</p>	a lecture discussion	Daily test Monthly test

		knowledge	Only after it has been proven and extracted Combining the different sayings of the Companions and Followers Do not rely on Israeli sources except what is authentic according to our authentic standards		
Twenty	٢	Suyuti and his -Al -interpretation in Al -Manthur fi Al-Durr Mathur-Tafsir bi Al	Suyuti's Life-Al Suyuti-Works of Imam	a lecture discussion	Daily test Monthly test
atheistic Twenty	٢	Theoretical archaeological interpretation	Its concept	a lecture discussion	Daily test Monthly test
the second Twenty	٢	Introducing Imam Ibn Tabari and his -Jarir methodology in Interpretation	His life His doctrine His virtues classifications His	a lecture discussion	Daily test Monthly test
the third Twenty	٢	Tabari's -Imam al approach to interpretation	How did he approach the verses in his interpretation Interpretation of all verses of the Quran cream with trace Quranic readings	a lecture discussion	Daily test Monthly test
Fourth Twenty	٢	Imam Ibn Kathir and his methodology In interpretation	Ibn Kathir's Life Introduction to Ibn Kathir's Interpretation Ibn Kathir's approach in his interpretation	a lecture discussion	test Daily Monthly test

290. Course evaluation

marks for the daily test ◦
marks for daily preparation and class participation ◦
marks for the monthly test ٣.
marks on the final exam ٦.

291. Learning and teaching resources

Required textbooks (methodology, (applicable	Introducing students to the methodologies Khalidi-Quranic commentators / Salah Al
(Main references (sources	Interpretation and Interpreters / Muhammad Dhahabi-Hussein Al
Recommended supporting books and (...reports ,references (scientific journals	/ Approved books of interpretation Tabari-Tafsir al Razi-Keys to the Unseen by Al Zamakhshari-Kashshaf Commentary by Al-A Ibn Kathir's Interpretation
Electronic references, websites	Interpretive websites Tafsir Forum

Course Description

Fourth Stage — preservation And Hadith ,description Course

and Memorization Hadith :Course Name .١
: Course code .٢ RHE416
. Annual course : Term/Year .٣
. AD ٢٠٢١/٩/٢١ : description was prepared Date this .٤
.formats: Classroom lectures Available attendance .٥
. hours ٤٦ :(Number of study hours (total) / Number of units (total .٦

: (Name of the course coordinator (if there is more than one, please state .v

Prof. Dr. Taha Hamid Harish :Name :A'a – Altaha.hameed@imamaladham.edu.iq

292. objectives Course

Objectives Course

:By the end of this course, the student is expected to

53. of explaining Introducing students to the concept . clarifying its topics and , Hadith
54. . Explanation of the Hadith
55. Informing students on how to deal with the explanation of hadiths on purification, public health and . worship
56. the Developing students' ability to understand may come So that the student explanation of the hadith to know what is meant by acts of worship and legal . transactions
- 57.the explanation of the hadith to the statements Linking . of hadith scholars

293. Teaching and learning strategies

:Interactive learning . \)

Active student participation: Encouraging scholarly discussions such as , assigned Hadith explanation topics among students on the formulation of and , its various aspects , hygiene The concept of udents depth understanding. St-analytical questions that foster in then and can be divided into groups to discuss specific topics .present their findings

Cooperative learning: Dividing students into small groups so that

strategy

) of explaining the hadith each group addresses one of the issues
(explaining the hadith on purification, worship, and transactions
then presenting , explaining its meanings and its wording analyzing
.Colleagues .it to the rest of the group

:based learning–Practice .٢

the link to ing studentsTrain : of definitions The scientific applicati
. explanation of the hadith with the sayings of the hadith scholars

.Oral assessment: It relies on discussing topics with students
and analyzing their answers, while providing , explaining the hadith
.to correct and consolidate concepts scientific feedback that helps

:based learning–Project .٣

Scientific research: Students are assigned to prepare short research
such as , Hadith papers on topics related to
which , Hygiene, public health, religious practices and transactions
.research and analytical skills develop

Practical application: Preparing analytical activities that include
the applications they and explaining the rules of Hadith studying
. contain based on the terminology of Hadith scholars

:Learning using technology .٤

and Islamic reliable digital libraries ectronic resources: UtilizingEI

for to access approved sources available on the Internet databases which helps students develop scientific research , explaining Hadith .skills

platforms to upload lectures, Educational platforms: Using electronic scientific materials, and assignments, enabling students to learn .independently and follow up continuously

:oriented learning–Goal .o

Setting clear objectives: Introducing students to the objectives of And .the explanation of the Hadith s learningeach study unit, such which helps them to focus , explaining worship and transactions .and achieve learning outcomes

Continuous feedback: Providing periodic feedback on student correct performance in discussions and assignments to promote .understanding

:Cumulative learning .٦

Building on prior knowledge: Moving from general concepts in of explaining the hadith to the precise details explaining the hadith .which deepens the students' understanding , and its types

Reinforcement: Allocate time to review previous topics Review and reinforce and link them to new topics to ensure that the information is

.consolidated
 :based learning–Analysis .√
 that need Hadith issues Presenting : Hadith Issues Analysis of
 iness, public health, cleanl analysis and discussion, such as
 bring and training students to , worship, and transactions
 which develops critical and research , examples of them
 .thinking

294. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
September ١	Two hours	pure water	Its ruling and conditions	Lecture and presentation	Daily and monthly test
١ October	Two hours	Eat dead sea creatures	Its ruling and conditions	Lecture and presentation	Daily and monthly test
٢ October	Two hours	gold Use of and silver	Its ruling and conditions	Lecture and presentation	Daily and monthly test
٣ October	Two hours	ablution	Its ruling and conditions	Lecture and presentation	Daily and monthly test
٤ October	Two hours	Prayer times	Its ruling and conditions	Lecture and presentation	Daily and monthly test
November ١	Two hours	Adhan	Its ruling and conditions	Lecture and presentation	Daily and monthly test
November ٢	Two hours	Times when prayer is prohibited	ruling and Its conditions	Lecture and presentation	Daily and monthly test

November ٣	Two hours	Sighting of the Ramadan crescent	ruling and Its conditions	Lecture and presentation	Daily and monthly test
November ٤	Two hours	Fasting while traveling	Its ruling and conditions	Lecture and presentation	and Daily monthly test
December ١	Two hours	Expiation for fasting	Its ruling and conditions	Lecture and presentation	Daily and monthly test
December ٢	Two hours	Its definition, conditions, and legal validity	Blocking the means	Lecture and presentation	and Daily monthly test
December ٣	Two hours	Its definition and authority	custom	Lecture and presentation	Daily and monthly test
December ٤	Two hours	Sections of Sahih	For himself and for others	Lecture and presentation	Daily and monthly test
١ January	Two hours	Definition of Hassan	Types	Lecture and presentation	Daily and monthly test
٢ January	Two hours	Zakat obligation	Its ruling and conditions	Lecture and presentation	Daily and monthly test
February ١	Two hours	Zakat on jewelry	His ruling and example	Lecture and presentation	Daily and monthly test
February ٢	Two hours	Fitr-Zakat al	His ruling and example	Lecture and presentation	Daily and monthly test
١ April	Two	rituals	His ruling	Lecture and	Daily and

	hours		and example	presentation	monthly test
٢ April	Two hours	Umrah	His ruling and example	Lecture and presentation	Daily and monthly test
٣ April	Two hours	Prohibitions of Ihram	His ruling and example	Lecture and presentation	Daily and monthly test
٤ April	Two hours	Preserving Hadith	For example	Lecture and presentation	Daily and monthly test
١ May	Two hours	Preserving Hadith	For example	Lecture and presentation	Daily and monthly test
٢ May	Two hours	Preserving Hadith	For example	Lecture and presentation	Daily and monthly test
				date on the	AD ٢٠٢٦/٥/١٧

295. Learning outcomes

.١ Knowledge and understanding

the Hadith The student will be able to explain : of Hadith Explanation Knowledge
 Hadiths on purification and water, :and its most important topics, such as
 explaining issues of public health and personal hygiene, times of prayer and
 worship, using utensils, the prohibition of wearing gold for men, sighting the
 ths on paying crescent of Ramadan, how to fast while traveling, explaining Hadi
 . Zakat and Zakat on jewelry, explaining the rituals of Hajj and Umrah...etc
 The student understands : for explaining the hadith Understanding the evidence
 Agreed upon for the issues raised evidence And .the explanation of the hadith
 . uted pointsand disp

.٢ Mental skills

and fundamental issues issues : The student is able to analyze fundamental

on the issue by applying the rules of Hadith terminology explain the legal ruling
of the types the definition Reasoning and discussion: The student can discuss
of hadith and provide examples of them

:Practical skills .۳

The student is able : the terminology of Hadith Applying the scientific method in
use the rules of the terminology and apply the rules of the Hadith scholars to to
. it

to behavior: The student applies the effects the explanation of the hadith Linking
of the explanation of the hadith to what he needs in his daily life, and makes the
.student more disciplined in the correct application of worship

:Research skills .۴

The student acquires the ability to refer to the : dith sourcesHa Researching
. Hadith issues and analyzing explaining Hadith approved sources in
studies : The student is able to prepare scientific research or reports that Hadith
.ccording to the scientific methodand analyze them a Hadith topics address

:Personal and general skills .۵

learning: The student demonstrates the ability to pursue learning in the –Self
.through various scientific sources Hadith field of

modern Scientific communication: The student acquires the ability to present
.and the results of his research clearly in writing and discussion issues

Strengthening certainty and scientific discipline: The student adheres to the
while establishing , prophetic hadith ng matters ofcorrect approach in receivi
and scientific discipline by knowing the rules of hadith certainty in matters

. scholars

These outcomes aim to prepare the student to be proficient in matters of understanding, analyzing and reasoning, while capable of understanding and explaining Hadith in relation to faith and behavioral reality. Hadith knowledge linking

6. Teaching and learning methods

- in a scientific Hadith explanation Theoretical lectures: Presenting the topics of some acts of worship, and systematic manner, with an explanation of transactions, personal hygiene and public health
- to identify and understand how to explain Hadith Practical lessons: Training students on Hadith with interactive discussion within the classroom, its types
- oral and written tests and interim Continuous assessments: Conducting assessments to measure students' understanding of concepts and their ability to reason and analyze

7. Assessment methods

Daily tests
Monthly tests

8. Course evaluation

tasks assigned to the student, is distributed according to the 100%. The grade out of 100% is based on...etc-Oral, monthly, written, and report

9. Learning and teaching resources

Required textbooks (methodology, if applicable)	Anam: Explanation of the –The book "I'lam al Din 'Itr-of Rulings" by Dr. Nur al Hadiths
(Main references (sources	
Recommended supporting books and references (scientific journals, (...reports	

Electronic references, websites	
--	--

Description Course

300. Course Name	
(Philosophy (Fourth Stage	
301. Course code	
RIPH414	
302. Semester/Year	
Annual course	
303. Date this description was prepared	
304. Available forms of attendance	
Classroom lectures	
305. (Number of study hours (total) / Number of units (total	
٣٠	
306. mention Name of the course coordinator (if there is more than one, please .(it	
Umm Ibrahim Saghir Khudair :Name -\ : A'a -AlbrahimsagheerY@imamaladham.edu.iq	
307. objectives Course	
Course objectives	A statement of Greek philosophy, its thinkers, and the extent to which their ideas, in terms of convergence and .divergence, relate to Islamic thought
308. Teaching and learning strategies	
strategy	:Interactive learning -\ Active student participation: After a thorough explanation of the

material, students should be encouraged to discuss different schools of thought way for students to put the based learning: Opening-Practice -۲ forward their ideas about the extent to which the mind can advance society through intellectual philosophy that extends to many fields and examples utilizing Cumulative learning: This involves -۳ measurements that may be valid as philosophical examples

309. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
۱-۱T	۱	Understanding the stages and schools of thought	Philosophy: Meaning Its and Stages		Monthly and daily exam
۲-۱T	۱	Statement of the general and precise meaning of philosophy	Definition of philosophy	inductive method	
۲-۱T	۱		Philosophy among the ancients		
۳-۱T	۱		First stage		
۴-۱T	۱		Phase Two		
۱-۲T	۱		Three Phase		

٢-٢T	١		Phase Four		
٣-٢T	١		Middle Ages		
٤-٢T	١		Muslim philosophers		
١-١K	١		Philosophy in the modern era		
٢-١K	١		The subject of philosophy		
٣-١K	١		The purpose of philosophy		
٤-١K	١		Islamic philosophy		
١-٢K			The Origins Rational of Thinking		
٢-٢K			The state of the Arabs before Islam		
٣-٢K			In the early days of Islam		
٤-٢K			The nature of the Holy Quran and philosophical inquiry		
١-Sh			The era of the Rightly Guided Caliphs		
٢-Sh			Umayyad State		
٣-Sh			Abbasid State		
٤-Sh			Spanish translation		

			of philosophy		
١-March			Indian schools of thought and their influence on Islamic thought		
٢-March			The most famous schools in the beginning of translation		
٣-March			The benefit of studying Islamic philosophy		

310. Course evaluation

is distributed according to the tasks assigned to the student, ١٠٠. The grade out of .such as daily preparation and daily exams

.based...etc–Oral, monthly, written, and report

311. Learning and teaching resources

methodology,) Required textbooks (if applicable	Islamic philosophy and its connection to Greek philosophy
(Main references (sources	General books on philosophy
Recommended supporting books and references (scientific journals, (...reports	
Electronic references, websites	

Course Description

Fourth Stage — Towards description Course

Grammar :Course Name .١	
: Course code .٢ RGR213	
. Annual course : Term/Year .٣	
. AD ٢٠٢٠/٩/٢١ : description was prepared Date this .٤	
.Classroom lectures :Available attendance formats .٥	
. hours ٤٦ :(Number of study hours (total) / Number of units (total) .٦	
: (Name of the course coordinator (if there is more than one, please state .٧	
M.D. Nadhir Razouki Mustafa :Name :email address A'a	
nather.razogey@imamaladham.edu.iq	
312. objectives Course	
Objectives Course	:By the end of this course, the student is expected to 58. of grammar Introducing students to the concept . explaining its prescribed topics and

	<p>59. .The ability to express oneself correctly</p> <p>60. Introducing students to how to read and interpret the text of Ibn Malik’s Alfiyya and to decipher Ibn Aqil’s . statement</p> <p>61. . Teaching the student the rules of grammar</p> <p>62. student's grammatical and literary skills Developing the by explaining the examples and their grammatical . analysis</p>
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313. Teaching and learning strategies

<p>strategy</p>	<p>:Interactive learning . ١</p> <p>Active student participation: Encouraging scholarly discussions parsing such as , assigned grammatical topics among students on sentences, identifying relevant grammatical evidence, and understanding the intended meaning of Ibn Malik's statement , while using analytical questions that foster deeper comprehension. po</p> <p>Students can be divided into groups to discuss specific grammatic .topics and then present their findings</p> <p>exclamation and its forms, methods of praise) issue grammatical grammatical and analyzing ,(and blame, adjectives and their types then , And explaining its forms and grammatical structures . texts .Colleagues presenting it to the rest</p> <p>:based learning–Practice . ٢</p> <p>tific application of texts: Training students to deconstruct The scier</p>
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and study the text using a scientific method and to apply

. grammatical rules

topics with students and analyzing their answers, while grammatic

elp to correct and scientific examples that h evidence and providing

.consolidate concepts

:based learning–Project .۳

Scientific research: Students are assigned to prepare short research

the use of the infinitive or such as , grammatical topics papers on

which , nd examplesthe use of the active participle, with evidence

.develops research and analysis skills

Practical application: Preparing analytical activities that include

applications to and explaining their grammatical texts studying

. Qur’anic texts or poetic texts

:Learning using technology .۴

and Islamic reliable digital libraries **Electronic resources:** Utilizing

grammatical to access approved available on the Internet database

.which helps students develop scientific research skills , resources:

platforms to upload lectures, **Educational platforms:** Using electron

scientific materials, and assignments, enabling students to learn

.independently and follow up continuously

:oriented learning–Goal .٥

Setting clear objectives: Introducing students to the objectives of the substitute, the number, each study unit, such as learning about which helps them to focus and achieve , and the indeclinable .learning outcomes

feedback on student Continuous feedback: Providing periodic performance in discussions and assignments to promote correct .understanding

:Cumulative learning .٦

Building on prior knowledge: Moving from general concepts in which deepens , grammar topics to the finer details of grammar .understanding 'students

Review and reinforcement: Allocate time to review previous topics and link them to new topics to ensure that the information is .consolidated

:based learning–Analysis .٧

that need grammatical issues issues : Presenting grammatical the grammatical aspects of s and discussion, such as analysisi which develops , expressions of wonder, praise, and blame .critical and research thinking

314. Course structure

Week	Hours	Required learning	Unit or topic name	Learning method	Evaluation Method
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		outcomes			
September ١	Two hours	The source's function, the circumstances under which it functions, and its addition to .its object	Source Works	Lecture and presentation	Daily and monthly test
١ October	Two hours	The source's name, its function, and the evidence .it for	Source name	Lecture and presentation	Daily and monthly test
٢ October	Two hours	The categories of the active participle, when it functions without conditions, its addition to the subject or object, and the rules governing its	the Actions of active participle	Lecture and presentation	Daily and monthly test

		.modifier			
۳ October	Two hours	The process of forming intensive forms involves adding them to the subject .or object	Forms of abundance (exaggeration)	Lecture and presentation	Daily and test monthly
۴ October	Two hours	Its form, its , divisions when it functions without conditions, its the addition to or subject object, and the ruling concerning its dependent .element	Functions of the passive participle with a monthly / exam	Lecture and presentation	Daily and monthly test
November ۱	Two hours	Its form, the omission of the object of wonder, and the condition of the verb	Exclamation	Lecture and presentation	Daily and monthly test

		from which it is formed			
November ٢	Two hours	Expressing wonder with an action that lacks its conditions, the ruling on placing the object of the verb of wonder before it, and the ruling on separating "ma" from the " verb of .wonder	Exclamation	Lecture and presentation	Daily and monthly test
November ٣	Two hours	Their forms, the states of their subject, the combination of the accusative of specification	Yes and no	Lecture and presentation	Daily and monthly test

		and the apparent subject, and the occurrence of what follows them.			
November ٤	Two hours	Its grammatical analysis, the ruling on the subject of the "ساء"، grammatical analysis of the subject of "حبذا" and "لا حبذا"	What happened was similar to "yes" and "no" (evil, good, and ungood).	Lecture and presentation	Daily and monthly test
December ١	Two hours	The meaning of the adjective, the things in which the adjective agrees with its antecedent and the ،	adjective	Lecture and presentation	Daily and monthly test

		conditions for the adjective to be a .sentence			
December ۲	Two hours	The adjective an being indefinite noun, multiple adjectives, the detached adjective being raised or lowered by an obligatorily omitted factor	Adjective/with monthly exam	Lecture and presentation	Daily and monthly test
December ۳	Two hours	Emphasis using attached and pronouns letters verbally, and emphasis using a separate nominative .pronoun	Verbal emphasis	Lecture and presentation	Daily and monthly test
December	Two	The two types	Emphasis	Lecture and	Daily and

€	hours	of emphatic affirmation are: with the self or the eye, emphasis with all, both, and all together, and emphasis of the indefinite .noun		presentation	monthly test
1 January	Two hours	Clarifying the meaning of apposition, the disagreement regarding whether it and its antecedent are indefinite, and the permissibility for them to be definite according to some, and	appositive The	Lecture and presentation	Daily and monthly test

		<p>everything that can be used as an apposition can also be used as a .substitute</p>			
<p>۲ January</p>	<p>Two hours</p>	<p>Conjunctions include those share that both form and function, and those that share only form. The meanings of conjunctions, the omission of some with the conjoined element, and the conjunction of a verb with a noun resembling a verb are also</p>	<p>Coordination</p>	<p>Lecture and presentation</p>	<p>Daily and monthly test</p>

		.discussed			
February ١	Two hours	Its explanation and types, substitution of the apparent for the pronoun, and the ruling on substitution for the interrogative .pronoun	Replacement/with monthly exam	Lecture and presentation	Daily and monthly test
February ٢	Two hours	Its letters, usage, omission, and types of vocatives	The call	Lecture and presentation	Daily and monthly test
١ April	Two hours	The ruling on the vocative, the modifier of the vocative, and the nouns that are used always	The call	Lecture and presentation	Daily and monthly test

		in the .vocative			
٢ April	Two hours	The noun is divided into declinable and indeclinable, and the reason for the prohibition of .declension	The indeclinable	Lecture and presentation	Daily and monthly test
٣ April	Two hours	Reasons for preventing the name from being declined	The indeclinable noun / with a monthly exam	Lecture and presentation	Daily and monthly test
٤ April	Two hours	The singular numbers from three to ten: their .distinction the grammatical case of the counted noun, and its .declension	number	Lecture and presentation	Daily and monthly test

١ May	Two hours	The rules and grammatical analysis of the numbers from eleven to nineteen	number	Lecture and presentation	Daily and monthly test
٢ May	Two hours	The compound of twenty to and , ninety the rule of the conjoined number	Issue number/with monthly exam	Lecture and presentation	Daily and monthly test
				on the date	٢٠٢٦/٥/١٧ AD

315. Learning outcomes

:understanding Knowledge and .١

of grammar issues : The student will be able to explain the concept grammatical parsing and knowledge of the forms and :and its most important topics, such as ve, rules of the infinitive, the active participle, forms of exaggeration, the adjecti . the substitute, praise, blame, exclamation, the vocative, and the indeclinable Arabic texts with the ability The student understands : grammar Understanding . to parse and control meanings and develop thinking and analytical skills

:Mental skills .٢

the sentence (as a subject issues : The student is able to analyze grammatical and predicate), deduce the grammatical ruling, and solve grammatical problems

grammatical opinions Reasoning and discussion: The student can discuss the d Kufan schools, for example, based on Qur'anic and between the Basran and poetic evidence, or grammatical rules

:Practical skills .٣

use applied The student is able to : grammar Applying the scientific method in parsing, correct the endings of words with proper reading and correct . grammatical errors, as well as build and construct correct sentences

of grammar to behavior: The student applies the effects grammar Linking y, along with good listening and respectful through discipline and accuracy .confidence, and orderly thinking–attention, self

:Research skills .٤

to identify The student acquires the ability : grammatical sources Researching for it, analyze it, the research problem in a grammatical issue, collect material . mention the opinions on it, and critique it with evidence and preference studies : The student is able to prepare scientific research or grammatical and analyze them according to the grammatical topics reports that address .method scientific

:Personal and general skills .٥

learning: The student demonstrates the ability to pursue learning in the –Self .various scientific sources through field of grammar

Scientific communication: The student acquires the ability to present and grammatical issues accurately according to scientific principles in exchange

through presentation with the accurate results order to reach accurate research use of grammatical terms and scientific citation with discussion and

. summarizing of ideas to reach results

Strengthening certainty and scientific discipline: The student adheres to the while establishing certainty , grammatical issues correct approach in receiving

. discipline in matters of scientific

in matters of These outcomes aim to prepare the student to be proficient

capable of understanding, analyzing and reasoning, while linking , grammar

. and cognitive reality behavioral to grammatical knowledge

6. Teaching and learning methods

- in a scientific and systematic grammar topics Theoretical lectures: Presenting clarifying terms, building the knowledge base of grammar, and linking ,manner . rules to evidence
- with , how to apply and parse grammar Practical lessons: Training students on .interactive discussions within the classroom
- Continuous assessments: Conducting oral and written tests and interim assessments to measure the extent of students' understanding of doctrinal concepts .and their ability to reason and analyze

7. Assessment methods

Daily tests

Monthly tests

8. evaluation Course

is distributed according to the tasks assigned to the student,) . .The grade out of

.such as daily preparation and daily exams

.based...etc–Oral, monthly, written, and report

9. Learning and teaching resources

if Required textbooks (methodology (applicable	Ibn Aqil's commentary on Ibn Malik's Alfiyya from the works of the source to the) (number
(Main references (sources	
Recommended supporting books and references (scientific journals, (...reports	
Electronic references, websites	

Description Course

Phase Four

1. Ancient Mesopotamian Religions :Course Title .
2. Course code: RHH319
3. Annual course : Term/Year .
4. AD ٢٠٢٥/١٠/١ : Date this description was prepared .
5. Available attendance formats: Classroom lectures .
6. hours ٦ . Number of study hours (total) / Number of units (total): .
7. : (Name of the course coordinator (if there is more than one, please state .

1. Course objectives

Course Objectives	:the end of this course, the student is expected to By 1. Introducing students to the religions of ancient Mesopotamia .and familiarizing them with them 2. Strengthening faith in the Islamic religion by looking at the Islamic these ancient religions and comparing them with religion and the rest of the heavenly religions, especially Judaism .and Christianity 3. To learn about the historical periods and the various political and cultural aspects that were associated with the land of ence by the surrounding Iraq in ancient times and its influ .religions 4. Developing students' ability to understand ancient .mythological texts 5. A statement of Islam's position on these religions through .the Holy Quran and Prophetic Hadiths
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2. Teaching and learning strategies

:Interactive learning .\)

Active student participation: Encouraging scientific discussions among students about the beliefs, history, sects, and various texts of ancient Mesopotamia, such as their view of God, prophecy and its afterlife, the intermediate life, holidays, and religious status, the .rituals

strategy

Cooperative learning: Dividing students into small groups so that each group deals with an issue of the Sumerian, Assyrian and Akkadian religion , analyzing it and comparing it with other monotheistic religions and finding differences, similarities and .differences

:based learning–Practice .٢

Scientific application: Training students to extract agreements and differences by comparing beliefs and concepts from an independent .hrough adopting the vision of a fair researcherperspective, t

Oral assessment: It relies on discussing the main topics with students and analyzing their answers, while providing scientific feedback that .helps to correct and consolidate concepts

:ningbased lear–Project .٣

Scientific research: Students are tasked with preparing scientific report or short research papers on topics of beliefs, worship, or rituals related .to the religions of Mesopotamia

de Practical application: Preparing analytical activities that inclu studying the ideas of ancient Sumerian, Assyrian, and Akkadian . religions

:Learning using technology .٤

Electronic resources: Employing digital libraries and historical databases to access approved sources, which helps students .research skills develop scientific

Educational platforms: Using electronic platforms to upload lectures, scientific materials, and assignments, enabling students .to learn independently and follow up continuously

:oriented learning–Goal .٥

roducing students to the objectives of Setting clear objectives: Intro each study unit, such as the Sumerians' view of God, their view of the prophets and their sacred texts, their differences and the most prominent disagreements between them, and their view of death, .and the afterlife (the intermediate life

:Cumulative learning .٦

Building on previous knowledge: Moving from the concepts of the Sumerians and Assyrians to the concepts of the Islamic religion and other religions to touch the essential differences and the the Islamic religion and God's preservation of it distinctiveness of from distortion or alteration, which deepens the understanding of .the students

Review and reinforcement: Allocate time to review previous topics

is and link them to new topics to ensure that the information .consolidated
 :based learning–Analysis .γ
 Analyzing the doctrinal, legislative, and ethical issues of ancient Iraqi religions: by presenting their issues, analyzing what needs to be analyzed, and discussing what needs to be discussed, which .e student’s fair critical and research thinkingdevelops th

3. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1 st	Two hours	The cultural landscape of the Sumerians	Historical overview	Lecture and presentation	Daily and monthly test
October 2 nd	Two hours	The religious landscape of the Sumerians	History and key milestones	Lecture and presentation	Daily and monthly test
October 3 rd	Two hours	The influence of the Akkadians on the religious structure	Their history	Lecture and presentation	Daily and monthly test
October 4 th	Two hours	The Babylonians' influence on religious	Their history	Lecture and presentation	Daily and monthly test

		structure			
November ١	Two hours	The Assyrians: Their History Origins and	Their history	Lecture and presentation	Daily and monthly test
November ٢	Two hours	The official religion of the Assyrian civilization	Its nature	Lecture and presentation	Daily and monthly test
November ٣	Two hours	ancient religious texts	sanctity Its and the languages in which it was written	Lecture and presentation	Daily and monthly test
November ٤	Two hours	Ancient religious epics and myths	Its nature, existence, and translation	Lecture and presentation	Daily and monthly test
December ١	Two hours	Burial and resurrection rituals in ancient religions	Methods and rulings	Lecture and presentation	Daily and monthly test
December ٢	Two hours	Agricultural festivals in ancient Iraqi religions	Its timing methods and rituals	Lecture and presentation	Daily and monthly test

December ३	Two hours	The religious year cycle and its calendar	Calendar methods and their reliance on them in establishing seasons and holidays	Lecture and presentation	Daily and monthly test
December ४	Two hours	rituals of purification and cleansing	Statement of its timing and methods	Lecture and presentation	Daily and monthly test
January १	Two hours	Temple and places of worship	Its sanctity and the rituals practiced there	Lecture and presentation	monthly Daily and test
January २	Two hours	Priest and religious authority	His status, sanctity, and authority	Lecture and presentation	Daily and monthly test
February १	Two hours	The role of women in ancient religions	Their view of her and her status among them	Lecture and presentation	Daily and monthly test
February २				application	
February ३				application	

Febru ary				application	
March ١				application	
March ٢				application	
March ٣				application	
March ٤				application	
April ١				application	
April ٢	Two hours			Discussions + Survey + Open Book Exam on the date	Daily and monthly test AD ٢٠٢٦/٥/١٧

4. Learning outcomes

1. :Knowledge and understanding

To learn about the religions of ancient Mesopotamia and to become familiar with .most prominent beliefs, texts, rituals, sects, and related matters their
Understanding the Sumerian, Assyrian, and Akkadian religions : through
historical and doctrinal studies, and by finding comparisons and constructive
.criticisms

:Mental skills .٢

of ancient Iraqi religions: The student is able to analyze their sects, Analysis .beliefs, and rituals

Reasoning and discussion: The student can discuss their ideas and beliefs and .learn about their history

:Practical skills .٣

the study of religions: through fair Applying the scientific method in .comparative studies

:Research skills .٤

Researching Christian sources: The student gains the ability to refer to authoritative sources and analyze texts related to the religions of ancient .Mesopotamia

igions : The student is able to prepare scientific research or Mesopotamian rel reports that address the topics of ancient Iraqi religions and analyze them .according to the scientific method

:Personal and general skills .٥

ity to pursue learning in the learning: The student demonstrates the abil–Self .field of religions through various scientific sources

Scientific communication: The student acquires the ability to present issues related to religions and the results of their research clearly in writing and .discussion

Strengthening certainty and scientific discipline: The student adheres to the correct approach in receiving religious matters, while establishing certainty in the rulings of the Islamic religion as stated in the legal texts and through .comparative studies

These outcomes aim to prepare the student to be proficient in matters of

religion, capable of understanding, analyzing and reasoning, while linking .knowledge to faith and behavioral reality

5. Teaching and learning methods

- the topics of ancient Iraqi religions in a scientific Theoretical lectures: Presenting and systematic manner, with an explanation and discussion of the texts and myths .related to them
- Practical lessons: Training students to analyze texts and opinions related to the Mesopotamia, extract evidence from them, and discuss them interactively religions of .within the classroom
- Continuous assessments: Conducting oral and written tests and interim assessments to measure the extent of students’ understanding of religious concepts .ability to reason and analyze and their

6. Assessment methods

Daily tests

Monthly tests

Asking questions

7. Course evaluation

is distributed according to the tasks assigned to the student, 100. The grade out of .classroom activities, etc such as daily preparation, daily tests, reports

8. Learning and teaching resources

Required textbooks (methodology, (if applicable

Studies in Religious Studies: Prof. Dr. Emad Mohamed Farhan , Prof. Dr. Abdel Basset Ahmed Hassan, Assoc. Prof. Dr. Zakaria Saleh Youssef

(references (sources Main

Recommended supporting books

–A Brief History of Ancient Iraq by Abdul Qadir Al

and references (scientific journals, (...reports	Shaykhli Ancient Iraqi History by Imad Abu Talib
Electronic references, websites	

Quran memorization course : Course description Phase Four

320. :Course name .Memorizing the fourth part of the Holy Quran
321. :Course code EAQM202
322. Semester/Year: Annual Course
323. .AD ٢٠٢٥/١٠/١ Date this description was prepared:
324. .attendance: Classroom lectures Available forms of
325. ٣٠ Total study hours/total units:
326. Name of the course coordinator (if there is more than one, please mention (it
Name: M. M. Ali Adnan Muhammad - ١ :email address is A's -Alalialadlie47@gmail.com

327. : objectives

Enabling the student to memorize the fourth part of the Holy Quran perfectly, with correct recitation according to .the rules of Tajweed
Training the student on the correct pronunciation of letters and the practical application of the rules during of Tajweed .recitation

Developing the student's ability to read the Qur'an correctly, taking into account the rules of silent nun, tanween, madd, and all other rules studied .previously

Strengthening faith through obedience to God Almighty's ing command, and gain reward and recompense by memorizing and reciting His book as it was revealed with .contemplation

Preparing the student to continue memorizing the Holy Quran and mastering its recitation in terms of performance

.and application

328. and learning strategies Teaching

strategy

Interactive learning: Presenting verses from the assigned section, then assigning students to extract the rules of Tajweed (the silent nun and tanween, the silent meem, the group work, lengthenings) through individual, paired, or while discussing the reason for the rule to reach discovery .learning

based learning: direct application after -Practice explanation through oral recitation, error correction, assigning students to extract and classify rules in tables, .tifying types of prolongations and their amountsand iden

Teaching using technology: Employing the colored electronic Quran, recording the student's recitation and listening to it again; to discover and correct errors on .chertheir own under the supervision of the tea

-oriented learning: Setting clear cognitive and skill-Goal based objectives (such as distinguishing between sentences and applying the length of the vowel), while providing .immediate feedback to improve performance

329. Course structure

Week	Hours	Required learning outcomes	Unit or topic names	Learning method	Evaluation Method
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			e		
September		Save settings	93 - 101		
September		Save settings	102 - 109		
October		Save settings	110 - 120		
October		Save settings	121 - 129		
October		Save settings	130-141		
October		Save settings	142 - 152		
November		review	93 - 152		
November		Save settings	153 - 163		
November		Save settings	164 - 174		
November		Save settings	175 - 184		
December		Save settings	185 - 194		
December		Save settings	195-200		
December		Save settings	1-7		
December		Save settings	8-14		
January		Save settings	15-23		
January		review	1-23		

330. Course evaluation

331. Learning and teaching resources

<p>Required textbooks (methodology, (if applicable</p> <p>is distributed . . . The grade out of according to the tasks assigned to the student, such as daily preparation .and daily exams</p> <p>-Oral, monthly, written, and report</p>	<ul style="list-style-type: none"> Theoretical lectures <p>Practical lessons on memorizing the fourth Auditory and .part of the Holy Quran .practical assessments</p> <p>Students were instructed to listen to the fourth part of the Quran recited by Sheikh</p>
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.based...etc	.Hosary–Mahmoud Al
(Main references (sources	
Recommended supporting books and references (scientific journals, (...reports	
Electronic references, websites	

Course Description

Phase Four

1. Ancient Mesopotamian Religions :Course Title
2. Course code: RHH319
3. Annual course : Term/Year
4. AD ٢٠٢٥/١٠/١ : Date this description was prepared
.
5. attendance formats: Classroom lectures Available
.

6. hours ٦ . Number of study hours (total) / Number of units (total):

:(Name of the course coordinator (if there is more than one, please state .٧

٠١٥٥٥٧٤٨٢١ Name: Dr. Ghassan Ahmed Mustafa Email : g@gmail.com

9. Course objectives

Course Objectives :By the end of this course, the student is expected to

6. Introducing students to the religions of ancient Mesopotamia .and familiarizing them with them
7. at Strengthening faith in the Islamic religion by looking these ancient religions and comparing them with the Islamic religion and the rest of the heavenly religions, especially Judaism .and Christianity
8. To learn about the historical periods and the various with the land of political and cultural aspects that were associated w Iraq in ancient times and its influence by the surrounding .religions
9. Developing students' ability to understand ancient .mythological texts
10. A statement of Islam's position on these religions through .the Holy Quran and Prophetic Hadiths

10. Teaching and learning strategies

:Interactive learning .١

Active student participation: Encouraging scientific discussions among students about the beliefs, history, sects, and various texts view of God, prophecy and its of ancient Mesopotamia, such as their

status, the afterlife, the intermediate life, holidays, and religious rituals

strategy

Cooperative learning: Dividing students into small groups so that each group deals with an issue of the Sumerian, Assyrian and analyzing it and comparing it with other Akkadian religion monotheistic religions and finding differences, similarities and differences

Practice-based learning .۲

Scientific application: Training students to extract agreements and concepts from an independent differences by comparing beliefs and perspective, through adopting the vision of a fair researcher

Oral assessment: It relies on discussing the main topics with students and analyzing their answers, while providing scientific feedback that consolidates concepts helps to correct and c

Project-based learning .۳

Scientific research: Students are tasked with preparing scientific reports or short research papers on topics of beliefs, worship, or rituals related to the religions of Mesopotamia

Practical application: Preparing analytical activities that include studying the ideas of ancient Sumerian, Assyrian, and Akkadian

. religions

:Learning using technology . ٤

Electronic resources: Employing digital libraries and historical databases to access approved sources which helps students .develop scientific research skills

Educational platforms: Using electronic platforms to upload lectures, scientific materials, and assignments, enabling students .to learn independently and follow up continuously

:learning oriented–Goal . ٥

Setting clear objectives: Introducing students to the objectives of each study unit, such as the Sumerians' view of God, their view of the prophets and their sacred texts, their differences and the most their view of death, prominent disagreements between them, and .the intermediate life, and the afterlife

:Cumulative learning . ٦

Building on previous knowledge: Moving from the concepts of the Sumerians and Assyrians to the concepts of the Islamic religion ial differences and the and other religions to touch the essent distinctiveness of the Islamic religion and God's preservation of it from distortion or alteration, which deepens the understanding of

.the students

Review and reinforcement: Allocate time to review previous topics new topics to ensure that the information is and link them to .consolidated

:based learning–Analysis .√

Analyzing the doctrinal, legislative, and ethical issues of ancient Iraqi religions: by presenting their issues, analyzing what needs to t needs to be discussed, which be analyzed, and discussing wha .develops the student’s fair critical and research thinking

11. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October	Two hours	The cultural landscape of Sumerians the	Historical overview	Lecture and presentation	Daily and monthly test
October	Two hours	The religious landscape of the Sumerians	History and key milestones	Lecture and presentation	Daily and monthly test
October	Two hours	The influence the of Akkadians on the religious structure	Their history	Lecture and presentation	Daily and monthly test
October	Two	The	Their history	Lecture and	Daily and monthly

er	hours	Babylonians' influence on religious structure		presentation	test
November 1	Two hours	The Assyrians: Their History and Origins	Their history	Lecture and presentation	Daily and monthly test
November 2	Two hours	The official religion of the Assyrian civilization	Its nature	Lecture and presentation	Daily and monthly test
November 3	Two hours	ancient religious texts	Its sanctity and the languages in which it was written	Lecture and presentation	Daily and monthly test
November 4	Two hours	Ancient religious epics and myths	Its nature, existence, and translation	Lecture and presentation	Daily and monthly test
December 1	Two hours	Burial and resurrection rituals in ancient religions	Methods and rulings	Lecture and presentation	Daily and monthly test
Dece	Two	Agricultural	Its timing	Lecture and	Daily and monthly

mber ۲	hours	festivals in ancient Iraqi religions	and methods rituals	presentation	test
December ۳	Two hours	The religious year cycle and its calendar	Calendar methods and their reliance on them in establishing seasons and holidays	Lecture and presentation	Daily and monthly test
December ۴	Two hours	rituals of purification and cleansing	Statement of its timing and methods	Lecture and presentation	Daily and monthly test
January ۱ry	Two hours	Temple and places of worship	Its sanctity and the rituals practiced there	Lecture and presentation	Daily and monthly test
January ۲ry	Two hours	Priest and religious authority	His status, sanctity, and authority	Lecture and presentation	Daily and monthly test
February ۱ary	Two hours	The role of women in ancient religions	Their view of her her and status among them	Lecture and presentation	Daily and monthly test
Febru				application	

January					
February				application	
February				application	
March				application	
March				application	
March				application	
March				application	
April				application	
April	Two hours			Discussions + Survey + Open Book Exam on the date	Daily and monthly test AD 2026/0/17

12. Learning outcomes

1. :Knowledge and understanding

familiar with To learn about the religions of ancient Mesopotamia and to become .their most prominent beliefs, texts, rituals, sects, and related matters

Understanding the Sumerian, Assyrian, and Akkadian religions : through historical and doctrinal studies, and by finding comparisons and constructive

.criticisms

:ntal skillsMe .٢

Analysis of ancient Iraqi religions: The student is able to analyze their sects, beliefs, and rituals

Reasoning and discussion: The student can discuss their ideas and beliefs and learn about their history

:Practical skills .٣

scientific method in the study of religions: through fair Applying the comparative studies

:Research skills .٤

Researching Christian sources: The student gains the ability to refer to authoritative sources and analyze texts related to the religions of ancient Mesopotamia

Mesopotamian religions : The student is able to prepare scientific research or reports that address the topics of ancient Iraqi religions and analyze them according to the scientific method

:Personal and general skills .٥

student demonstrates the ability to pursue learning in the learning: The–Self field of religions through various scientific sources

Scientific communication: The student acquires the ability to present issues writing and related to religions and the results of their research clearly in discussion

Strengthening certainty and scientific discipline: The student adheres to the correct approach in receiving religious matters, while establishing certainty in

ough the rulings of the Islamic religion as stated in the legal texts and thr
.comparative studies

These outcomes aim to prepare the student to be proficient in matters of
religion, capable of understanding, analyzing and reasoning, while linking
.knowledge to faith and behavioral reality

13. Teaching and learning methods

- Theoretical lectures: Presenting the topics of ancient Iraqi religions in a scientific and systematic manner, with an explanation and discussion of the texts and myths .related to them
- related to the Practical lessons: Training students to analyze texts and opinions religions of Mesopotamia, extract evidence from them, and discuss them interactively .within the classroom
- Continuous assessments: Conducting oral and written tests and interim religious concepts assessments to measure the extent of students' understanding of .and their ability to reason and analyze

14. Assessment methods

Daily tests
Monthly tests
Asking questions

15. Course evaluation

is distributed according to the tasks assigned to the student, ١٠٠The grade out of
.daily tests, reports, classroom activities, etc ,such as daily preparation

16. Learning and teaching resources

Required textbooks (methodology,
(if applicable

Studies in Religious Studies: Prof. Dr. Emad
Mohamed Farhan , Prof. Dr. Abdel Basset
Saleh Ahmed Hassan, Assoc. Prof. Dr. Zakaria

		Youssef
(Main references (sources		
Recommended supporting books and references (scientific journals, (...reports	-A Brief History of Ancient Iraq by Abdul Qadir Al Shaykhli Ancient Iraqi History by Imad Abu Talib	
Electronic references, websites		