



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

Academic Program and Course Description Guide

**Imam al-Adham University College
Department of Arabic Language/ Baghdad**

For the Academic Year

2025 - 2026

Introduction:

The educational program is a coordinated and structured package of courses that include procedures and experiences that are organized in the form of a vocabulary of study whose main purpose is to build and refine the skills of graduates to make them qualified to meet the requirements of the labor market, which is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

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

This manual, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments and developments of the

educational system in Iraq, which included the description of the academic program in its traditional form (annual and quarterly), as well as the adoption of the description of the academic program circulated under the letter of the Department of Studies M3/2906 on 3/5/2023 regarding the programs that adopt the Bologna track as the basis for their work.

In this regard, we can only stress the importance of writing descriptions of academic programs and courses to ensure the smooth functioning of the educational process.

Concepts and Terms:

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

Course Description: It provides a contingent summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve and demonstrate whether he or she

has made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious vision of the future of the academic program to be a cutting-edge, inspiring, stimulating, realistic and viable program.

Program Mission: Briefly outlines the goals and activities needed to achieve them and outlines the program's development paths and directions.

Program Objectives: These are phrases that describe what the academic program intends to achieve over a specific period of time and are measurable and observable.

Curriculum Structure: All courses/subjects included in the academic program according to the approved learning system (semester, yearly, Bologna track), whether they are a requirement (ministry, university, college and scientific department) with the number of study units.

Learning Outcomes: A consistent set of knowledge, skills, and values that the student has acquired after the successful completion of the academic program and must define the learning outcomes of each course in a way that achieves the goals of the program.

Teaching and Learning Strategies: These are the strategies used by a faculty member to develop student teaching and learning, and they are plans that are followed to reach learning goals. That is, they describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description University

Name: Imam Al-Adham University College

College: Imam Al-Adham University College

Scientific Department: Arabic Language / Baghdad

Academic or Professional Program Name: Bachelor / Arabic Language

Final Degree Name: Bachelor of Arabic Language

Academic System: Annual System

Date of Description Preparation: 2025

Date of Filling the File: 2025

Signature:



Name of the Head of the Department:

Asst. Prof. Dr. Omar Hassan Rashid

Date: 2025

Signature:



**Name of the Associate Dean for
Scientific Affairs:**

Prof. Dr. Ayman Farouk
Mohammed

Date: 2025

Audited by:

**Department of Quality Assurance and
University Performance**

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

Asst. Prof. Dr. Hamid Younis Hamid



Date: 2025

Approved by The Dean



1. Program Vision

The department aspires for the college to occupy a leading and distinguished scientific position among the colleges, and for the Arabic language to be the identity of its speakers, as it is the important and common link that unites and distinguishes them from the rest of the peoples of the world, and the vision of the department is based on developing a scientific base for understanding language and literature in a way that is consistent with contemporary philosophies and directing it in a way that reveals the specificity of the Arabic language and its mechanism of work in the field of critical and stylistic studies, phonetic and grammatical studies and its related matters, and from this point of view, the department seeks to serve the language. Arabic and the dissemination of its sciences throughout the world, as it is the origin and consciousness of all sciences, and no science of science can be established except in it, so that it remains alive on the tongue as long as there is a pen that lines and a tongue speaks.

2. Program Mission

The department seeks to graduate generations who are proficient in the Arabic language, and the department also qualifies an educated cadre who are aware of the importance of the language and its specificity among the languages of the world, and opens the horizons of interaction with the community and the transmission of the noble values carried by the language, proud of its authentic Arab-Islamic heritage, which must possess scientific and research skills that enable it to contribute effectively to the renaissance of the nation and restore its glory. About exaggeration, reprehensible extremism and blind fanaticism in all its dimensions, and above all this and that, the call to God with insight with wisdom and good advice.

3. Program Objectives
Preparing a righteous and faithful generation, deepening cultural awareness and linking it to the intellectual heritage of the Arab nation and its glorious history
Building bridges between the Ministry of Education and the colleges of education in the country by preparing Arabic language teachers scientifically and professionally
Promoting and ensuring the Arabic language in a way that serves the integrity of this ancient language and its speakers in a scientific, deliberate and sound manner.
Seeking to consolidate the pillars of this language and deepen its great role in uniting the Arabs, considering it a prominent element of their national unity.
Working to develop cognitive and behavioral skills within the framework of the Arabic language in order to enable them to perform the tasks required of them in society.
Explaining the living human horizon of this language among the contemporary languages of the world
Enabling the people of the Arab nation to have a good understanding of what they read and write.

Program Accreditation
Adoption of international comprehensive education quality standards and the standards of the Association of Arab Universities in the field of education quality
Other External Influences
Sunni Endowment Office/ Ministry of Higher Education/ Ministry of Education

1. Program Structure				
Notes	Percentage	Study Unit	Number of Courses	Program Structure
	14%	12	5	Enterprise Requirements
	22%	23	8	College Requirements
	60%	92	21	Department Requirements
				Summer Training
	2%	4	Collaborative application with the Ministry of Education and the	Practicality

			Department of Religious Education in schools	
--	--	--	--	--

* Notes may include whether the course is basic or elective .

Certificates and Credit Hours	7- Program Description: Curriculum for the Primary Stages of the Arabic Language Department for the Year 2025-2026			
	Credits & Hours	Course or course name	Course or course code	Stage of study
Bachelor's Degree Requires (140) credit unit hours	practical	theoretical	Phase I	
			Course Code	
	/	Grammar	AG109	The first
	/	Exchange	AMC113	The first
	/	Rhetoric	ARS215	The first
	/	Language Skills	ADRADR115	The first
	/	Quran and Hadith sciences	QUR101-HAD101	The first

		/	The History of Arabic Literature Before Islam	APIE111	The first
		/	Memorization and Tajweed	EAQM101-EATV203	The first
		/	Educational Psychology	EAEP108	The first
		/	Freedom, Human Rights and Democracy	EARD107	First
	/	/	Computer	EACS105	First
		/	Islamic jurisprudence	FIQ101	First
		/	English	EAEL103	First
			Total		
Phase II Course Code					
		/	Grammar	AG110	The second
		/	Islamic and Umayyad literature	AIAUL114	The second
		/	Exchange	AMC116	The second

		/	Arabic Dictionary and Sound	LEX201-PHO201	The second
		/	Offers	AOS317	The second
		/	Ancient texts	AOTB218	The second
		/	Memorizing the Quran	EAQM102	The second
/	/	/	Computer	EACS105	The second
		/	Foundations of Education	EDU201	The second
		/	English	EAEL103	The second
		/	Rhetoric	ARS214	The second
		/	Baath crimes	HIS202	The second
			Total		
Third Stage Course Code					
		/	Grammar	AG211	The third

		/	Abbasid literature	AASL212	The third
		/	Andalusian literature	AAL311	The third
		/	Ancient literary criticism	AOC411	The third
		/	Research Methodology and Library	EARM340	The third
		/	Teaching Curricula and Methods	EAMT306	The third
		/	Linguistics	AML313	The third
		/	Qur'anic Readings	AQR419	The third
		/	Memorizing the Quran	EAQM201	The third
		/	& Measurement Evaluation	EAME305	The third
		/	Biography of Ahl al-Bayt	ISL301	The third
			Total		

Fourth Stage Course Code					
		/	Grammar	AG210	Fourth
		/	Modern Arabic Literature	AML409	Fourth
		/	Modern Arab Criticism	AMC412	Fourth
		/	Grammar Schools	AGS415	Fourth
		/	Memorizing the Quran	EAQM202	Fourth
		/	View & App	EAOP407	Fourth
		/	Research Project	EAGR406	Fourth
		/	Philology	ALJ414	Fourth
		/	Literature of the Late Ages	AML409	Fourth
		/	Quranic Expression	AQE420	Fourth
			Total		

.Expected Learning Outcomes of the Program	
Knowledge	
<p>Learning Outcomes Statement 1</p> <p>1- Make the student interested in studying and understanding the Arabic language</p> <p>2- The student's awareness that the Arabic language is one of the living languages</p> <p>3- Make the student a lover of the Arabic language</p> <p>4- Rejecting any attempt to belittle the Arabic language and deprive it of its purpose of communication.</p> <p>5- The exam after the lecture is completed, and the answer is handwritten to ensure that the lecture is reviewed</p>	<p>1. The graduate should know the components of Arabic speech, and the sections of speech and vocabulary.</p> <p>2. Remember the information he has studied and call it up when needed.</p> <p>3. Understand the information and explanations that explain some linguistic and literary phenomena</p> <p>4. Apply all that the students have learned and studied in their working lives.</p> <p>5- Analyzing the problem or topic that consists of different parts and studying it</p> <p>6- Constructing the parts of the sentence to know the meaning of each part separately, while reviewing the literary concepts and poetic purposes.</p> <p>7- Qualifying students to acquire knowledge and understanding of grammar</p>

	<p>8- Qualifying students to acquire knowledge and understanding of morphology</p> <p>9- Qualifying students to acquire knowledge and understanding of the science of spelling and expression.</p> <p>10- Qualifying students to acquire knowledge and understanding of literature</p> <p>11- Qualifying students to acquire knowledge and understanding of the basic standards of Arabic language sciences.</p> <p>12- Linking the text with its external surroundings</p> <p>13. Text Analysis and Explanation</p>
Skills	
<p>Learning Outcomes Statement 2</p> <p>1- Developing the ability to analyze and deduce judgments</p> <p>2- Enhancing writing skills, scientific research, and identifying the most important ancient and modern sources in the field of language and its origins.</p>	<p>Learning Outcomes 2</p> <p>1- The student should be able to analyze linguistic texts and deduce judgments.</p> <p>2- Be able to compare the methods of grammar and dispute problems to reach solutions to problems using a variety of sources and draw correct</p>

<p>3- Apply the methods involved in critical thinking and creative problem solving.</p> <p>4- Using communication methods to understand intellectual diversity in societies</p>	<p>conclusions. According to linguistic principles and rules.</p> <p>3- Pronounce sounds correctly</p> <p>4- Write letters and write words and sentences correctly</p> <p>5. Delivering a speech that speaks about the Arabic language as the language of the Qur'an, literature, heritage and the present.</p> <p>6- Introducing the student to the importance of the (Arabic language) from a scientific and practical point of view.</p> <p>7- Explaining in an attention-grabbing way</p> <p>8- Tightening the receiver to ensure that he is not absent even if it is my time away from the lecture</p>
--	---

Values	
<p>Learning Outcomes Statement 3</p> <ol style="list-style-type: none"> 1- Preserving and reading the Holy Qur'an as the first source of language. 2- Acting ethically and adhering to high moral values on a personal and social scale. 3- Creative thinking in dealing with multiple cultures. 	<p>Learning Outcomes 3</p> <ol style="list-style-type: none"> 1. Introducing the student to the importance of the Holy Qur'an, which is the constitution of Muslims and the first source of language. 2. To adhere to professional ethics to carry out his/her educational duties, scientific research and ethics. 4. The ability to analyze Qur'anic and linguistic texts , try to probe their depths, and benefit from grammatical and linguistic rulings in public and practical life. 5- Make the student interested in studying and understanding the Arabic language 6- The student's awareness that the Arabic language is one of the living languages 7- Make the student a lover of the Arabic language

8- Rejecting any attempt to belittle the Arabic language and deprive it of its purpose in communication.

.Teaching and Learning Strategies

Targeted learning outcomes are developed through the following teaching activities and strategies:

First: Education Strategies:

- 1- Lecture or lecture strategy.**
- 2- Discussion strategy.**
- 3- Problem-solving strategy.**
- 4- Project-based learning strategy.**
- 5- Cooperative Learning Strategy.**
- 6- Brainstorming strategy.**
- 7- Exploratory Education (Research and Inquiry).**
- 8- E-learning.**

Second : Learning Strategies:

- 1- Divergent practice.**
- 2- Studying.**
- 3- Conclusion.**
- 4- Switching between ideas.**
- 5- Provide examples.**
- 6- Dual coding.**

Third: Policies followed in the decision:

- 1- Attendance and absence policy.**
- 2- Absence from exams**
- 3- Deliver assignments on time.**
- 4- Safety and health prevention measures, vaccination against epidemics.**
- 5- Cheating and deviating from the classroom system through the Student Discipline Law.**
- 6- Giving grades.**

The services available at the college that contribute to the study of the subject (the central library in the college – the library of graduate studies)

Evaluation Methods

Achievement tests of various types:

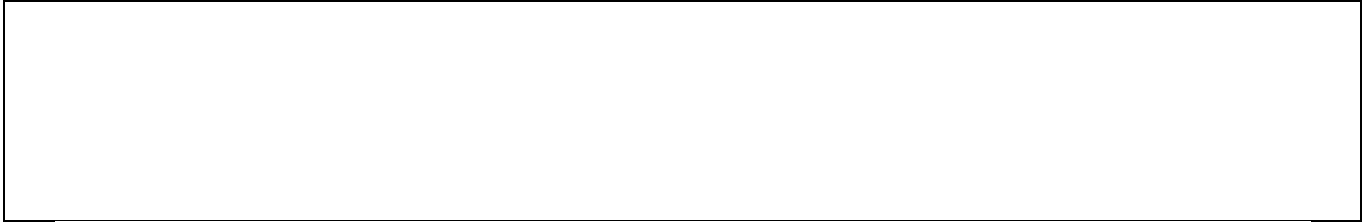
- 1. Conducting daily, monthly and quarterly tests in which the nature of the questions varies.**
- 2. Quick Exams**
- 3- Writing scientific reports.**
- 4- Homework.**
- 5. Committees for discussing graduation research projects for female students of the fourth stage.**
- 6- Evaluation of training in middle and middle schools.**
- 7 Social media sites and educational sites in the field of Arabic language.**

Faculty							
Faculty Members							
Preparing the teaching staff		Requirements/ Special Skills (if any)		Specialization		Scientific Rank	Teaching Name
Lecturer	Angel			Special	General		
	/			Languag e	Langua ge for Arabic	Professo r Doctor	Abdul Karim Nasser Al- Khazraji
	/			Languag e	Arabic Language	Professo r Doctor	Ali Saleh Haidar
	/			Languag e	Arabic Language	Professo r Doctor	My right Ismail Mahmoud
	/			Languag e	Arabic Language	Professo r Doctor	Saadoun Taha Sarhan
	/			Languag e	Arabic Language	Professo r Doctor	Muhammad Diaa Eddin Khalil
	/			Payment of Significa nce	Arabic Language	Professo r Doctor	Rana Hadi Saleh
	/			Literatur e	Arabic Language	Professo r Doctor	Yousef Tariq Jassim

	/			Abbasid literature	Arabic Language	Professor Doctor	Hussein Reyhan Abd
	/			Teaching Methods	Arabic Language	Professor Doctor	Ahmed Iyad Anwar
	/			Jurisprudence Comparative Jurisprudence	Jurisprudence	Assistant Professor	Diaa Eddin Abdullah Mohammed
	/			Modern Literature and Criticism	Arabic Language	Assistant Professor	Abd El , Rahman Khalaf Muttalib
	/			Towards	Arabic Language	Assistant Professor	Qahtan Adnan Abdul Wahid
	/			Towards	Arabic Language	Assistant Professor	Shifa Saeed Jassim
	/			Andalusian literature	Arabic Language	Assistant Professor	Delsouz Kamel Sharif
	/			Andalusian literature	Arabic Language	Assistant Professor	Abtihal Shaker Abd Marzouk
	/			Towards	Arabic Language	Assistant Professor	Mazen Dahham Salem
	/			Towards its	Arabic Language	Assistant Professor	Raad Mohammed Salman

				significance			
	/			Language	Arabic Language	Assistant Professor	Omar Hassan Rashid
	/			Literature	Arabic Language	Assistant Professor	Ghanem Ahmed Hussein
	/			Language	Arabic Language	Assistant Professor	Ziad Ibrahim Taha Al , Hayani
	/			A civilized meeting	Urban Plannin g	Assistant Professor	Ashwaq Qasim Tawfiq
	/			Management and organization	Physical Education	Assistant Professor	Mustafa Hamid Hussein
	/			Language	Arabic Language	Lecturer Doctor	Ikhtar Khalil Ibrahim
	/			Rhetoric	Arabic Language	Lecturer Doctor	Zaid Majeed Rashid
	/			Towards	Arabic Language	Lecturer Doctor	Charter of Ashour Hussein
	/			Literature	Arabic Language	Teacher	Mohamed Ahmed Abd El , Azim
	/			Language	Arabic Language	Teacher	Safa Moayed Hamid
	/			Comparative	Jurisprudence	Lecturer Doctor	Rawa Waleed Rashid

				jurisprudence			
	/			Language	Langua ge	Lecturer Doctor	Bilal Hussein Ghazai
	/			Literatur e	Arabic Language	Assistant Lecturer	Duha Abd El , Sattar Awad
/				Explanati on	Funda mentals of Religio n	Assistant Lecturer	Athir Aziz Idan
/				English	English	Teacher	Thaer Hussain Abbas
/				Literature	Arabic Langua ge	Assistant Lecturer	Rawya Adnan Hassan
/				Talk	Funda mentals of Religio n	Lecturer Doctor	Nadia Mohamed Safar
/				Computer	Compute r	Assistant Professo r	Maan Nawaf Abboud



Professional Development
Mentoring new faculty members
1. Participation in qualifying courses 2- Participation in development courses 3. Participation in teaching methods courses
Faculty Professional Development
1. Employing new teaching methods that are appropriate 2- Employing new means that serve the information acquired by the student 3- Make the curriculum flexible to suit all students' levels 4- Employing the necessary skills for the educational process necessary to obtain the necessary information 5- The teacher should be a role model and a good example and an ideal image for his students to follow. 6. Participation in leadership and management courses 7- Participation in development courses 8. Participation in General Quality Courses 9. Participation in conferences and seminars

10- Publishing in local and international journals

Admission Criteria

First: Admission Requirements in the College:

- 1- Approval of the admission conditions for students in accordance with the regulations of the Ministry of Higher Education and Scientific Research (Central Admission)**
- 2- The student must successfully pass a special test or a personal interview that the college or university council deems necessary.**
- 3- The student must be medically fit for the specialization to which he is applying**

Second: Admission Requirements for the Scientific Department

- 1- Choosing the student's desire from more than one desire arranged according to preference**
- 2- Secondary School Acceptance Rate**
- 3- The average of the course of the department in which the student wishes to study**
- 4- The capacity of the scientific department**

.Key sources of information about the program

- Academic Websites (Scientific Researcher)
- Language books and their origins.
- The Iraqi Digital Repository for Theses and Dissertations and the Website of Iraqi Refereed Journals.
- The Sectoral Committee for the Curriculum of the Faculties of Education.
- Ministerial instructions.

.Program Development Plan

The academic and professional development plan for the faculty members, which includes:

- 1- Contributing to the development of the efficiency of the teachers in the department in line with the development of linguistic sciences and keeping pace with the development of contemporary sciences.**
- 2- A variety of professional development programs through seminars and workshops to acquire administrative and scientific skills.**
- 3- Access to the latest modern sources and translations.**
- 4- Relying on the mothers of modern books and specialized books.**
- 5- Using the means of presenting and explaining the vocabulary of the educational material.**
- 6- Choosing the most convenient and easiest online platforms.**
- 7- Use of direct metrics (written and oral tests, integrative expertise, achievement files, performance evaluation, observation, and projects).**
- 8- Use indirect metrics (essays or questionnaires to survey students, alumni, employers, and groups for focused discussion).**

Teaching and Learning Strategies:

- 1- Adopting modern teaching and learning strategies in the field of specialization. Periodic review of the curriculum vocabulary.**
- 2- Diversity of teaching and learning strategies to achieve the largest number of outputs.**

Evaluation of Targeted Learning Outcomes:

- 1- Prepare the outline of the learning outcomes required from the program.**
- 2- Work to measure the achievement of the targeted learning outcomes periodically and review them continuously.**
- 3- Benefiting from the surveys of the beneficiaries in achieving the steps of continuous improvement.**

Values				Skills				Knowledge				Basic or Optional	Course Name	Course Code	Year/Level
C4	C3	C2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
/	/	/	/					/	/	/	/	Essential	Grammar	AG109	The first
/	/	/	/					/	/	/	/	basic	Exchange	AMC113	
/	/	/	/					/	/	/	/	S Assi	Rhetoric	ARS215	
Phase II												Basic or Optional	Course Name	Course Code	
/	/	/	/					/	/	/	/				
/	/	/	/					/	/	/	/	basic	Islamic and Umayyad literature	AIAUL114	
/	/	/	/					/	/	/	/	basic	Exchange	AMC116	
Third Stage												Basic or Optional	Course Name	Course Code	

/	/	/	/					/	/	/	/	basic	Gram mar	AG211	
/	/	/	/					/	/	/	/	basic	Abbasi d literat ure	AASL212	Third
/	/	/	/					/	/	/	/	basic	Andalu sian literat ure	AAL311	

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Fourth Stage												Basic or Optional	Course Name	Course Code	
/	/	/	/	/	/	/	/	/	/	/	/	basic	Gram mar	AG210	
/	/	/	/	/	/	/	/	/	/	/	/	basic	Moder n Arabic Literat ure	AML409	Fourth
/	/	/	/	/	/	/	/	/	/	/	/	basic	Moder n Arab Critici sm	AMC412	

Course Description Form First Rhetoric

1. Course Name
Rhetoric

Course Code		.2
FRH320		
3. Semester/ Year		
Annual		
Date this description was prepared		.4
2025		
5. Aform of attendance available		
Presence		
6. Number of Hours (Total) / Number of Credits (Total)		
60 Hours / 120 Units		
Course administrator name (if more than one name mentioned)		.7
Name: Dr. Zaid Majeed Rashid Email: zaid.majeed@imimaladham.edu.iq		
8. Course Objectives		
<ul style="list-style-type: none"> ● Knowledge of the concept and meaning of rhetoric ● Knowing the importance of studying rhetoric and its role in understanding the noble texts ● Knowledge of the departments of rhetoric and branches in each department 	Course Objectives	
9. Teaching and Learning Strategies		
<ul style="list-style-type: none"> ● Lecture Method (Delivery) ● Solving Examples Using a Whiteboard ● Method of dialogue and discussion ● Daily reading and sharing 	Strategy	
. Course Structure		

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Attendance Tests Classroom Interaction	Standard Method	Introduction to Rhetoric	Introductory Statement of Rhetoric	2	The week First
Attendance Tests Classroom Interaction	Standard Method	Eloquence	Statement of what it is	2	The week The second
Attendance Tests Classroom Interaction	Standard Method	Introduction and study of rhetoric	Statement of its sections	2	The week The third
Attendance Tests Classroom Interaction	Standard Method	Statement of analogy	Sections of simile	2	The week Fourth
Attendance Tests Classroom Interaction	Standard Method	Truth and metaphor	Statement of what they are	2	Fifth week
Attendance Tests Classroom Interaction	Standard Method	Sections of Al-Majaz	Mental and linguistic metaphor	2	Sixth week
Attendance Tests Classroom Interaction	Standard Method	Metaphor	Explain its concept and	2	The week Seventh

			applicati ons		
Attendance Tests Classroom Interaction	Standar d Method	Transmitted Metaphor	Concept and Applicati ons	2	The week Eighth
Attendance Tests Classroom Interaction	Standar d Method	Metonymy	Definitio n and Divisions	2	The week Ninth
Attendance Tests Classroom Interaction	Standar d Method	Semantics	Tariffs and sections	2	Tenth week
Attendance Tests Classroom Interaction	Standar d Method	News & Creation	Using the news for creation	2	Week Eleven
Attendance Tests Classroom Interaction	Standar d Method	Creation, Command and Prohibition	Explanati on of its meanings and applicati ons	2	The week XII
Attendance and Tests	Standar d Method	Truth and metaphor Semantics	First Semester Exam	2	The week Thirteenth
Attendance Tests Classroom Interaction	Standar d Method	Questioning, wishing, and calling	Explain its concept and	2	The week Fourteenth

			applicati ons		
Attendance Tests Classroom Interaction	Standar d Method	The sentence and its parts	Distinguish between the noun sentence and the actual sentence.	2	Week Fifteen
Attendance Tests Classroom Interaction	Standar d Method	Connection and separation	Adistinguishe s between the places of connection and separation with the explanation	2	The week Sixteenth
Attendance Tests Classroom Interaction	Standar d Method	Minors, brevity and equality	Statemen t of its purpose and applicati ons	2	Week Seventeen
Attendance Tests Classroom Interaction	Standar d Method	Al-Badaa Science	Its concept and meaning	2	Week Eighteenth
Attendance Tests Classroom Interaction	Standar d Method	Alliteration and rhyme	Their Concept and Meaning	2	Week Nineteen

Attendance Tests Classroom Interaction	Standard Method	Quote and Heart	Their Concept and Meaning	2	Week 20
Attendance Tests Classroom Interaction	Standard Method	Moral Improvements	Its concept and meaning	2	The week Twenty first
Attendance Tests Classroom Interaction	Standard Method	Puns and Plates	Their Concept and Meaning	2	The week Twenty two
Attendance Tests Classroom Interaction	Standard Method	Consideration of peers and good reasoning	Their Concept and Meaning	2	The week Twenty Three
Attendance Tests Classroom Interaction	Standard Method	Affirmation of praise and affirmation of slander	Their Concept and Meaning	2	The week Twenty fourth
Attendance Tests Classroom Interaction	Standard Method	Al-Badaa Science Verbal Enhancers Moral Improvements	Review	2	The week Twenty Fifth
Attendance Tests Classroom Interaction	Standard Method	The style of the wise and paying attention	Their Concept and Meaning	2	The week Twenty-sixth

Attendance Tests Classroom Interaction	Standard Method	Comparison of Methods	Their Concept and Meaning	2	The week Twenty Seventh
Attendance Tests Classroom Interaction	Standard Method	Exaggeration and Problems And wrapping and spreading	Identify and distinguish its concept and extract examples	2	The week Twenty Eight
Attendance Tests Classroom Interaction	Standard Method	Representation of rhetorical style	Determine the appropriate context for each rhetorical style before representing it.	2	The week Twenty Ninth
Attendance and Tests	Standard Method	Rhetorical errors Errors in Statement Science Errors in Semantics Mistakes in the science of the beautiful General Errors in Rhetorical Analysis	Second Semester Exam	2	Week 30
Course Evaluation					

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

1- Monthly or quarterly exam 30 marks

2- Conducting short research that is discussed in the classroom with daily preparation of 10 grades.

3- Final exam 60 marks

Learning and Teaching Resources

<p>The Jewels of Rhetoric in Meanings, Explanation and Novelty</p> <p>Author Ahmed bin Ibrahim bin Mustafa Al-Hashimi</p>	<p>Required Textbooks (Methodology, if any)</p>
<p>Arabic Rhetoric by Ahmed Mukhtar Othman</p> <p>Clarification in the Science of Rhetoric by Muhammad Abdullah Diraz</p> <p>The Mayor of Balagha by Al-Zamakhshari</p>	<p>Main References (Sources)</p>
<p>Arab Journal of Humanities – Provides Analytical Studies on Arabic Rhetoric and Textual Criticism</p> <p>Journal of Linguistic and Literary Research – Modern Research in Arabic Rhetoric and Semantics</p>	<p>Recommended books and references (scientific journals, reports...)</p>
<p>Comprehensive Library</p>	<p>Electronic References, Websites</p>

Course Description / First Phase Disbursement

1. Course Name

Disbursement – Phase I

2. Course Code

Semester/Year .3

2025–2026

Date of Preparation of this description .4

2025

5. Forms of attendance available

Mandatory Attendance / Absence Attendance

– Number of study hours (total) / number of units (total)
Hours: (56 Hours) Units: (84 Units)
– Course administrator name (if more than one name mentions)
Name: Eng. Dr. Iftikhar Khalil Ibrahim Email: iftikhar.kheleel@imamaladham.edu.iq
–Course Objectives
Objectives of the course: The purpose of teaching the subject of morphology is to enlighten students about the importance of the morphological aspect in the science of the Arabic language and the change that has taken place in the word, as morphology for the sake of Arabic sciences is a subject, and the greatest danger is that we deserve to be concerned with it, and we work on its study, and we spare no effort in supplying it, because it enters into the heart of Arabic words, and the course of the standard and balance is carried out from it, and it is based on its knowledge alone that relies on the control of formulas and the knowledge of their minimization and attribution to them. Only one face, in which the contemplative person stands on what is in the form of explanation, substitution, or incorporation of the speech, and only he knows what is expelled in Arabic, what is less, what is rare, and what is abnormal in terms of plurals, sources and derivatives.

-Teaching and learning strategies

Strategy: Working to refine students' minds, develop their skills, and direct them in an academic and scientific manner based on the development of a positive spirit by enhancing confidence in individual and collective skills through scientific means directed towards students through scientific participations and skill activities through seminars and seminars, attending discussions to benefit from the experiences of seniors, and working to achieve and demonstrate scientific academic goals to students, as well as using learning aids to clarify, for example: Whiteboard, display screen, and clippings, and urging students to visit libraries and how to access information in a short time.

- Course Structure

Evaluation Method	Learning method	Unit Name and Subject	Required Learning Outcomes	Watches	The week
Written or oral tests	Discussion and Presentation	Conjugation in Language and Idiom	theoretical	2	The first
Written or oral tests	Discussion and Presentation	Topic of morphology	theoretical	2	The second

Written or oral tests	Discussion and Presentation	Difference Between Grammar and Morphology	theoretical	2	The third
Written or oral tests	Discussion and Presentation	The Benefit of Exchange and Morphological Books Ancient and Modern	theoretical	2	Fourth
Written or oral tests	Discussion and Presentation	Balance of Accounts	theoretical	2	Fifth
Written or oral tests	Discussion and Presentation	Balance of Accounts	theoretical	2	Sixth
Written or oral tests	Discussion and Presentation	Spatial heart	theoretical	2	Seventh
Written or oral tests	Discussion and Presentation	Derivation	theoretical	2	Eighth

Written or oral tests	Discussion and Presentation	Sculpture		2	Ninth
Written or oral tests	Discussion and Presentation	The abstract and more	theoretical	2	Tenth
Written or oral tests	Discussion and Presentation	Abstract Complement & More	theoretical	2	Eleventh
Written or oral tests	Discussion and Presentation	Attachment	theoretical	2	XII
Written or oral tests	Discussion and Presentation	Extra Letters	theoretical	2	Thirteenth
Written or oral tests	Discussion and Presentation	The correct and ill action	theoretical	2	Fourteenth

Written or oral tests	Discussion and Presentation	Affirmation of the act	theoretical	2	Fifteenth
Written or oral tests	Discussion and Presentation	Dividing the verb into transgressive and necessary The Infringing Act and the Reasons for the Infringement	theoretical	2	Sixteenth
Written or oral tests	Discussion and Presentation	The necessary action and the reasons for the necessity	theoretical	2	Seventeenth
Written or oral tests	Discussion and Presentation	The division of the verb is rigid and disposed of The rigid act	theoretical	2	Eighteenth
Written or oral tests	Discussion and Presentation	Act acted	theoretical	2	Nineteenth
Written or oral tests	Discussion and	Verb minus act	theoretical	2	Twenty

	Presentati on				
Written or oral tests	Discussio n and Presentati on	Passive Verb	theoretical	2	Twenty first
Written or oral tests	Discussio n and Presentati on	Sources – Standard Sources	theoretical	2	Twenty two
Written or oral tests	Discussio n and Presentati on	Non–standard sources	theoretical	2	Twenty Three
Written or oral tests	Discussio n and Presentati on	The rigid and the derivative	theoretical	2	Twenty fourth
Written or oral tests	Discussio n and Presentati on	Derivatives – Derivatives Origins	theoretical	2	Twenty Fifth
Written or oral tests	Discussio n and	Noun of the subject – its derivation	theoretical	2	Twenty– sixth

	Presentati on				
Written or oral tests	Discussio n and Presentati on	Object noun – its derivation And the suspicious adjective	theoretical	2	Twenty Seventh
Written or oral tests	Discussio n and Presentati on	Promotion and substitution	theoretical	2	Twenty Eight

–Evaluation of the course

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

A– First Semester: (20 marks) (5 marks: on attendance and preparation, and 15 marks on the test).

B– Second Semester: (20 marks) (5 marks: on attendance and preparation, and 15 marks on the test).

C– Final Exam: (60 marks).

– Teaching and Learning Resources

Course Description for the First Phase / Freedom, Human Rights and Democracy

10.	Course Name	
	Freedom, Human Rights and Democracy – Phasel	
	Course Code	.11
	FRH320	
	Semester/ Year	.12
	2025-2026	
	Date this description was prepared	.13
	2025	
14.	Aform of attendance available	
	Presence	
15.	Number of Hours (Total) / Number of Credits (Total)	
	30 Hours / 60 Units	
	Course administrator name (if more than one name mentioned)	.16
	Name: Dr. Zaid Majeed Rashid Email: zaid.majeed@imimaladham.edu.iq	
	Name : Dr. Atheer Aziz Idan Email: atheeraziz55.aa@gmail.com	
17.	Course Objectives	
	<ul style="list-style-type: none"> • Introducing the concept of freedom and human rights • Familiarity with international conventions and declarations • Promoting the values of justice and equality • Develop awareness of rights and duties • Preparing a Conscious and Responsible Citizen 	Course Objectives
18.	Teaching and Learning Strategies	

<ul style="list-style-type: none"> ● Statement of the importance of the subject of freedom and democracy ● Purpose of the study ● Discussion and Dialogue Method ● Delivering the lesson with acting ● Interrogation 					Strategy
. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Attendance Tests Classroom Interaction	Standard Method	The Basis of Freedom	Giving a theoretical lecture	2	The week First
Attendance Tests Classroom Interaction	Standard Method	International Covenant on Civil Rights	Giving a theoretical lecture	2	The week The second
Attendance Tests Classroom Interaction	Standard Method	The Meaning of Freedom	Giving a theoretical lecture	2	The week The third
Attendance Tests Classroom Interaction	Standard Method	History of Freedom	Giving a theoretical lecture	2	The week Fourth
Attendance Tests Classroom Interaction	Standard Method	The Concept of Freedom in Ancient Civilizations	Giving a theoretical lecture	2	Fifth week
Attendance Tests Classroom Interaction	Standard Method	The Concept of Freedom in the Modern Era	Giving a theoretical lecture	2	Sixth week

Attendance Tests Classroom Interaction	Standar d Method	Political Guarantees of Public Freedoms	Giving a theoretica l lecture	2	The week Seventh
Attendance Tests Classroom Interaction	Standar d Method	Types and characteristics of freedoms	First Month Test	2	The week Eighth
Attendance Tests Classroom Interaction	Standar d Method	Types of Freedom in Islam	Giving a theoretica l lecture	2	The week Ninth
Attendance Tests Classroom Interaction	Standar d Method	Personal Freedom	Giving a theoretica l lecture	2	Tenth week
Attendance Tests Classroom Interaction	Standar d Method	Manifestations of Types of Political Freedom	Giving a theoretica l lecture	2	Week Eleven
Attendance Tests Classroom Interaction	Standar d Method	Advantages of the Right to Freedom from an Islamic Perspective	Giving a theoretica l lecture	2	The week XII
Attendance Tests Classroom Interaction	Standar d Method	Regulations for the Exercise of Freedom of Belief and Worship	Giving a theoretica l lecture	2	The week Thirteenth
Attendance Tests Classroom Interaction	Standar d Method	Human rights Human Rights Resources	Giving a theoretica l lecture	2	The week Fourteenth
Attendance Tests Classroom Interaction	Standar d Method	International Covenant on	SecondMo nth Test	2	Week Fifteen

		Economic, Social and Cultural Rights			
Attendance Tests Classroom Interaction	Standar d Method	French Constitutions and Announcements	Giving a theoretical lecture	2	The week Sixteenth
Attendance Tests Classroom Interaction	Standar d Method	French Constitution (1848)	Giving a theoretical lecture	2	Week Seventeen
Attendance Tests Classroom Interaction	Standar d Method	Constitution of the Republic of Iraq for the year 2025	Giving a theoretical lecture	2	Week Eighteenth
Attendance Tests Classroom Interaction	Standar d Method	Guaranteeing human rights	Giving a theoretical lecture	2	Week Nineteen
Attendance Tests Classroom Interaction	Standar d Method	The principle of separation of powers	Giving a theoretical lecture	2	Week 20
Attendance Tests Classroom Interaction	Standar d Method	Forms of Democracy	Giving a theoretical lecture	2	The week Twenty first
Attendance Tests Classroom Interaction	Standar d Method	Appreciation of the system of direct democracy	Giving a theoretical lecture	2	The week Twenty two
Attendance Tests Classroom Interaction	Standar d Method	Manifestations of democracy	Giving a theoretical lecture	2	The week Twenty Three

Attendance Tests Classroom Interaction	Standard Method	Popular Control of MPs	Giving a theoretical lecture	2	The week Twenty fourth
Attendance Tests Classroom Interaction	Standard Method	Representative Democracy	Third Month Exam	2	The week Twenty Fifth
Attendance Tests Classroom Interaction	Standard Method	Pillars of the Representative System	Giving a theoretical lecture	2	The week Twenty-sixth
Attendance Tests Classroom Interaction	Standard Method	Forms of Representative System	Giving a theoretical lecture	2	The week Twenty Seventh
Attendance Tests Classroom Interaction	Standard Method	Parliamentary system	Giving a theoretical lecture	2	The week Twenty Eight
Attendance Tests Classroom Interaction	Standard Method	House of Representatives	Giving a theoretical lecture	2	The week Twenty Ninth
Attendance Tests Classroom Interaction	Standard Method	Representative Democracy Forms of Representative System	Fourth Month Exam	2	Week 30
Course Evaluation					

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

1- Monthly or quarterly exam 30 marks

2- Conducting short research that is discussed in the classroom with daily preparation of 10 grades.

3- Final exam 60 marks

Learning and Teaching Resources

The right to freedom of the world Dr. Wahba Al-Zuhaili

Human Rights and Children, Dr. Maher Saleh et al.

Required Textbooks (Methodology, if any)

The Book of Public International Law by Abdel Fattah Bayoumi Hijazi

The book of the mediator in the law of international organizations by Muhammad Al-Majzoub

Publications on Public Rights and Freedoms by Dr. Hussein Jameel

Main References (Sources)

Arab Charter on Human Rights.

League of Arab States

National child laws in Arab countries (e.g., Egyptian Child Law, Saudi Child Protection Law, UAE Child Rights Law...

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

Google Scholar to search for peer-reviewed scientific studies and research in various disciplines.	Electronic References, Websites

Course Description for the First Stage / Psychology Course

Course Name	
Educational Psychology – StageOne	
Course Code	
EAEP 108	
Semester/ Year	
First Semester 2025-2026	
Date this description was prepared	
2025	
Aform of attendance available	
Presence	
Number of Hours (Total) / Number of Credits (Total)	
60 Hours / 120 Units	
Course administrator name (if more than one name mentioned)	
Name: Eng. Dr. Nadia Mohamed Safar Email: nadiamohammd@imimaladham.edu.iq	
Name : Eng. Dr. Bilal Hussein Ghazai Email Request: belallhessan@imamaladham.edu.iq	
Course Objectives	
<p>Study the theoretical and applied foundations of educational psychology.</p> <p>Studying tools and methodologies that help teachers and educators understand human behavior and improve teaching and pedagogy methods.</p> <p>Promote awareness of the importance of effective communication and positive interaction between teachers and students to achieve the best educational outcomes.</p>	<p>Course Objectives</p>
Teaching and Learning Strategies	
<p>Self-learning and interactive learning method, enhancing students' self-abilities and encouraging them to think critically and self-analyze. To reach</p>	<p>Strategy</p>

To enhance interaction between students and between them and teachers to achieve more effective and enriching learning.

. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Standard Method	Chapter One: Introduction to Educational Psychology		2	September 2
Classroom Performance and Exams	Standard Method	The relationship between educational psychology and the branches of psychology		2	September 3
Classroom Performance and Exams	Standard Method	Psychology in the Islamic Perception		2	September 4
Classroom Performance and Exams	Standard Method	Factors Affecting the Effectiveness of Learning and Teaching.		2	October 1
Classroom Performance and Exams	Standard Method	Historical development of psychology		2	October 2
Classroom Performance and Exams	Standard Method	Psychology in the Islamic Heritage		2	October 3
		The Nature and Importance of Psychology		2	October 4

Classroom Performance and Exams	Standard Method		First Month Test	2	November 1
Classroom Performance and Exams	Standard Method	Goals and Fields of Psychology		2	November 2
Classroom Performance and Exams	Standard Method	Psychology Schools		2	November 3
Classroom Performance and Exams	Standard Method	Behavior and Factors Influencing Psychology		2	November 4
Classroom Performance and Exams	Standard Method	Definition of Behavior		2	December 1
Classroom Performance and Exams	Standard Method	Meaning of Attention		2	December 2
Classroom Performance and Exams	Standard Method	Sensory perception of the meaning of sensation		2	December 3
Classroom Performance and Exams	Standard Method		Second Month Test	2	December 4
Classroom Performance and Exams	Standard Method			Holiday Spring	January 1
Classroom Performance and Exams	Standard Method			Holiday Spring	January 2
Classroom Performance and Exams	Standard Method	Chapter Two: The Psychology of Learning		2	January 3

Classroom Performance and Exams	Standard Method	Meaning, Stages of Learning Types		2	January 4
		Learning outcomes and outcomes		2	February 1
		Chapter Three: Learning Theories		2	February 2
		Behavioral Theories		2	February 3
Classroom Performance and Exams	Standard Method	Cognitive Theories		2	February 4
Classroom Performance and Exams	Standard Method	Theory of Observational Learning		2	March 1
			Third Month Exam	2	March 2
Classroom Performance and Exams	Standard Method	Chapter Four: Mental Processes Related to Learning		2	March 3
Classroom Performance and Exams	Standard Method	Cognition, Attention		2	March 4
Classroom Performance and Exams	Standard Method	Thinking, Concept		2	April 1
Classroom Performance and Exams	Standard Method	Teacher personality and classroom interaction between teacher and student		2	April 2
Classroom Performance and Exams	Standard Method	Persistence of education, remembering and forgetting		2	April 3

Classroom Performance and Exams	Standard Method	Review		2	April 4
			Fourth Month Exam		May 1

Course Evaluation

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

1- Monthly or quarterly exam 30 marks

2- Conducting short research that is discussed in the classroom with daily preparation of 10 grades.

3- Final exam 60 marks

Learning and Teaching Resources

Fundamentals of Educational Psychology by Dr. Mohieddin Touq / Dr. Abdulrahman Adas	Required Textbooks (Methodology, if any)
Fundamentals of Educational Psychology and Learning Theories written by Prof. Dr. Saleh Hassan Al-Daheri.	Main References (Sources)
Principles of Educational Psychology Dr. Emad Abdulrahim Al , Zaghoul	Recommended books and references (scientific journals, reports...)
Noor Digital Library	Electronic References, Websites

Course Description First Stage English

Course Name

English – Stage I
Course Code
Semester/Year
2026
Date this description was prepared
2025
Available Forms of Attendance
Mandatory Attendance / Attendance – Absence
Number of Hours (Total) / Number of Credits (Total)
28 Hours – Units (28 Units)
Course administrator name (if more than one name mentioned)
Eng. Thaer Hussain Abbas Al-Jubouri
Course Objectives
<p>This academic program description provides a brief summary of the program's most important characteristics and the learning outcomes expected of students:</p> <ul style="list-style-type: none"> ▪ Educational Institution: Grand Imam College ▪ Scientific Department: Arabic Language ▪ Academic Program Name: Headway: Beginner ▪ Study System: Yearly/Semester ▪ Accredited Accreditation Program: Semester ▪ External influences are educational aids ▪ Description Preparation Date: [A11/11/2025 ▪ Objectives of the Academic Program: · Enable students to use basic English for daily communication.
Teaching and Learning Strategies
Communicative education to enhance students' participation in the learning process and develop their skills.
Evaluation Methods

- **Transferable General and Qualifying Skills (Skills Related to Employability and Personal Development):**

1. **Language Skills**

2. **Production Skills**

3. **Cognitive skills**

Teaching and Learning Methods

- **Oral and written tests**

Evaluation Methods

- **Daily Ratings**

- **Oral tests**

- **Written Tests**

Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Written or oral tests	Discussion and Presentation	Unit 1: Hello	theoretical	1	1
Written or oral tests	Discussion and Presentation	Unit 1: Hello	theoretical	1	2
Written or oral tests	Discussion and Presentation	Unit 1: Hello	theoretical	1	3
Written or oral tests	Discussion and Presentation	Unit 1: Hello	theoretical	1	4
Written or oral tests	Discussion and Presentation	Unit 2: Your word	theoretical	1	5
Written or oral tests	Discussion and Presentation	Unit 2: Your word	theoretical	1	6
Written or oral tests	Discussion and Presentation	Unit 2: Your word	theoretical	1	7
Written or oral tests	Discussion and Presentation	Unit 2: Your word	theoretical	1	8
Written or oral tests	Discussion and Presentation	Unit 3: All about you		1	9
Written or oral tests	Discussion and Presentation	Unit 3: All about you	theoretical	1	10

Written or oral tests	Discussion and Presentation	Unit 3: All about you	theoretical	1	11
Written or oral tests	Discussion and Presentation	Unit 3: All about you	theoretical	1	12
Written or oral tests	Discussion and Presentation	Unit 4: Family and friends	theoretical	1	13
Written or oral tests	Discussion and Presentation	Unit 4: Family and friends	theoretical	1	14
Written or oral tests	Discussion and Presentation	Unit 4: Family and friends	theoretical	1	15
Written or oral tests	Discussion and Presentation	Unit 4: Family and friends	theoretical	1	16
Written or oral tests	Discussion and Presentation	Unit 5: The way I live	theoretical	1	17
Written or oral tests	Discussion and Presentation	Unit 5: The way I live	theoretical	1	18
Written or oral tests	Discussion and Presentation	Unit 5: The way I live	theoretical	1	19
Written or oral tests	Discussion and Presentation	Unit 5: The way I live	theoretical	1	20
Written or oral tests	Discussion and Presentation	Unit 9: Times past	theoretical	1	21
Written or oral tests	Discussion and Presentation	Unit 9: Times past	theoretical	1	22
Written or oral tests	Discussion and Presentation	Unit 9: Times past	theoretical	1	23
Written or oral tests	Discussion and Presentation	Unit 9: Times past	theoretical	1	24
Written or oral tests	Discussion and Presentation	Unit 10: We had a great time	theoretical	1	25
Written or oral tests	Discussion and Presentation	Unit 10: We had a great time	theoretical	1	26
Written or oral tests	Discussion and Presentation	Unit 10: We had a great time	theoretical	1	27
Written Tests		Unit 10: We had a great time	Test	1	28

Course Evaluation	
<p>The score is distributed out of 100 according to the tasks assigned to the student, such as daily participations, reports, and monthly exams.</p> <p>First Semester: (20 marks) (5 marks: on attendance and participation, and 15 on exams). and final , and so on.</p> <p>Second Semester: (20 marks) (5 marks: for attendance and participation, and 15 marks on exams).</p> <p>Final exam: (60 marks).</p>	
Learning and Teaching Resources	
Hidoi: Beginner	Required Textbooks (Methodology, if any)
Recommended References: Additional resources on English grammar and basic vocabulary.	Recommended books and references (scientific journals, reports...)
	References, Websites

Course Description for the First Stage / Pre-Islamic Literature History

1. Course Cm
Ignorant literature
Course Code .2
APIEL111–APIEL112
3. Semester/Year
First Semester (2025-2026)
Date this description was prepared .4
2025
Available Forms of Attendance
Describe my presence
5. Number of Hours (Total) / Number of Credits (Total)
45 Hours / 45 Units
6. Course administrator name (if more than one name mentioned)
Name: Assoc. Prof. Dr. Hafsa Omar Ibrahim Omar -1 Email: hafssaomar@imamaladham.edu.iq Eng. Rawiya Adnan Hassan Al-Janabi : Name -2 Email: rawyaadnan20@gmail.com

Course Objectives	
<p>Introducing students to the concept of pre-Islamic literature, its origin, development, and fields</p> <p>Developing the ability to critically analyze through the study of ancient texts and deriving their connotations and artistic structure</p> <p>Deepening the literary taste because of the purity of its eloquence and the power of its image of pre-Islamic literature</p> <p>Understanding the sources of Arabic culture because pre-Islamic literature is the basis on which the sciences of the Arabic language are based, grammar, rhetoric, presentations, and dictionaries of the language.</p>	Course Objectives
7. Teaching and Learning Strategies	
<p>Targeted learning outcomes are developed through the following teaching activities and strategies:</p> <p><u>First: Education Strategies:</u></p> <p>9- Lecture or lecture strategy.</p> <p>10- Discussion strategy.</p> <p>11- Problem-solving strategy.</p> <p>12- Cooperative Learning Strategy.</p> <p>13- Brainstorming strategy.</p> <p><u>Second : Learning Strategies:</u></p> <p>7- Study</p> <p>8- Switching between ideas.</p> <p>9- Provide examples.</p> <p>10- Conclusion.</p> <p><u>Third: Policies followed in the decision:</u></p> <p>7- Attendance and absence policy.</p>	Strategy

<p>8- Absence from exams and delivery of assignments on time. Cheating and deviating from the classroom system through the Student Discipline Law.</p> <p>9- Giving grades.</p> <p>10- The services available at the university that contribute to the study of the subject (libraries and research centers).</p>	
---	--

Course Structure

--

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Written and oral tests	<p>1- Lecture: Dialogue and discussion.</p> <p>2- Cooperative education.</p> <p>3- Research and Investigation</p> <p>4- Brainstorming</p> <p>5. Duties</p>	<p>Characteristics of the Arabian Peninsula Its area, sections and climate The Origin of the Word Semitic and the Semitic Waves</p>	To introduce the student to what is meant by literature in the pre-Islamic era, what it is and what it is	3	First
Written and oral tests	<p>1- Lecture: Dialogue and discussion.</p> <p>2- Cooperative education.</p> <p>3- Research and Investigation</p> <p>4- Brainstorming</p> <p>5. Duties</p>	<p>Al , Junbian Arabs Northern Arabs</p> <p>Novel and Codification of Pre-Islamic Poetry</p>	<p>Their role in the history of Arab civilization and what are the highlights of their exploits and achievements, The state of the novel in the pre-</p>	3	The second

			Islamic era and the subsequent eras		
Written and oral tests	1- Lecture: Dialogue and discussion. 2- Cooperative education. 3- Research and Investigation 4- Brainstorming 5. Duties	Professional Narrators The Plagiarism Case	The student should show The school of Basra and Kufa and the most prominent narrators of the two schools Presenting the opinions of modern researchers from the Orientalists and Arabs	3	The third
Written and oral tests	1- Lecture: Dialogue and discussion. 2- Cooperative education. 3- Research and Investigation 4- Brainstorming 5. Duties	The most important sources of pre-Islamic poetry Characteristics of pre-Islamic poetry Topics	Commentaries, favorites, listeners, collectives, anthologies, individual collections and tribal collections. The Emergence of Pre-Islamic Poetry and its Disparity in the Tribes	3	Fourth

			We cannot arrange these topics in pre-Islamic poetry in historical order and we do not know how they originated and developed, because the first origins of this poetry were buried, although we thought that they evolved from religious songs with which they turn to their gods		
Written and oral tests	1- Lecture: Dialogue and discussion. 2- Cooperative education. 3- Research and Investigation 4- Brainstorming 5. Duties	Characteristics of pre-Islamic poetry Topics	Basic Topics i.e. Main Purpose (Enthusiasm Satire Lament Praise Description Lamentation)	3	Fifth
Written and oral tests	1- Lecture: Dialogue and discussion. 2- Cooperative education.	Moral characteristics Verbal characteristics	The moral characteristics were characterized by the narrative	3	Sixth

	<p>3- Research and Investigation</p> <p>4- Brainstorming</p> <p>5. Duties</p>		<p>spirit, while the verbal characteristics came, so simile was the most of the arts, then metaphor with its mechanical and anatomical branches</p>		
<p>Exam First month</p>		<p>Monthly exam</p>		<p>3</p>	<p>Seventh</p>
<p>Written and oral tests</p>	<p>1- Lecture: Dialogue and discussion.</p> <p>2- Cooperative education.</p> <p>3- Research and Investigation</p> <p>4- Brainstorming</p> <p>5. Duties</p>	<p>Imru al, Qais</p> <p>Al-Dhabiani genius</p>	<p>The name of the poet, his tribe and his life is his poetry collection</p> <p>Memorizing 7 verses of the tales, the yarn, the horse painting and the night painting.</p> <p>The name of the poet, his tribe and his life is his poetry collection with poetic texts in the poetic topics that the</p>	<p>3</p>	<p>Eighth</p>

			poet touched on		
Written and oral tests	1- Lecture: Dialogue and discussion. 2- Cooperative education. 3- Research and Investigation 4- Brainstorming 5. Duties 6- Reports	Zuhair Bin Abi Salma Dinner Amr Bin Kulthum	The name of the poet, his tribe and his life is his poetry collection Memorizing 7 verses of tales and ghazals and the painting of peace and peace The painting of war and wisdom. The name of the poet, his tribe and his life is a collection of poetry with poetic texts Seven verses from the pride board	3	Ninth
Written and oral tests	1- Lecture: Dialogue and discussion. 2- Cooperative education. 3- Research and Investigation 4- Brainstorming 5. Duties	Sects of poets Knights	Systematic descriptions of poets according to their environments, circumstances, and poetic purposes in order to	3	Tenth

			understand the artistic characteristics of each sect		
Written and oral tests	1- Lecture: Dialogue and discussion. 2- Cooperative education. 3- Brainstorming 5. Duties	Other poets	It deals with poets in terms of the characteristics of each sect, for example, the poets of the lesser famous desert poets and the poets of the present cities	3	Eleventh
Written and oral tests	1. Lecture: Dialogue and discussion. 2. Cooperative education. 3 Research and Investigation 4- Brainstorming 5. Duties	Images of pre-Islamic prose Types of pre-Islamic prose Speeches Tarfa ibn al-Abd	The nature of pre-Islamic prose and the scarcity of its texts He was thrown into certain manasiyat, and its most prominent features and the most famous orators. Seven verses from the painting of spinning and the ruins	3	XII
Written and oral tests	1- Lecture: Dialogue and discussion.	1 Proverbs 2 The priest's saj	Its features and the most famous of	3	Thirteenth

	<p>2- Cooperative education.</p> <p>3- Research and Investigation</p> <p>4- Brainstorming</p> <p>5. Duties</p>	<p>3 Lapid bin Rabi'ah al-Amiri</p> <p>4 Antara</p>	<p>these proverbs. In being a prose art that was associated with priests and diviners. Seven verses of the ruins and the homes</p> <p>Seven verses from the painting of the tales, homes and spinning</p>		
Exam Second month		Monthly exam		3	Fourteenth
Written and oral tests	<p>1- Lecture: Dialogue and discussion.</p> <p>2- Cooperative education.</p> <p>3- Research and Investigation</p> <p>4- Brainstorming</p> <p>5. Duties</p>	<p>Stylistic characteristics of pre-Islamic prose.</p> <p>The value of pre-Islamic prose in the heritage.</p> <p>Pre-Islamic Stories</p>	<p>Its features and advantages</p> <p>It reflects an important aspect of the intellectual and rhetorical life of the pre-Islamic Arabs</p> <p>Sample stories with an explanation of their characteristics</p>	3	Fifteenth

Course Evaluation

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

Assessment Methods and Course Requirements :

The achievement of the targeted learning outcomes is demonstrated by the following assessment methods and requirements:

- 1- Daily preparation and exams (10%)**
- 2- Oral exam (5%)**
- 3- First Month Exam (10%)**
- 4- Second Month Exam (10%)**
- 5- Research and Reports (5%)**
- 6- Final Exam (60%)**

Learning and Teaching Resources

<p>1- The Textbook/ History of Arabic Literature in the Pre-Islamic Era/Dr. Shawqi Deif</p>	<p>Required Textbooks (Methodology, if any)</p>
<p>1- In pre-Islamic poetry Dr. Taha Hussein 2- Pre-Islamic poetry: its characteristics and arts Dr. Yahya Al-Jubouri 3- History of Arabic Literature Karl Brockelmann 4- Studies in Pre-Islamic Poetry Dr. Enad Ghazwan</p>	<p>Main References (Sources)</p>
<p>1- Master's and PhD theses related to Arabic literature in general and pre-Islamic literature in particular 2- Scientific Research in Refereed Journals Related to Arabic Literature Specifically in the Pre-Islamic Era</p>	<p>Recommended books and references (scientific journals, reports...)</p>

Electronic Scientific Encyclopedias / Comprehensive Encyclopedia	Electronic References, Websites
---	--

Course Description First Stage Language Skills

Course Name	
Language Skills/Stage I	
Course Code	
ADR115	
Semester/Year	
Annual Regulations for the Academic Year (2025/2026)	
Date this description was prepared	
2025	
Available Forms of Attendance	
Face-to-face classroom lectures and (integrated electronic if necessary)	
Number of Hours (Total) / Number of Credits (Total)	
30 Hours / 60 Units	
Course administrator name (if more than one name mentioned)	
Name: A.M.Dr. Qahtan Adnan Abdul Wahid -1	
Email: dr.qahtanadnan2@imamaladham.edu.iq	
Course Objectives	
<ol style="list-style-type: none"> 1- To understand the importance of language and its impact on human development and perception. 2- Develop language skills as a core subject in learning to write, linguistic, literary, and expressive. 3- They should use oral and written language skills, and their proficiency. 4- Teach the student the grammar of the Arabic language and develop his skills - which are already in place so that he can perform a correct phrase free of errors 5- Raising the student's expressive abilities, increasing his linguistic wealth, and helping him to raise the general language performance 	Course Objectives
Teaching and Learning Strategies	

Strategy

:First: Education Strategies

.Lecture -1

.Brainstorming -2

.Dialogue and discussion -3

4- Conceptual maps sometimes.

6- Q&A.

7- E-learning.

8- and others as needed.

Second : Learning Strategies:

11- Divergent practice.

12- Studying.

13- Conclusion.

14- Switching between ideas.

15- Provide examples.

16- Dual coding.

Third: Policies followed in the decision:

11- Attendance and absence policy.

12- Absence from exams and delivery of assignments on time.

13- Safety and health prevention measures, vaccination against epidemics.

14- Cheating and deviating from the classroom system through the Student Discipline Law.

15- Giving grades.

16- The services available at the university that contribute to the study of the subject (libraries and research centers).

Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Oral Testing	Lecture & Discussion	Introduction/Method of Giving Spelling Lessons	Understanding Structure and Function	2	First
Oral Testing	Lecture & Discussion	Mention of the appointed name	Understanding Structure and Function	2	The second
Oral Testing	Lecture & Discussion	The broken hamza in the middle of the word	Understanding Structure and Function	2	The third
Oral Testing	Lecture & Discussion	The consonant hum in the middle of the word	Understanding Structure and Function	2	Fourth
Oral Testing	Lecture & Discussion	Solar and lunar letters	Understanding Structure and Function	2	Fifth
Oral Testing	Lecture & Discussion	Highlight Close Characters	Understanding Structure and Function	2	Sixth
Oral Testing	Lecture & Discussion	Connected Names	Understanding Structure and Function	2	Seventh
Oral Testing	Lecture & Discussion	A thousand mention of the appointed name	Understanding Structure and Function	2	Eighth
Oral Testing	Lecture & Discussion	The thousand at the end of the triple verb	Understanding Structure and Function	2	Ninth
Oral Testing	Lecture & Discussion	The thousand at the end of the non-triple verb	Understanding Structure and Function	2	Tenth
Oral Testing	Lecture & Discussion	The Thousand at the End of the Names	Understanding Structure and Function	2	Eleventh
Oral Testing	Lecture & Discussion	Delete a thousand	Understanding Structure and Function	2	XII

Oral Testing	Lecture & Discussion	Increase a thousand	Understanding Structure and Function	2	Thirteenth
Oral Testing	Lecture & Discussion	Write (then) and (if).	Understanding Structure and Function	2	Fourteenth
Oral Testing	Lecture & Discussion	Exam	Understanding Structure and Function	2	Fifteenth
Oral Testing	Lecture & Discussion	Hamza Al Wasl.	Understanding Structure and Function	2	Sixteenth
Oral Testing	Lecture & Discussion	Cut hamzah.	Understanding Structure and Function	2	Seventeenth
Oral Testing	Lecture & Discussion	Delete the link and the Hamza of Ibn and Name	Understanding Structure and Function	2	Eighteenth
Oral Testing	Lecture & Discussion	The static and moving medium hamzah.	Understanding Structure and Function	2	Nineteenth
Oral Testing	Lecture & Discussion	The extreme Hamza.	Understanding Structure and Function	2	Twenty
Oral Testing	Lecture & Discussion	Duration.	Understanding Structure and Function	2	Twenty first
Oral Testing	Lecture & Discussion	Simplified T Writing.	Understanding Structure and Function	2	Twenty two
Oral Testing	Lecture & Discussion	Tying the tie.	Understanding Structure and Function	2	Twenty Three
Oral Testing	Lecture & Discussion	Delete some letters.	Understanding Structure and Function	2	Twenty fourth
Oral Testing	Lecture & Discussion	Delete some letters.	Understanding Structure and Function	2	Twenty Fifth
Oral Testing	Lecture & Discussion	Increase some letters.	Understanding Structure and Function	2	Twenty-sixth

Oral Testing	Lecture & Discussion	Increase some letters.	Understanding Structure and Function	2	Twenty Seventh
Oral Testing	Lecture & Discussion	Stop signs and numbering.	Understanding Structure and Function	2	Twenty Eight
Oral Testing	Lecture & Discussion	Stop signs and numbering.	Understanding Structure and Function	2	Twenty Ninth
Oral Testing	Lecture & Discussion	Exam	Understanding Structure and Function	2	Thirty

Course Evaluation

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

Assessment Methods and Course Requirements :

A. First semester: (20 marks), (5 marks: on attendance and preparation, and 15 marks on the test).

B. Second semester (20 marks), (5 marks: on attendance and preparation, and 15 marks on the test).

C. Final Exam: (60 marks).

Learning and Teaching Resources

Reference in Dictation: Raji Al-Asmar	Required Textbooks (Methodology, if any)
1. Clear Spelling: Abdul Majeed Al-Nuaimi 2- How to master spelling: Ahmed Iskandar 3- Dictionary of Expression and Spelling: Dr. Emile Yacoub	Main Reference(s)

<p>4- Arabic grammar and dictation by observation and induction: Ahmed Al-Tabbal</p>	
<p>1. Language Skills: Dr. Yousef Tariq 2- Spelling and Numbering in Arabic Writing: Abdel Aleem Ibrahim</p>	<p>Recommended books and references (scientific journals, reports...)</p>
<p>Websites and means of communication that are concerned with the Arabic language and its literature, including:</p> <p>1- Aluka Location: http://www.alukah.net :Voice of Arabia -2 /http://www.alarabiyah.ws</p> <p>3- : http://www.al-mostafa.com</p>	<p>References, Websites</p>

Course Description for the First Stage / Fiqh

Course Name	
Islamic Jurisprudence / First Stage	
Course Code	
Semester/Year	
First Semester (2025-2026)	
Date this description was prepared	
2025	
Available Forms of Attendance	
Describe my presence	
Number of Hours (Total) / Number of Credits (Total)	
30 Hours / 60 Units	
Course administrator name (if more than one name mentioned)	
Name: M.Dr. Rawa Waleed Rashid Al-Obaidi -1 Email : : rewaa.weleed@imamaladham.edu.iq	
Name : A. M .Dr. Diao Eddin Abdullah Mohammed Al , Saleh -2 Email : dhiyaa.abdullah@imamaladham.edu.iq	
Course Objectives	
<ul style="list-style-type: none"> • Introducing the student to the importance of jurisprudence in knowing the Sharia rulings. • Introducing the student to the Hanafi school of jurisprudence. 	Course Objectives

<ul style="list-style-type: none"> • Explaining the importance of the science of jurisprudence in preparing the mujtahid and the mufti. • Developing the student's love for this science. • Contribute to the development of a middle-class world. 	
---	--

Teaching and Learning Strategies

<p>Targeted learning outcomes are developed through the following teaching activities and strategies:</p> <p><u>First: Education Strategies:</u></p> <p>14- The strategy of lecture or presentation and explanation of the text.</p> <p>15- Discussion strategy.</p> <p>16- Active learning strategy using mind maps.</p> <p>17- Learning strategy based on practical explanation.</p> <p>18- The strategy of education is to link jurisprudential rulings to realistic issues.</p> <p><u>Second : Learning Strategies:</u></p> <p>17- Presentation of jurisprudential issues.</p> <p>18- Studying.</p> <p>19- Conclusion.</p> <p>20- Switching between ideas.</p> <p>21- Provide examples.</p> <p><u>Third: Policies followed in the decision:</u></p> <p>17- Attendance and absence policy.</p> <p>18- Absence from exams and delivery of assignments on time.</p> <p>19- Safety and health prevention measures, vaccination against epidemics.</p> <p>20- Cheating and deviating from the classroom system through the Student Discipline Law.</p> <p>21- Giving grades.</p> <p>22- The services available at the university that contribute to the study of the subject (libraries and research centers).</p>	<p>Strategy</p>
---	------------------------

Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Oral Tests	Lecture and Discussion.	Introduction to Hanafi jurisprudence and the book of choice	Introducing the subject of jurisprudence, jurisprudential doctrines, and Hanafi jurisprudence, especially	1	First
Oral Tests	Lecture and discussion.	Book of Purity, Ablution	The student should get to know the ablution and its Sunnah	1	The second
Oral Tests	Lecture and discussion.	Annulment of ablution	Completion of ablution	1	The third
Oral Tests	Lecture & Discussion	Rulings on ghusl are obligatory and Sunnah and the obligations of purity and what is forbidden	The student should be familiar with the rulings of ghusl	1	Fourth

		for the muhaddith, the januah and the menstruating woman			
Oral Tests	Lecture & Discussion	Separation in water and what is permissible to disinfect with it and the provisions of stagnant water	The student should be familiar with the provisions of water	1	Fifth
Oral Tests	Lecture & Discussion	Bab al-Taymum	The student should get to know Tayammum	1	Sixth
Exam The first month is written		Monthly exam		1	Seventh
Oral Tests	Lecture & Discussion	Chapter on wiping over the socks	The student should be familiar with the ruling on wiping over the socks	1	Eighth
Oral Tests	Lecture & Discussion	Menstrual Door	The student should be familiar with the provisions of	1	Ninth

			menstruation		
Oral Tests	Lecture & Discussion	Istihadah and those who have ruling on it and the postpartum	The student should get to know about the Istihadah and the puerperium	1	Tenth
Oral Tests	Lecture & Discussion	The door of impurity and purification	The student should recognize the impurity and purify it	1	Eleventh
Oral Tests	Lecture & Discussion	In removing impurity, and in invoking	Completion of the rulings of impurity and invocation and its ruling	1	XII
Second Month Exam		Monthly exam		1	Thirteenth
Oral Tests	Lecture & Discussion	The Book of Prayer Its Timings and Recommended Times	The student should be familiar with prayer and its rulings	1	Fourteenth
Oral Tests	Lecture & Discussion	The times when it is forbidden to pray	Completion of the rulings of prayer	1	Fifteenth
Oral Tests	Lecture & Discussion	Bab al-Azan	The student should get to know the call to	1	Sixteenth

			prayer and the iqama		
Oral Tests	Lecture & Discussion	Chapter on what to do before prayer	The student should know what to do before praying	1	Seventeenth
Oral Tests	Lecture & Discussion	The chapter on actions in prayer	The student should get to know what he does in prayer	1	Eighteenth
Oral Tests	Lecture & Discussion	Witr prayer and reading in prayer	The student should get acquainted with Witr prayer and reading in prayer	1	Nineteenth
Monthly exam		Monthly exam		1	Twenty
Oral Tests	Lecture & Discussion	In the rulings of the group and the Imamate	The student should get to know the congregational prayer	1	twenty one
Oral Tests	Lecture & Discussion	What is hated for the worshipper	That the student should get to know what he hates for the worshipper	1	twenty two
Oral Tests	Lecture & Discussion	Chapter on making up for the loss	The student should know how	1	twenty three

			to spend the waste.		
Oral Tests	Lecture & Discussion	Taraweeh prayer	The student should get to know the Taraweeh prayer	1	twenty four
Oral Tests	Lecture & Discussion	The chapter on the prostration of omission and the chapter on the prostration of recitation	The student should be familiar with the prostration of omission and the prostration of recitation	1	twenty five
Oral Tests	Lecture & Discussion	Sick Prayer Door	The student should be familiar with the patient's prayer	1	twenty six
Oral Tests	Lecture & Discussion	Traveler's Prayer Door	The student should be familiar with the traveler's prayer	1	twenty seven
Oral Tests	Lecture & Discussion	Friday Prayer	The student should get to know the Friday prayer	1	twenty eight
Oral Tests	Lecture & Discussion	In praying for the dead	The student should get acquainted with the	1	twenty nine

			funeral prayer		
Monthly exam		Monthly exam		1	Thirty

8. Course Evaluation

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

Assessment Methods and Course Requirements :

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

First Semester: (20 marks) (5 marks: on attendance and preparation, and 15 marks on the test).

Second Semester: (20 marks) (5 marks: on attendance and preparation, and 15 marks on the test).

Final Exam: (60 marks).

9. Learning and Teaching Resources

The book "The Decision/Selection for the Explanation of the Mukhtar" written by Abdullah bin Mahmud Al-Musalli Al-Hanafi.

Required Textbooks (Methodology, if any)

All books related to the Hanafi school of thought

Main References (Sources)

<p>3- Book of Guidance Explanation of the Beginning of the Beginner, Author : Burhan Al-Din Ali Bin Abi Bakr Al-Marghinani</p> <p>4- The Key Book Explanation of the Light of Clarification by the Allamah Al-Hasan bin Ammar Al-Sharanbalali</p>	<p>Recommended books and references (scientific journals, reports...)</p>
<p>Electronic scientific encyclopedias / comprehensive library / and websites dealing with Hanafi jurisprudence.</p>	<p>Electronic References, Websites</p>

Course Description for the First Stage / Quranic Sciences

1. Course Name
Qur'an Sciences and Hadith Sciences / First Stage
2. Course Code
Semester/Year .3
2025-2026
Date of Preparation of this description .4
2025
5. Forms of attendance available
Weekly Attendance Schedule (Attendance Mandatory)
6. Number of study hours (total) / number of units (total)
Hours: 30 hours / 60 units
7. Name of the course administrator (if more than one name mentions)
Name: Eng. Dr. Rawa Waleed Rashid Al-Obaidi Email: rewaa.weleed@imamaladham.edu.iq
Name : Assoc. Prof. Dr. Diaan Al-Din Abdullah Mohamed Al-Saleh

Email : dhiyaa.abdullah@imamaladham.edu.iq

8. Course Objectives

Objectives of the course:

- Students should learn about the basics of Quranic sciences
- Students should be able to know the difference between the Qur'an, the Holy Hadith, and the Prophet's Hadith.
- They should learn about the virtues of the Holy Qur'an and the etiquette of reciting it, the knowledge of the Revelation and the revelation of the Qur'an, the reasons for its revelation, the Mecca and the Madani, and how to write down the Qur'an, and the collection and arrangement of the Qur'an.
- The student should be familiar with the development of the form of the Qur'an and the seven letters, the origin of readings, the science of intonation and its relationship with Qur'anic readings, the emergence of the science of interpretation and related sciences such as the arbitrator and the similar, the abrogation in the Qur'an, the contemplation of the Qur'an, the stories of the Qur'an, and the translation of the Holy Qur'an.
- The course also aims to make students attached to the Book of God, instill its love in their hearts, and introduce them to the extent of the care given by the scholars to this great book.
- Through the term Hadith sciences, the student learns about the types of death from being mutawatir, saheeh and good.

9. Teaching and Learning Strategies

First, Education Strategies:

- 1- Lecture

2- Interrogation (Question and Answer)

3- Dialogue and discussion

4- Problem solving

Second: Learning Strategies:

1- Presentation of the sciences of the Holy Qur'an.

2- Studying.

3- Conclusion.

4- Switching between ideas.

5- Provide examples.

Third: Policies followed in the decision:

1- Attendance and absence policy.

2- Absence from exams and delivery of assignments on time.

3- Safety and health prevention measures, vaccination against epidemics.

4- Cheating and deviating from the classroom system through the Student Discipline Law.

5- Giving grades.

The services available at the university that contribute to the study of the subject (libraries and research centers).

- Course Structure

Evaluation Method	Learning method	Unit Name and Subject	Required Learning Outcomes	Watches	The week
Oral Tests	Lecture & Discussion	Introduction to the sciences of the Qur'an, the definition of the Qur'an, its names and attributes, and	The student should be familiar with the introduction to the sciences of	1	The first

		the difference between the Qur'an and the holy hadith	the Qur'an, the definition of the Qur'an, its names and attributes, the holy hadith and the difference between it and the Qur'an.		
Oral Tests	Lecture & Discussion	Definition of Qur'anic sciences, its subject, stages of its codification, and the most important works	The student should understand the meaning of the Qur'an sciences, the most famous literature and the stages of writing in it	1	The second
Oral Tests	Lecture & Discussion	The virtue of the Qur'an, its recitation, learning, teaching and its people	To teach the student the virtues of the Qur'an and the etiquette of reciting it	1	The third
Oral Tests	Lecture & Discussion	Differentiation of the Qur'an and the virtues of the surahs and the most	The student should understand the differentiation	1	Fourth

		important of the verses	of the Qur'an and the virtues of the surahs and the most important works in it		
Oral Tests	Lecture & Discussion	Etiquette of Qur'an Recitation	The student should be familiar with the etiquette of reciting the Quran	1	Fifth
Oral Tests	Lecture & Discussion	Revelation is defined and how it is	The student should get acquainted with the revelation of the Qur'an and revelation	1	Sixth
Oral Tests	Lecture & Discussion	The beginning of the revelation of the Qur'an, its duration, its being an astrologer, and the wisdom of astrology	To understand what is the meaning of the revelation of the Qur'an	1	Seventh
		Monthly exam		1	Eighth
Oral Tests	Lecture &	The first time he came down and	To teach the student the first time he	1	Ninth

	Discussion	the last he came down	went down and the last he went down		
Oral Tests	Lecture & Discussion	Reasons for the revelation of the Qur'an	To understand the reasons for going down	1	Tenth
Oral Tests	Lecture & Discussion	Al , Makki and Al Madani	To understand what is the meaning of Mecca and Madani	1	Eleventh
Oral Tests	Lecture , Discussion and Concept Maps	Writing down the Holy Quran	The student should be familiar with the writing of the Holy Quran	1	XII
Oral Tests	Lecture & Discussion	The collection of the Qur'an in the caliphate of Abu Bakr	To learn the collection of the Qur'an in the caliphate of Abu Bakr	1	Thirteenth
Oral Tests	Lecture & Discussion	Writing the Qur'an in the Caliphate of Uthman	To understand the writing of the Qur'an in the caliphate of Uthman	1	Fourteenth
Written or oral tests	Discussion	The evolution of the form of the Qur'an	To learn about the evolution	1	Fifteenth

			of the shape of the Qur'an		
Oral Tests	Lecture & Discussion	The Seven Letters and Qur'anic Readings	To be familiar with the seven letters and Quranic readings	1	Sixteenth
		Monthly exam		1	Seventeenth
Oral Tests	Lecture & Discussion	Interpretation of the Qur'an and the sciences related to it	To understand the interpretation of the Qur'an and the sciences related to it	1	Eighteenth
Oral Tests	Lecture & Discussion	Transcription in the Noble Qur'an	Identifying abrogation in the Qur'an	1	Nineteenth
Oral Tests	Lecture & Discussion	Studying the Holy Quran	To understand the contemplation of the Qur'an	1	Twenty
Oral Tests	Lecture & Discussion	Stories of the Holy Quran	To understand the stories of the Holy Quran	1	Twenty first
Oral Tests	Lecture &	The miracle of the Holy Quran	To understand the miracle of the Qur'an	1	Twenty two

	Discussion				
Oral Tests	Lecture & Discussion	Translation of the Holy Quran	To understand the translation of the Qur'an	1	Twenty Three
		Monthly exam		1	Twenty fourth
Oral Tests	Lecture Discussion	Al, Mutawirat	The term Hadith sciences	1	Twenty Fifth
Oral Tests	Lecture & Discussion	Right for himself	The term Hadith sciences	1	Twenty-sixth
Oral Tests	Lecture & Discussion	The right one for others	The term Hadith sciences	1	Twenty Seventh
Oral Tests	Lecture & Discussion	Hasan for himself	The term Hadith sciences	1	Twenty Eight
Quantitative Tests	Lecture & Discussion	Al-Hasan for others	The term Hadith sciences	1	Twenty Ninth
		Monthly exam		1	Thirty

--	--	--	--	--	--

-Evaluation of the course

The score is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, etc.

A- First Semester: (20 marks) (5 marks: on attendance and preparation, and 15 marks on the test).

B- Second Semester: (20 marks) (5 marks: on attendance and preparation, and 15 marks on the test).

C- Final Exam: (60 marks).

12. Teaching and Learning Resources

<p>The Brief in the Sciences of the Qur'an Author : Dr. Ghanem Kadouri Lectures on Facilitating the Sciences of the Prophet's Sunnah Prepared by Dr. Muhammad Shaker</p>	<p>Required textbooks (methodology if available)</p>
<p>Investigations in Quranic Sciences by Dr. Manna Al-Qattan Tayseer wrote the term hadith</p>	<p>Main Reference(s)</p>
<p>Scientific journals, theses and dissertations</p>	<p>Recommended Books and References (Scientific Journals, 0000 Reports)</p>

<p>1- The Comprehensive Library.</p> <p>2- All websites are on the web.</p> <p>3- All social media accounts that are concerned with the sciences of the Holy Qur'an and the term Hadith.</p>	<p>Electronic References, Website</p>
---	--

Course Description of the First Stage Quran Memorization

10. Course Name	
Memorizing the Holy Quran / First Stage	
Course Code .11	
EAQM101	
12. Semester/Year	
Semester One (2025-2026)	
Date this description was prepared .13	
2025	
14. Available Forms of Attendance	
Describe my presence	
15. Number of Hours (Total) / Number of Credits (Total)	
30 Hours / 60 Units	
16. Course administrator name (if more than one name mentioned)	
Name: M.Dr. Rawa Waleed Rashid Al-Obaidi -3	
Email : : rewaa.weleed@imamaladham.edu.iq	
17. Course Objectives	
<ul style="list-style-type: none"> • Introducing the student to the importance of the Holy Quran. • Introduce the student to how to read it correctly. • Introducing the student to the rulings of recitation . • Developing the student's love for the Holy Quran and working with it. 	Course Objectives

<ul style="list-style-type: none"> Contributing to the preparation of a generation that glorifies the Book of God. 					
18. Teaching and Learning Strategies					
<p>Targeted learning outcomes are developed through the following teaching activities and strategies:</p> <p><u>First: Education Strategies:</u></p> <p>19- The strategy of lecture or lecture and explanation of some meanings that need to be explained.</p> <p>20- Strategy for listening to the required assignment.</p> <p>21- The strategy of reading and correcting the recitation of the verses.</p> <p>22- A learning strategy based on practical explanation of the rulings of recitation.</p> <p><u>Second : Learning Strategies:</u></p> <p>6- Reading the obligatory in the Qur'an.</p> <p>7- Listen to the assigned assignment in absentia.</p> <p><u>Third: Policies followed in the decision:</u></p> <p>6- Attendance and absence policy.</p> <p>7- Absence from exams and delivery of assignments on time.</p> <p>8- Safety and health prevention measures, vaccination against epidemics.</p> <p>9- Cheating and deviating from the classroom system through the Student Discipline Law.</p> <p>10- Giving grades.</p> <p>11- The services available at the university that contribute to the study of the subject (libraries and research centers).</p>					Strategy
Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week

Oral Tests	Lecture and Discussion.	Al-Fatiha	Correcting the reading and recitation of the Fanha	1	First
Oral Tests	Lecture and discussion.	Surah Al-Baqarah from verses 1-16 with an explanation of the introduction of the rulings of recitation	Reciting the verses correctly, memorizing them in the absence and reciting them	1	The second
Oral Tests	Lecture and discussion.	From verses 17-24 with an explanation of the rulings of the Istidah and the Basmala	Reciting the verses correctly, memorizing them in the absence and reciting them	1	The third
Oral Tests	Lecture & Discussion	From verses 25-29 with an explanation of the consonant rulings	Reciting the verses correctly, memorizing them in the absence and reciting them	1	Fourth
Oral Tests	Lecture & Discussion	From verses 30-37 with an explanation of the rulings of	Reciting the verses correctly, memorizing them in the absence and	1	Fifth

		the meme and the natural tide	reciting them		
Oral Tests	Lecture & Discussion		From verses 38-48 with the explanation of the continuation of the tide	1	Sixth
Monthly oral exam		Monthly oral exam		1	Seventh
Oral Tests	Lecture & Discussion	From verses 49-57 With an explanation of the continuation of the tide	Recite the verses correctly and memorize them in absentia and hear them	1	Eighth
Oral Tests	Lecture & Discussion	From verses 58-61 With an explanation of the continuation of the tide	Recite the verses correctly and memorize them in absentia and hear them	1	Ninth
Oral Tests	Lecture & Discussion	From verses 62-69 with an explanation of the continuation of the tide	Recite the verses correctly and memorize them in absentia	1	Tenth

			and hear them		
Oral Tests	Lecture & Discussion	From verses 70-76 with training on the above rulings	Recite the verses correctly and memorize them in absentia and hear them	1	Eleventh
Oral Tests	Lecture & Discussion	From verses 77-83 with training on the above rulings	Recite the verses correctly and memorize them in absentia and hear them	1	XII
Monthly oral exam		Monthly oral exam		1	Thirteenth
Oral Tests	Lecture & Discussion	From verses 84-88 with training on the above rulings	Recite the verses correctly and memorize them in absentia and hear them	1	Fourteenth
Oral Tests	Lecture & Discussion	From verses 89-93 with the explanation of the exits	Recite the verses correctly and memorize them in absentia	1	Fifteenth

			and hear them		
Oral Tests	Lecture & Discussion	From verses 94-101 with explanation of the exits	Recite the verses correctly and memorize them in absentia and hear them	1	Sixteenth
Oral Tests	Lecture & Discussion	From verses 102-105 with explanation of the exits	Recite the verses correctly and memorize them in absentia and hear them	1	Seventeenth
Oral Tests	Lecture & Discussion	From verses 106-112 with the explanation of the exits	Recite the verses correctly and memorize them in absentia and hear them	1	Eighteenth
Monthly oral exam		Monthly oral exam		1	Nineteenth
Oral Tests	Lecture & Discussion	From verses 113-119 with training on the above rulings	Recite the verses correctly and memorize them in absentia	1	Twenty

			and hear them		
Oral Tests	Lecture & Discussion	From verses 120-126 with training on the above rulings	Recite the verses correctly and memorize them in absentia and hear them	1	twenty one
Oral Tests	Lecture & Discussion	From verses 127-134 with an explanation of the attributes	Recite the verses correctly and memorize them in absentia and hear them	1	twenty two
Oral Tests	Lecture & Discussion	From verses 135-141 with an explanation of the attributes	Recite the verses correctly and memorize them in absentia and hear them	1	twenty three
Monthly oral exam		Monthly oral exam		1	twenty four
Oral Tests	Lecture & Discussion	Review the first 5 pages of the section with an explanation	Recite the verses correctly and memorize them in absentia	1	twenty five

		of the adjectives	and hear them		
Oral Tests	Lecture & Discussion	Second 5 page review of the part With an explanation of the adjectives	Recite the verses correctly and memorize them in absentia and hear them	1	twenty six
Oral Tests	Lecture & Discussion	Third 5 page revision of the segment Review and application of all the above provisions	Recite the verses correctly and memorize them in absentia and hear them	1	twenty seven
Oral Tests	Lecture & Discussion	Reviewing the rest of the part with an explanation of the stop and the beginning	Recite the verses correctly and memorize them in absentia and hear them	1	twenty eight

Course Description of the First Stage Computer

19.Course Name
Computer – Phase I
Course Code.20
EAIEL 103
21.Semester/Year
First Semester 2025-2026
Date this description was prepared.22
2025
23.Available Forms of Attendance
Mandatory Attendance / Attendance – Absence
24.Number of Hours (Total) / Number of Credits (Total)
28 Hours – Units (56 Units)
25.Course administrator name (if more than one name mentioned)
Eng. Athraa Ali Ahmed Najm
adraaali6778@gmail.com
Mr. Maan Nawaf Abboud Mashan
maan.alani@imamaladham.edu.iq
Course Objectives
<ol style="list-style-type: none"> 1. Computer Definition – Understand the concept of a computer and its importance in everyday life, and distinguish between physical and software components. 2. Identify hardware – Identify input modules (mouse, keyboard), output modules (monitor, printer), CPU and accessories.

3. **Software component classification – understand the role of the operating system and application software, and learn about the types of operating systems (Windows, Android, iOS).**
4. **Data measurement units – understand the difference between bits and bytes, master conversion between volumes (KB, MB, GB, TB), and know processor speed measurement units (Hertz).**
5. **Computer and telephone memory – distinguish between RAM and hard disk memory and their types (HDD, SSD)**
6. **Main computer components – Explain the functions of the processor (CPU), memory, hard drive, and graphics card.**
7. **Handle Windows 10 – Boot the system, use the lock screen, sign in, explore the desktop, and taskbar.**
8. **Customize the system environment – change the desktop background, screen settings, install apps in the Start menu, handle installed tiles.**
9. **Window management – opening and closing windows, zooming in and out, arranging windows on the screen, using keyboard shortcuts.**
10. **File and folder management – Create, copy, move, delete, and differentiate file types and folders.**
11. **System settings – Recognize the settings window, adjust power, network, privacy settings.**
12. **Shutdown and restart – Perform shutdown and restart actions in a safe manner, and understand their importance.**
13. **Built-in apps – Use apps like your browser, Mail, Calendar, and Cortana's voice assistant.**

Teaching and Learning Strategies

To achieve the above objectives, the course relies on a variety of teaching and learning strategies that combine the theoretical and practical aspects:

1. **Interactive Theoretical Lectures**
 - **Present key concepts using PowerPoint and whiteboard.**
 - **Explain technical terms in simplified language with examples from reality.**
2. **Practical Applications in the Laboratory**
 - **Allocating practical classes within the computer lab to apply what has been theoretically explained.**
 - **Hands-on training in computer operation, system handling, and file creation.**
3. **Live Demos**
 - **Display the steps to perform tasks (e.g., changing the background, installing apps) on the display screen in front of students.**
 - **Use the Data Show to simulate the work environment.**
4. **Learning by Discovery**

- Encourage students to explore the system settings on their own under the supervision of the instructor.
 - Ask thought-provoking questions such as "How can windows be arranged in a certain way?".
5. Individual and group exercises
 - Offer short exercises after each practical lecture (e.g., create a folder with your name, other than the desktop background).
 - Divide students into small groups to solve a specific problem (e.g., arranging windows after opening multiple apps).
 6. Continuous Evaluation
 - Short tests (oral or written) after each semester ends.
 - Monitor students' performance during practical applications and correct errors immediately.
 7. Homework
 - Assigning students with simple tasks (e.g., searching for processor types, experimenting with keyboard shortcuts).
 - Encourage the use of their personal devices (laptops) to apply what they have learned.
 8. Open Discussions
 - Opening the door for discussion on the importance of computers in everyday life and the future of technology.
 - Answering students' queries about issues they encounter during use.
 9. Use of multimedia
 - Short video tutorials that explain how the internal components of the computer work.
 - Use images and graphs to illustrate abstract concepts (e.g., storage capacity).
 10. Self-paced learning
 - Direct students to reliable online sources (websites, videos) to increase knowledge.
 - Encourage them to try out the system settings at home and document their feedback.
 -

Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Introduction to Computer Definition of Computer, Understanding Basic Components, Distinguishing between Physical and Software Components Discussion of the Concept of Computer and its Importance in Daily Life	Theoretical and practical	1	1

Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Hardware I/O and Processing Units Display images of device types, classify computers	Theoretical and practical	1	2
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Data Measurement Units – Part One Understand the smallest volumes (bits, bytes), interunit conversions (KB, MB, GB, TB)	Theoretical and practical	1	3
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Data Units of Measurement – Part Two Processor Speed Measurement Units (Hz), Mobile Memory (RAM and Internal Storage) Explaining the Difference Between RAM and Storage, Practical Examples	Theoretical and practical	1	4
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Computer Key Components (1) Processor (CPU): Types (Core i3, i5, i7, i9), Function, Speed Comparison of processor types, analysis of the processor speed of a particular device	Theoretical and practical	1	5
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Computer Key Components (2) RAM, Hard Drive (HDD and SSD Explanation of the difference between HDD and SSD), Examples of Storage Capacities	Theoretical and practical	1	6
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Computer Key Components (3) Video card (VGA), other components (monitor, mouse, keyboard) Discuss the impact of the graphics card on gaming quality and display	Theoretical and practical	1	7
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	General Review and Short Test Review of the Basic Concepts of the First Semester Written or oral test, solving various questions	Theoretical and practical	1	8
Written Exam			First Month Test	1	9
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Introduction to Windows 10 Windows 10 History, Features, User Interaction View the system interface, explain how to operate the device	Theoretical and practical	1	10
Oral and practical test (applied)	Theoretical and Practical	Lock Screen Lock Screen Components, Background Image Change Method, Notifications	Theoretical and practical	1	11

	Lecture (Applied)	Practical Application: Change the Lock Screen Background and Add Apps			
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Welcome Screen How to Log In, Create Password, User List Exercises on creating a user account and password	Theoretical and practical	1	12
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Desktop Elements, Desktop Background, Change Background Application: Change Desktop Background Using Different Images	Theoretical and practical	1	13
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Customize desktop background settings (image, solid color, slideshow), image mode Fit, Fill, Stretch, Tile Options Explained	Theoretical and practical	1	14
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Taskbar – Part I Taskbar Buttons, Start Button, Toolbar, Alerts Area Recognize system icons (clock, audio, network)	Theoretical and practical	1	15
Written Exam			Second Month Test	1	16
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Taskbar – Part II Hidden Icons, Action Center, People App Use Control Center, customize hidden icons	Theoretical and practical	1	17
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Start Menu Start Menu Components (Left, Right, Installed Tiles) Install and uninstall apps in the Start menu	Theoretical and practical	1	18
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)		Mid-year vacation	1	19
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Customize Start Menu Resize Menu, Full Screen Mode, Jump List Exercises on Pin Folders and Links in Start Menu	Theoretical and practical	1	20
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	System Settings (Windows Settings) Settings window, the difference between it and the Control Panel, Basic Categories Browse the most important settings (screen, privacy, devices)	Theoretical and practical	1	21

Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Windows – Part One Window parts (address bar, control buttons), zoom out, zoom in, close Practical application: open and control multiple windows	Theoretical and practical	1	22
Written Exam			Third Month Exam	1	23
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Windows – Part Two Resize window, move window, keyboard shortcuts Use shortcuts (Win+Shift+M, Alt+Tab, Win+	Theoretical and practical	1	24
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Arrange Windows Window Views (Consecutive, Stacked, Side-by-Side), Show Desktop Application Window Ordering Commands from the taskbar	Theoretical and practical	1	25
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Shut down your computer, files and folders Shutdown options (Shutdown, Restart), define files and folders, file types Create folders and files, Save changes, restart	Theoretical and practical	1	26
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	General Review and Final Exam Comprehensive Review of Everything Studied, Evaluation of Students Theoretical and Practical Test, Open Discussion	Theoretical and practical	1	27
Written Exam			Fourth Month Exam	1	28
Course Evaluation					
<p>The score is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, practical (applied), daily, oral, monthly, and written exams.</p> <p>First Semester: (20) Grades (5) on Attendance and Preparation, (5) Practical Grades, and (10) Grades on the Test).</p> <p>Second Semester: (20) (5) marks on attendance and preparation, (5) grades on practical and (10) on the test.</p> <p>Final exam score (60)</p>					
Learning and Teaching Resources					
Computer Basics and Office Applications for Office 2019 composed of the Computer Committee for the year 2021.				Required Textbooks (Methodology, if any)	

<p>Comprehensive in the Education of the Windows 10 Operating System, written by Eng. Wissam Ali, 2020, Familiarizing with the study of important operating systems that are commonly used in the world in general, such as the Windows operating system, and we will talk about working on Microsoft produced by the Windows company, which was produced by the company in 2014 and considered it the last version of this Windows version 10 system.</p> <p>Computer Skills, written by Wassim Yousef Willas Mazloum, 2020, deals with the concept of computers, its types and sections, and the distinction of input and output units and the ports to which these units are connected, in addition to identifying the concept of storage units and their most important types, and identifying the concept of the program and types of software, and mentioning examples.</p> <p>Computer Basics and Office Applications, written by Ziad Mahmoud et al., Part Two, 2016, Identifying the most important applications of Microsoft Word Processor Software and Microsoft PowerPoint presentation programs , due to their large and wide applications in the field of education, scientific research, research reporting, and others.</p> <p>Fundamentals of Computers and Office Applications, written by Ziad Mahmoud et al., Part One, 2014, Identifying how the computer enters all scientific, applied and academic fields, and it has become necessary for everyone in various disciplines to be familiar with the basic rules of dealing with and managing computers, even at a minimum to reach the goal that the user seeks to achieve using the computer in terms of completing projects, printing matters, preparing statistics and graphs, creating presentations, and designing engineering plans The Internet has emerged as an unowned and accessible means of communication, and has an important role in many fields, including education, scientific research, commerce, and</p>	<p>Main Reference(s)</p>
---	---------------------------------

<p>marketing, through electronic correspondence, web pages, and electronic speech.</p> <p>Computer Technologies, by Abdulrazaq Al-Fadel et al., 2014, Identify the basic concepts of computer technologies, components, some software packages and investments in order to identify the important pillar in the advancement of informatics and information and communication technology.</p> <p>Introduction to Computer Skills, written by Wael Abu Muqli, 2006, Introduction to computer skills as well as abbreviation that help the student reduce effort and time in terms of research, as well as identifying viruses, their types, and how to prevent them.</p>	
<p>A Guide to Using the Computer, written by Muhammad Ahmed Al-Jadaa, 2003, Identify the past years in which the computer was developed very quickly, until this device became an important part of companies, institutions, and even schools and homes, and the computer became doing most of the work from writing, printing, accounts, games, and even communications and the Internet, and with this development, the accessories that are installed in the computer were developed, until this device became the need for you to use the phone, fax, television, and video.</p>	<p>Recommended books and references (scientific journals, reports...)</p>
<p>Free educational channel for community service (full proficiency of Microsoft office software)</p>	<p>References, Websites</p>

Course Description for Phase I/Grammar

Course Name	
Language Skills/Stage I	
Course Code	
ADR115	
Semester/Year	
Annual Regulations for the Academic Year (2025/2026)	
Date this description was prepared	
2025	
Available Forms of Attendance	
Face-to-face classroom lectures and (integrated electronic if necessary)	
Number of Hours (Total) / Number of Credits (Total)	
30 Hours / 60 Units	
Course administrator name (if more than one name mentioned)	
Name: A.M.Dr. Qahtan Adnan Abdul Wahid -1	
Email: dr.qahtanadnan2@imamaladham.edu.iq	
Course Objectives	
<p>9- To understand the importance of language and its impact on human development and perception.</p> <p>10- Develop language skills as a core subject in learning to write, linguistic, literary, and expressive.</p> <p>11- They should use oral and written language skills, and their proficiency.</p>	Course Objectives

<p>12- Teach the student the grammar of the Arabic language and develop his skills - which are already in place so that he can perform a correct phrase free of errors</p> <p>13- Raising the student's expressive abilities, increasing his linguistic wealth, and helping him to raise the general language performance</p>	
---	--

Teaching and Learning Strategies

	Strategy
<u>:First: Education Strategies</u>	
.Lecture	-1
.Brainstorming	-2
.Dialogue and discussion	-3
4- Conceptual maps sometimes.	
14- Q&A.	
15- E-learning.	
and others as needed.	
<u>Second : Learning Strategies:</u>	
8- Divergent practice.	
9- Studying.	
10- Conclusion.	
11- Switching between ideas.	
12- Provide examples.	
13- Dual coding.	
<u>Third: Policies followed in the decision:</u>	
12- Attendance and absence policy.	
13- Absence from exams and delivery of assignments on time.	
14- Safety and health prevention measures, vaccination against epidemics.	
15- Cheating and deviating from the classroom system through the Student Discipline Law.	
16- Giving grades.	
17- The services available at the university that contribute to the study of the subject (libraries and research centers).	

Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Oral Testing	Lecture & Discussion	Introduction/Method of Giving Spelling Lessons	Understanding Structure and Function	2	First
Oral Testing	Lecture & Discussion	Mention of the appointed name	Understanding Structure and Function	2	The second
Oral Testing	Lecture & Discussion	The broken hamza in the middle of the word	Understanding Structure and Function	2	The third
Oral Testing	Lecture & Discussion	The consonant hum in the middle of the word	Understanding Structure and Function	2	Fourth
Oral Testing	Lecture & Discussion	Solar and lunar letters	Understanding Structure and Function	2	Fifth
Oral Testing	Lecture & Discussion	Highlight Close Characters	Understanding Structure and Function	2	Sixth
Oral Testing	Lecture & Discussion	Connected Names	Understanding Structure and Function	2	Seventh
Oral Testing	Lecture & Discussion	A thousand mention of the appointed name	Understanding Structure and Function	2	Eighth
Oral Testing	Lecture & Discussion	The thousand at the end of the triple verb	Understanding Structure and Function	2	Ninth
Oral Testing	Lecture & Discussion	The thousand at the end of the non-triple verb	Understanding Structure and Function	2	Tenth
Oral Testing	Lecture & Discussion	The Thousand at the End of the Names	Understanding Structure and Function	2	Eleventh

Oral Testing	Lecture & Discussion	Delete a thousand	Understanding Structure and Function	2	XII
Oral Testing	Lecture & Discussion	Increase a thousand	Understanding Structure and Function	2	Thirteenth
Oral Testing	Lecture & Discussion	Write (then) and (if).	Understanding Structure and Function	2	Fourteenth
Oral Testing	Lecture & Discussion	Exam	Understanding Structure and Function	2	Fifteenth
Oral Testing	Lecture & Discussion	Hamza Al Wasl.	Understanding Structure and Function	2	Sixteenth
Oral Testing	Lecture & Discussion	Cut hamzah.	Understanding Structure and Function	2	Seventeenth
Oral Testing	Lecture & Discussion	Delete the link and the Hamza of Ibn and Name	Understanding Structure and Function	2	Eighteenth
Oral Testing	Lecture & Discussion	The static and moving medium hamzah.	Understanding Structure and Function	2	Nineteenth
Oral Testing	Lecture & Discussion	The extreme Hamza.	Understanding Structure and Function	2	Twenty
Oral Testing	Lecture & Discussion	Duration.	Understanding Structure and Function	2	Twenty first
Oral Testing	Lecture & Discussion	Simplified T Writing.	Understanding Structure and Function	2	Twenty two
Oral Testing	Lecture & Discussion	Tying the tie.	Understanding Structure and Function	2	Twenty Three
Oral Testing	Lecture & Discussion	Delete some letters.	Understanding Structure and Function	2	Twenty fourth
Oral Testing	Lecture & Discussion	Delete some letters.	Understanding Structure and Function	2	Twenty Fifth

Oral Testing	Lecture & Discussion	Increase some letters.	Understanding Structure and Function	2	Twenty-sixth
Oral Testing	Lecture & Discussion	Increase some letters.	Understanding Structure and Function	2	Twenty Seventh
Oral Testing	Lecture & Discussion	Stop signs and numbering.	Understanding Structure and Function	2	Twenty Eight
Oral Testing	Lecture & Discussion	Stop signs and numbering.	Understanding Structure and Function	2	Twenty Ninth
Oral Testing	Lecture & Discussion	Exam	Understanding Structure and Function	2	Thirty

Course Evaluation

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

Assessment Methods and Course Requirements :

A. First semester: (20 marks), (5 marks: on attendance and preparation, and 15 marks on the test).

B. Second semester (20 marks), (5 marks: on attendance and preparation, and 15 marks on the test).

C. Final Exam: (60 marks).

Learning and Teaching Resources

Reference in Dictation: Raji Al-Asmar	Required Textbooks (Methodology, if any)
1. Clear Spelling: Abdul Majeed Al-Nuaimi 2- How to master spelling: Ahmed Iskandar 3- Dictionary of Expression and Spelling: Dr. Emile Yacoub	Main Reference(s)

<p>4- Arabic grammar and dictation by observation and induction: Ahmed Al-Tabbal</p>	
<p>1. Language Skills: Dr. Yousef Tariq 2- Spelling and Numbering in Arabic Writing: Abdel Aleem Ibrahim</p>	<p>Recommended books and references (scientific journals, reports...)</p>
<p>Websites and means of communication that are concerned with the Arabic language and its literature, including:</p> <p>4- Aluka Location: http://www.alukah.net :Voice of Arabia -5 /http://www.alarabiyah.ws 6- موقع المصطفى: http://www.al-mostafa.com</p>	<p>References, Websites</p>

Course Description for the Second Stage Computer

Course Name
Computer – Phase II
Course Code
EAIEL 104
Semester/Year
2026
Date this description was prepared
2025
Available Forms of Attendance
Mandatory Attendance / Attendance – Absence
Number of Hours (Total) / Number of Credits (Total)
28 Hours – Units (56 Units)
Course administrator name (if more than one name mentioned)
Eng. Athraa Ali Ahmed Najm adraaali6778@gmail.com
Mr. Maan Nawaf Abboud Mashan maan.alani@imamaladham.edu.iq
Course Objectives
<ul style="list-style-type: none"> ▪ This course aims to introduce the student to the basics of information and communication technology with a main focus on the most common office applications The course starts with an introduction to the computer and its components Definition of the computer and the physical components of the computer and an introduction to the Microsoft Office package, its main components (Word, Excel, PowerPoint, Access... etc. and their importance in academic and professional life, then the course

delves into explaining the word processing program (Microsoft Word 2019), where the student learns how to create and format documents professionally. The student acquires practical skills.

- After completing this course, the student will be able to:
 - Learn about the core components of the Microsoft Office suite.
 - Create text documents using Word and format them in an integrated way.
 - Apply various formatting tools to texts and paragraphs (alignment, spacing, bullet and numeric).
 - Design professional tables and insert images and shapes within Word documents .
 - Use spelling, grammar, search, and replacement tools to improve document quality.
 - Understand how to password protect documents and save them in multiple formats.
 - Create powerful presentations with PowerPoint, including text, images, and multimedia.
 - Apply designs and animations to your presentation slides to make them more engaging.
 - Create an email account (Gmail) and use it for basic correspondence.

Teaching and Learning Strategies

To achieve the objectives of the course, a set of interactive educational strategies that focus on the learner will be employed, including:

- **Active Learning :** By engaging students in hands-on activities and computer-based applications in the classroom.
- **Demonstration:** Demonstration of the steps of executing different tasks on programs (Word, PowerPoint, Gmail) by the projector with a detailed explanation.
- **Learning by Discovery:** Encourage students to explore the different tools and options in the programs on their own by guiding them through open-ended questions and tasks.
- **Collaborative Learning:** Divide students into small groups to work on practical projects, such as preparing a group document or designing an integrated presentation, which promotes teamwork and the exchange of experiences.
- **Problem-solving strategy:** Pose a specific problem or task (e.g., "How do you format this text into two columns with an image in the background?") Students are asked to find the solution using the program's tools.
- **Formative Assessment:** Monitoring students' performance during practical applications, providing immediate feedback to correct errors and promote correct understanding.

Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Introduction to Computers and Components: Definition of Computers, Computer Hardware and Software Components (Operating System, Applications) Recognition of Practical Computer Parts Diagram of Computer Components	Theoretical and practical	1	1
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	What is the Internet: Definition of the Internet – Its Uses (Communication, Media, Education, Shopping)	Theoretical and practical	1	2
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	WWW: Difference Between Internet and Web – Websites – Hyperlinks	Theoretical and practical	1	3
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Internet browsers: types of browsers – their function – how to open websites Practical application Browsing various websites, using links, getting to know the browser interface	Theoretical and practical	1	4
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Search Web Search Engines: A Search Application Practical Exercise: Search for Specific Information Using a Search Engine	Theoretical and practical	1	5
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Email: Its Concept – Importance – Service Providers (Gmail, Yahoo) and Creating an Email Account Registration Steps (Personal Data, Username, Password, Security Questions)	Theoretical and practical	1	6
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Send and receive messages and create a new message: Attach files – receive and read messages Comprehensive practical application Create an account, send a message with an attachment, reply to a received message	Theoretical and practical	1	7
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Introduction to Microsoft Office : Introduction to the Office package and its most important programs (Word, Excel, PowerPoint, Access).	Theoretical and practical	1	8
Written Exam			First Month Test	1	9
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Introduction to Word and Operation: Introduction to Word Word Software, its features, and the different ways to run it (from the Desktop, from the Start menu).	Theoretical and practical	1	10
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Program interface and toolbars: Recognize tab windows (File, Home), Quick Toolbar, Group Names, Dialog Box and File Menu: Browse the main commands in the File menu (New, Open, Save, Save As, Print).	Theoretical and practical	1	11

Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Text and paragraph formatting: Cut, copy, paste, copy formatting. Change font size, type, and color. Apply text effects (shading, underline, bold, italic), alignment (right, left, center, adjust), line spacing, raster and numeric, border, and shading.	Theoretical and practical	1	12
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Insert images, shapes, and tables insert icons: Insert images from computer, insert ready-made shapes and format them. Create a table, draw a table, convert text to table, format table (borders, shading) Insert icons	Theoretical and practical	1	13
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Editing, formatting, navigation, and file shortcuts Ctrl+C, Ctrl+X, Ctrl+V, Ctrl+Z, Ctrl+B, Ctrl+I, Ctrl+U Ctrl+N, Ctrl+O, Ctrl+S, Ctrl+P, Ctrl+F, Ctrl+H, Ctrl+A	Theoretical and practical	1	14
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Comprehensive Practical Application to Word: A comprehensive review of everything learned in Word through an integrated document editing and formatting.	Theoretical and practical	1	15
Written Exam			Second Month Test	1	16
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Introduction to PowerPoint and getting started: the concept of presentations, ways to open the program, and the components of the program interface (slideboard, work area, ribbon).	Theoretical and practical	1	17
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Add a new slide, handle text boxes, add and format texts.	Theoretical and practical	1	18
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)		Mid-year vacation	1	19
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)		Mid-year vacation	1	20
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Insert and format images (change color, add frames, effects), shapes, tables, charts, header, footer and slide numbers	Theoretical and practical	1	21
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Apply Themes to your presentation, preview the design before applying. Customize designs, change backgrounds, and save custom theme.	Theoretical and practical	1	22
Written Exam			Third Month Exam	1	23

Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Simplified explanation of adding custom animations and transitions between slides.	Theoretical and practical	1	24
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Save the presentation in different formats (ppt., pdf.)-Save it for the first time, export options	Theoretical and practical	1	25
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	Create an integrated multi-slide presentation with unified text, images, and design	Theoretical and practical	1	26
Oral and practical test (applied)	Theoretical and Practical Lecture (Applied)	An overview of the most important points in the course, solving comprehensive questions, final assessment and final applications	Theoretical and practical	1	27
Written Exam			Fourth Month Exam	1	28

Course Evaluation	
<p>The score is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, practical (applied), daily, oral, monthly, and written exams. First Semester: (20) Grades (5) on Attendance and Preparation, (5) Practical Grades, and (10) Grades on the Test). Second Semester: (20) (5) marks on attendance and preparation, (5) grades on practical and (10) on the test. Final exam score (60)</p>	
26.Learning and Teaching Resources	
Computer Basics and Office Applications for Office 2019 composed of the Computer Committee for the year 2021.	Required Textbooks (Methodology, if any)
<p>Comprehensive in the Education of the Windows 10 Operating System, written by Eng. Wissam Ali, 2020, Familiarizing with the study of important operating systems that are commonly used in the world in general, such as the Windows operating system, and we will talk about working on Microsoft produced by the Windows company, which was produced by the company in 2014 and considered it the last version of this Windows version 10 system.</p> <p>Computer Skills, written by Wassim Yousef Willas Mazloun, 2020, deals with the concept of computers, its types and sections, and the distinction of input and output units and the ports to which these units are connected, in addition to identifying the concept of storage units and their most important types, and identifying the concept of the program and types of software, and mentioning examples.</p> <p>Computer Basics and Office Applications, written by Ziad Mahmoud et al., Part Two, 2016, Identifying the most important applications of Microsoft Word Word and Microsoft PowerPoint presentation programs, due to their large and extensive applications in the field of education, scientific research, research reporting, and others.</p> <p>Fundamentals of Computers and its Office Applications, written by Ziad Mahmoud and others, Part One, 2014, Identifying how the computer enters all scientific fields, both applied and academic, and it has become necessary for everyone in various disciplines to be familiar with the basic rules of dealing with and managing computers, even at a minimum to reach the goal that the user seeks to achieve using the computer in terms of completing projects, printing matters, preparing statistics and graphs, creating presentations, and designs. Engineering diagrams and others through the development of the digital computer, and the Internet has emerged as a non-owned and accessible means of communication, and has an important role in many fields, including</p>	Main Reference(s)

<p>education, scientific research, commerce, and marketing, through electronic correspondence, web pages, and electronic speech.</p> <p>Computer Technologies, by Abdul Razzaq Al-Fadel et al., 2014, Identify the basic concepts of computer technologies, components, some software packages, and investments in order to identify the important pillar in the advancement of informatics and information and communication technology.</p> <p>Introduction to Computer Skills, written by Wael Abu Muqli, 2006, Introduction to computer skills as well as abbreviation that help the student reduce effort and time in terms of research, as well as identifying viruses, their types, and how to prevent them.</p>	
<p>A Guide to Using the Computer, written by Muhammad Ahmed Al-Jadaa, 2003, Identify the past years in which the computer was developed very quickly, until this device became an important part of companies, institutions, and even schools and homes, and the computer became doing most of the work from writing, printing, accounts, games, and even communications and the Internet, and with this development, the accessories that are installed in the computer were developed, until this device became the need for you to use the phone, fax, television, and video.</p>	<p>Recommended books and references (scientific journals, reports...)</p>
<p>Free educational channel for community service (full proficiency of Microsoft office software)</p>	<p>References, Websites</p>

Course Description Phase II Presentations

Course Name	
The science of performances and rhyme	
27. Course Code:	AOS316
28. Semester/ Year	
Phase II	
29. Date this description was prepared	2025
30. Number of Hours (Total) / Number of Credits (Total)	Two hours a week four units
31. Course administrator name	Ed. Hussein Reyhan Abd Email: dr.hussien.alzawbaee@imamaladham.edu.iq Eng. Mohamed Ahmed Abdel Azim muhammed.ahmed@imamaladham.edu.iq
32. Course Objectives	
	<ol style="list-style-type: none"> 1. The student should know the musical basis of Arab poetry. 2. The student should know the poetic weights and be able to distinguish between them. 3. The student should taste poetry rhythmically.

33. Teaching and Learning Strategies					
1 Lecture 2 Discussion 3 Application and analysis					Strategy
34. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Question & Answer	Lecture	Introducing the student to the importance of this science and the first to discover it	Introduction to the science of presentations and its creator	2	The first
Questions and Answers	Lecture and Discussion	The student should know the terminology of this science	Presentational Terminology	2	The second

Questions and Answers	Lecture and Discussion	Knowledge of activation and its constituent parts of causes and pegs	Poetic Activations	3	The third
Questions and Answers	Lecture	Introduction to Presentational Writing and its Usefulness in Weight Detection	Presentation Writing	2	Fourth
Questions and Answers	Lecture & Application	Introducing them and their impact on changing the structure of activations	Skis and bugs	2	5

Questions and Answers	Lecture, Application, and Analysis	Explaining the scientific basis on which he relied in the development of poetic seas	Poetic seas and the idea of showy circles	2	6
Written and oral questions and answers	Lecture, Application, and Analysis	The student should know his activations, slides, and ills, with practical examples of each type of	Bahr Tawil	2	7
Written and oral	Lecture, Application, and Analysis	The student should know his activations, slides, and ills,	Bahr al, Basit	2	8

questions and answers		with practical examples of each type of			
Written and oral questions and answers	Lecture, Application, and Analysis	The student should know his activations, slides, and ills, with practical examples of each type of	Bahr Kamel	2	9
Written and oral questions and answers	Lecture, Application, and Analysis	The student should know his activations, slides, and ills, with practical examples of each type of	Bahr Al Wafer	2	10

Written and oral questions and answers	Lecture, Application, and Analysis	The student should know his activations, slides, and ills, with practical examples of each type of	Sea of Sand	2	11
Written and oral questions and answers	Lecture, Application, and Analysis	The student should know his activations, slides, and ills, with practical examples of each type of	Rags	2	12
Written and oral questions and answers	Lecture, Application, and Analysis	The student should know his activations, slides, and ills, with practical examples of each type of	Rapid sea	2	13

Written and oral questions and answers	Lecture, Application, and Analysis	The student should know his activations, slides, and ills, with practical examples of each type of	Bahr al–Mansarah	2	14
Written and oral questions and answers	Lecture, Application, and Analysis	The student should know his activations, slides, and ills, with practical examples of each type of	Bahr Al , Haif	2	15

<p>Written and oral questions and answers</p>	<p>Lecture, Application, and Analysis</p>	<p>The student should know his activations, slides, and ills, with practical examples of each type of</p>	<p>Sea of Rooting</p>	<p>2</p>	<p>16</p>
<p>Written and oral questions and answers</p>	<p>Lecture, Application, and Analysis</p>	<p>The student should know his activations, slides, and ills, with practical examples of each type of</p>	<p>Sea of Convergence</p>	<p>2</p>	<p>17</p>
<p>Written and oral questions and answers</p>	<p>Lecture, Application, and Analysis</p>	<p>The student should know his activations, slides, and ills, with practical examples of each type of</p>	<p>Bahr al-Mutadrak</p>	<p>2</p>	<p>18</p>

Written and oral questions and answers	Lecture, Application, and Analysis	The student should know his activations, slides, and ills, with practical examples of each type of	Present Sea	2	19
Written and oral questions and answers	Lecture, Application, and Analysis	The student should know his activations, slides, and ills, with practical examples of each type of	Bahr Al , Mudeed	2	20
Written and oral questions and answers	Lecture, Application, and Analysis	The student should know his activations, slides, and ills,	Bahr al-Muqtasab	2	21

		with practical examples of each type of			
Written and oral questions and answers	Lecture, Application, and Analysis	The student should know his activations, slides, and ill, with practical examples of each type of	Sea of Shakes	2	22
Written and oral questions and answers	Lecture & Application	The student should know the concept of rhyme and its importance in poetry	Rhyme	2	23
Written and oral	Lecture & Application	The student should know their types in terms of	Types of rhyme	2	24

questions and answers		letters and movements			
Written and oral questions and answers	Lecture & Application	The student should be familiar with the letters on which the rhyme is built	Rhyme letters	2	25
Written and oral questions and answers	Lecture & Application	The student should be able to identify the defects that afflict the rhyme and distinguish them rhythmically	Disadvantages of rhyme	2	26
Written and oral	Lecture & Application	The student should be able to know what grammatical and	Poetic necessities	2	27

questions and answers		linguistic licenses the poet may have appropriate to the weight			
Written and oral questions and answers	Lecture & Application	The student should be able to know the overlap of the weights in a single poem	Overlapping weights	2	28
Written and oral questions and answers	Lecture, Application, and Analysis	The student should be able to analyze the poems and know their weights	Reviews	2	29
Written and oral	Oral and written	The student should be able to analyze the poems	Reviews & Exam	2	30

questions and answers	assessment questions	and know their weights			
--------------------------	-------------------------	---------------------------	--	--	--

35. Course Evaluation

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

Daily Preparation 5

5 Daily Exams

Oral 5

Monthly Written Exams 20

Activities 5

Total 40

End of year (final exam and contains objective and essay questions) 60

Total = 100 Points

Total Total=100 Points

36. Learning and Teaching Resources

Applied Presentations Facilitator Abdel Moneim Ahmed Saleh	Required Textbooks (Methodology, if any)
The Art of Poetic Cutting and Rhythm Dr. Safaa Kholousi	Main References (Sources)

Prof. Dr. Hussein Reyhan Abed

Eng. Mohamed Ahmed Abdel Azim

Course Description for the Second Stage / Rhetoric

Course Name
Rhetoric
Course Code
ARS215
Semester/Year
First and Second, 2025/2026
Date this description was prepared
2025
Available Forms of Attendance
Direct
Number of Hours (Total) / Number of Credits (Total)
Number of Hours: 60 Hours, Number of Units: 120
Course administrator name (if more than one name mentioned)
Name: Yousef Tariq Jassim -1 Email : yousif.tariq@imamaladham.edu.iq
2- Name: Email:
3- Name: Email:
Course Objectives

<p>The course aims at collective awareness of a subject that is one of the pillars of the Arabic language, through which the tongue is straightened and we can taste the creative texts, starting with the Holy Qur'an, poetry, Arabic prose, and rhetoric, the first and oldest sciences after learning about the Holy Qur'an, as Abu Hilal Al-Askari says.</p>	<p>Course Objectives</p>
--	--------------------------

Teaching and Learning Strategies

<p>The rhetoric strategy is concerned with the development of the student's mind and the creation of a generation that tastes the texts and is even creative in creating them.</p>	<p>Strategy</p>
--	-----------------

37. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Oral Exams	Delivery	Analogy		٢	١
Oral Exams	Delivery	Analogy		٢	٢
Oral Exams	Delivery	Analogy		٢	٣
Oral Exams	Delivery	Analogy		٢	٤
Oral Exams	Delivery	Analogy		٢	5
Oral Exams	Delivery	Analogy		٢	٦
Oral Exams	Delivery	Metaphor		٢	٧
Oral Exams	Delivery	Metaphor		٢	.8
Oral Exams	Delivery	Metaphor		٢	٩
Oral Exams	Delivery	Metaphor		٢	10
Oral Exams	Delivery	Transmitted Metaphor		٢	11
Oral Exams	Delivery	Mental metaphor		٢	12
Oral Exams	Delivery	Metonymy		٢	13
Oral Exams	Delivery	Metonymy		٢	١٤
Oral Exams	Delivery	Pun		٢	15
Oral Exams	Delivery	Interview		٢	١٦

Oral Exams	Delivery	Consideration of peer and meteorology		۲	17
Oral Exams	Delivery	Division		۲	18
Oral Exams	Delivery	Theological doctrine and problems		۲	19
Oral Exams	Delivery	Affirmation of praise		۲	20
Oral Exams	Delivery	Good reasoning and wise style		۲	21
Oral Exams	Delivery	Alliteration		۲	22
Oral Exams	Delivery	Rhyming		۲	23
Oral Exams	Delivery	Segmentation and Recitation		۲	24

38. Course Evaluation

The calendar consists of daily and monthly exams and a final exam

39. Learning and Teaching Resources

Jewels of Rhetoric	Required Textbooks (Methodology, if any)
Aspects of Rhetoric, Rhetoric and Application, Clarification of the Qazwini Khatib	Main References (Sources)
The Key to Science by Sakaki - Idiomatic Rhetoric	Recommended books and references (scientific journals, reports...)
Chat gbt	Electronic References, Websites

Imam al–Adham University College

Department of Arabic Language /

Baghdad

**Course Description of Islamic
Literature**

**For the second stage/morning
and evening study**

**For the academic year 2025-
2026**

Course Description: It provides a concise summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve and demonstrate whether they have made the most of the available learning opportunities. It is derived from the program description.

Learning Outcomes: A consistent set of knowledge, skills, and values that the student has acquired after the successful completion of the academic program and must define the learning outcomes of each course in a way that achieves the goals of the program.

Teaching and Learning Strategies: These are the strategies used by a faculty member to develop a student's teaching and learning, and are plans that are followed to reach learning goals. Describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Course Name	
Al-Amali in Islamic Literature	
Course Code	
APIEL111	
Semester/ Year	
Annual	
Date this description was prepared	
2025	
Available Forms of Attendance	
Weekly Schedule (In-Person)	
Number of Hours (Total) / Number of Credits (Total)	
2 (number of weekly hours) X 30 (number of weeks during the academic year) 6 hours or 3 X 30 (Number of Weeks) = 90 Hours	
Course administrator name	
Name: Assoc. Prof. Dr. Ghanem Ahmed Hussein Ghanim.ahmed@imamaladham.edu.iq Name: Prof. Dr. Hussein Rayhan Abd dr.hussin.alazwbaee@imamaladham.edu.	
Course Objectives	
First:	

Course Objectives

A. Identifying the literature of the early Islamic era

B- Identify the quality of poetry in this time period.

C. Identify the time period of the literature of the late ages.

d. Identify the period of time that this era has ended.

e. The student should be familiar with the divisions of the Islamic era.

The student learns how the Arabic language spreads.

g. The student should get acquainted with the nature of the Islamic era and its inhabitants

h) To get to know the most prominent princes and leaders during this period.

i- The student should be familiar with the art introduced during this period.

j. To identify the impact of Arabic literature on European literature.

Secondly:

a- The student should understand Islamic literature

b. The student should be proficient in the

new literary arts.

b. The student should be proficient in acting in

the new arts.

c. The student should be able to apply

in the literature of the early days of Islam.

d. The student should be able to prepare a

report on the literature of the early days of

Islam.

Third:

**a- The student should taste
the literature**

b- of the early days of Islam

**b. The student should evaluate literature
during this period.**

**c. The student should love literature during
this period.**

**d. The student should be aware of the new
arts.**

Teaching and Learning Strategies	
<p>Lecture.</p> <p>Q&A.</p> <p>Dialogue and discussion.</p> <p>Conceptual mapping method.</p> <p>Brainstorming.</p> <p>Investigation and (Research).</p> <p>Story style.</p> <p>Symposium Style.</p> <p>Collective chanting.</p> <p>Classroom activities.</p> <p>Daily exams</p> <p>Monthly exams</p> <p>Semester Exams</p>	<p>Strategy</p>
Course Structure	

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Oral Questions Brainstorming	Lecture. Dialogue and discussion. Illustration. Conceptual mapping method.	Introduction to pre-Islamic literature	Students should be familiar with the course description Students should understand their instructions during their study of the course.	3	The first
Oral Questions Brainstorming.	Lecture Symposium Dialogue and discussion.	Knowing the divisions of the covenants that Muslims lived in this period of time	Introducing the literature of the early days of Islam	3	The second
Oral questions.	Symposium Lecture	Introducing the nature of society in all fields	The student should be familiar with the political,	3	The third

			social and cultural life		
Homework And a daily exam.	Lecture Story style.	General phenomena in Islamic literature.	Sources of Islamic Literature	3	Fourth
Daily preparation Homework.	Lecture Questions and Answers The style of the story?	Islam's Attitude towards Poetry.	The student should be introduced to poetry and its characteristics in the early days of Islam	3	Fifth
Homework. and monthly exams.	Symposium The lecture and questions and answers	The Poets of the Polytheists and the Reality of the Poetic Movement	The State of Poetry in the Early Years of Islam	3	Sixth
Homework Daily written test.	Lecture Seminar Questions and Answers.	Detailed explanation of two poets	A Detailed Study of Two Poets of the Islamic State	3	Seventh

Homework Brainstorming.	Lecture Questions and Answers.	Prominent Poets The characteristics of their hair and the difference in their hair from their predecessors.	A Detailed Study of Two Poets Who Were Less Influenced by Islam	3	Eighth
Homework Brainstorming Oral test	Questions and Answers Brainstorming.	Advantages of literature during this period	New Objects of Poetry in the Early Islamic Era	3	Ninth
Monthly written test.	Seminar Dialogue and discussion.	Hair and its properties	Poetry of Faith and Da'wah	3	Tenth
Questions and Answers Oral preparation is homework.	Seminar Discussion Dialogue	The student should understand the distinction between these new arts	Arguing with the polytheists and responding to them	3	Eleventh
Questions and Answers Brainstorming.	Discussion Seminar And brainstormed.	Hair Features and Characteristics	Poetry of Jihad and Islamic Conquests	3	XII

Oral presentations.	Seminar Lecture.	Human Images in the Poetry of Faith.	Poetry of steadfastness on the creed in Mecca	3	Thirteenth
Oral presentations.	Lecture Brainstorming	Features of their hair and products	To translate what he knew in Islamic literature	3	Fourteenth
Written test.	Lecture	Renewal in Poetry	The student should translate what he has learned in the literature of this period	3	Fifteenth
Oral presentations. Report	Lecture Questions and Answers.	Homesickness and lamentation	The student should be familiar with the poetic messages	3	Sixteenth
Questions and Answers Group Participation Collective hesitation	Questions and Answers Collective doubt.	Objectives	Ancient Poetic Objects	3	Seventeenth

Oral, report.					
Report Oral questions Group Participation Collective doubt.	Seminar and Q&A.	Praise Topics	Praise	3	Eighteenth
Report and individual readings Questions and answers.	Lecture and Q&A.	Topics of Spelling	Spelling	3	Nineteenth
Report And a collective chanting.	Lecture and Q&A.	Lamentation Topics	Lament	3	Twenty
Report And collective chanting and individual and group participations.	Lecture and Q&A.	Yarn Threads	Spinning	3	Twenty one

Monthly written test.	Condensed Seminar.	Themes of Wisdom	Wisdom	3	Twenty two
Report Collective doubt.	Lecture	Prose Topics	Prose in the early days of Islam.	3	Twenty Three
Questions and Answers And brainstormed.	Seminar	Public Speaking Topics	The Evolution of Public Speaking	3	Twenty fourth
Written test.	Test	Urging steadfastness in religion	The Development of Rhetoric in the Time of the Rightly Guided Caliphs	3	Twenty Fifth
Report.	Seminar	How People Are Influenced by Speech Topics	Preaching and Official Sermons	3	Twenty– sixth
Questions and Answers.	Lecture and Dialogue.	Messages and negotiations	Speeches of delegates	3	Twenty Seventh
Reports.	Careful review.	The Art of Renewal in Letters	Messages	3	Twenty Eight

Oral and written test.	Review and Testing	Monthly test	Monthly test	3	Twenty Ninth
Question and answer.	Questions and Answers.	Discuss reports.	Discussion of reports	3	Thirty

40. Course Evaluation

Daily preparation and participation for one semester (5) grades

Exams for one semester (15)

Daily preparation for the second semester 5 grades

Exams (15)

Total (40) Marks

Final exam with objective and essay questions (60)

Total = (100)

Learning and Teaching Resources

Al-Amali in Islamic Literature / Ibtisaa Marhoon Al-Saffar	Required Textbooks (Methodology if any)
--	---

History of Arabic Literature / Shaw Deif	Main References (Sources)
Al-Juman necklaces in introducing tribes of the Arabs of the time	Recommended books and references (scientific journals, reports...)
https://www.noor-book.com	Electronic References, Websites

Course Description Phase II Exchange

Course Name	
Drainage / Phase II	
Course Code	
AMC116	
Semester/Year	
Academic Year: (2025-2026)	
Date this description was prepared	
2025	
Available Forms of Attendance	
Classrooms (in-person)	
Number of Hours (Total) / Number of Credits (Total)	
60 Hours / 120 Units	
Name of the course administrator (if more than one name mentions)	
Name: Lecturer / Dr: Mithaq Ashour Hussein -1	
Email: meethaq.aashor@imamaladham.edu.iq	
Course Objectives	
<ul style="list-style-type: none"> • The purpose of teaching the subject of morphology is to enlighten students about the importance of the morphological aspect in the science of the Arabic language and the change that has taken place in the word, as morphology for the sake of Arabic sciences is a subject, and the greatest 	Course Objectives

<p>danger is that we deserve to be concerned with it, and we work on studying it, and we spare no effort in supplying it, because it enters into the heart of Arabic words, and the course of the standard and the balance is carried out from it, and on its knowledge alone that relies on the control of formulas and the knowledge of their minimization and attribution to them, a face that stands alone The one who meditates on what is said in terms of explanation, substitution or incorporation, and only he knows what is expelled in Arabic, what is less, what is rare, and what is abnormal in terms of plurals, sources and derivatives.</p>	
<p>Teaching and Learning Strategies</p>	
<p>Working to refine students' minds, develop their skills, and direct them in an academic and scientific manner based on the development of a positive spirit by enhancing confidence in individual and collective skills through scientific means directed towards students through scientific participations and skill activities through seminars and seminars, attending discussions to benefit from the experiences of seniors, and working to achieve and demonstrate scientific academic goals to students, as well as using learning aids to clarify for example: The board urged students to visit libraries and how to access information in a short time.</p> <p><u>First: Education Strategies:</u></p> <p>23- Lecture or lecture strategy.</p> <p>24- Discussion strategy.</p> <p>25- Problem-solving strategy.</p> <p>26- Project-based learning strategy.</p> <p>27- Cooperative Learning Strategy.</p> <p>28- Brainstorming strategy.</p> <p>29- Exploratory Education (Research and Inquiry).</p> <p>30- E-learning.</p> <p><u>Second : Learning Strategies:</u></p> <p>14- Divergent practice.</p>	<p>Strategy</p>

<p>15- Studying.</p> <p>16- Conclusion.</p> <p>17- Switching between ideas.</p> <p>18- Provide examples.</p> <p>19- Dual coding.</p> <p><u>Third: Policies followed in the decision:</u></p> <p>18- Attendance and absence policy.</p> <p>19- Absence from exams and delivery of assignments on time.</p> <p>20- Safety and health prevention measures, vaccination against epidemics.</p> <p>21- Cheating and deviating from the classroom system through the Student Discipline Law.</p> <p>22- Giving grades.</p> <p>23- The services available at the university that contribute to the study of the subject (libraries and research centers).</p>	
Course Structure	

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Written and oral tests	5- Lecture , Dialogue and Discussion 6- Brainstorming	In dividing the name into correct, confined, elongated and incomplete	The student should know what is meant by the correct, limited and extended action	2	First
Class Questions	1- Present pain, dialogue and discussion	The Muthanna and its appendix and how to deuteronomize	The student should know the meaning of the Muthanna, what it is attached to, and how to deuteronomize	2	The second

Class Discussion	<p>5- Lecture Dialogue and Discussion</p> <p>6- Cooperative education.</p> <p>3. Duties</p> <p>4. Duties</p>	The plural of the masculine and what is attached to it and how to collect it 00	The student should know what is the masculine plural, what is attached to it, and how to collect it.	2	The third
Written and oral tests	<p>5- Lecture: Dialogue and discussion.</p> <p>6- Cooperative education.</p> <p>7- Brainstorming</p> <p>5. Duties</p> <p>6- Reports</p>	The collection of the feminine and rules in its formulation and what follows to it.	The student should know what is the plural of the feminine and the rules in its formulation and what is attached to it.	2	Fourth
Written and oral tests	<p>5- Lecture: Dialogue and discussion.</p> <p>6- Research and Investigation</p> <p>3. Duties</p>	Crushing Collection – and its Divisions	The student should be able to identify the collection of crushing and explain its divisions	2	Fifth
Class Discussion	<p>5- Lecture: Dialogue and discussion.</p> <p>6- Cooperative education.</p> <p>7- Research and Investigation</p>	Plural of oligons	The student should get to know the masses of the few and their formulas	2	Sixth

	8- Brainstorming 5. Duties 6- Reports				
Class Discussion	1- Lecture, Dialogue and Discussion	The most famous weights of the plural of oligons	The student should be able to identify the most famous weights of the plural of the oligote	2	Seventh
Written and oral tests	5- Lecture: Dialogue and discussion. 6- Cooperative education. 7- Brainstorming	The weight of a do-it-yourself	The student should indicate the words that come on the weight of his action and the weight of his action	2	Eighth
Written and oral tests	5- Lecture: Dialogue and discussion. 6- Cooperative education. 7- Duties 6. Reports	Weights of the multitude Verb – Verb – Verb –	The student should come up with words on the weights of the multitude of verbs – verb – verb	2	Ninth

Rapid tests	5- Lecture: Dialogue and discussion. 6- Brainstorming 3. Duties	Verb – verb – verb	The student should be familiar with the verb– verb–verb weights	2	Tenth
Written Tests and Class Discussion	& Lecture –5 Lecture 6	Active – Active –	Appreciate the value of learning the skill of the given lesson and recognize the difference between an effective and an effective weight	2	Eleventh
Written and oral tests	6- Lecture: Dialogue and discussion. 7- Cooperative education. 8- Research and Investigation 9- Brainstorming 5. Duties 6- Reports	Verbs – Verbs	The student should be familiar with the weights of verbs – verbs and represent them	2	XII
Class Discussion	Interactive Learning	Verbs – Verbs	The student should recognize the	2	Thirteenth

			weight of verbs – verbs And to represent her		
Class Discussion	Miscellaneous Written Exam	Formulas of the Infinite Crowd	The student should be familiar with the meaning of the plural formulas	2	Fourteenth
Written and oral tests	5– Lecture , Lecture and Discussion. 6– Cooperative education. 7– Research and Investigation	Relatives	Familiarize yourself with the verb form.	2	Fifteenth
Rapid tests	1 Lecture and Lecture –	Effective and effective	Identify and represent an effective and effective formula	2	Sixteenth
Class discussion and written tests	1– Dialogue, discussion and brainstorming	Effective – and effective	Recognition and representation are effective – and effective	2	Seventeenth
Class Discussion	1. Cooperative Education	Active Accessories	The student should know what are the	2	Eighteenth

			active extensions		
Class Discussion	1– Brainstorming and then discussion	Plural noun and plural gender noun	Identifying and differentiating between a plural noun and a plural gender noun	2	Nineteenth
Written and oral tests	1– Lecture, Lecture and Discussion. 2– Cooperative education. 3– Research and Investigation	Minimization – Meanings of Minimization	The student should know what the plural noun and the plural gender name are	2	Twenty
Written and oral tests	1– Lecture, Lecture and Discussion. 2– Cooperative education. 3– Research and Investigation	Minimization Conditions	The student should know what the conditions of minimization are.	2	Twenty first
Class Discussion	1. Lecture, lecture and discussion. 2. Cooperative education. 3. Research and Investigation	Weights of Minimization and Rulings of Minimization	The student should know what the weights of reduction are and the provisions of minimization	2	Twenty two
Written and oral tests	1. Lecture, lecture and discussion.	Reduce what has a vowel and reduce	The student mentions to reduce what	2	Twenty Three

	2. Cooperative education.	what is deleted from it	has a vowel and reduce what has been omitted from it		
Written and oral tests	1. Dialogue and discussion	Minimization of plural and minimization anomalies	The student should clarify the meaning of minimizing the plural and the anomalies of the minimization	2	Twenty fourth
Rapid tests	1. Lecture, lecture and discussion. 2. Cooperative education. 3. Brainstorming	Exercises and Applications	The student should start solving the exercises and applications	2	Twenty Fifth
Rapid tests	1. Lecture, lecture and discussion. 2. Brainstorming	Lineage and related	The student should be able to know the lineage and what is related to it.	2	Twenty-sixth
Written and oral tests	1. Lecture, lecture and discussion. 2. Duties 3. Reports	Hamza Al-Qata and Hamzat Al-Wasl	The student should know what is the cutting and the connection	2	Twenty Seventh
Written and oral tests	1. Lecture, lecture and discussion. 2. Cooperative education. 3. Brainstorming	Residents Meeting and Waqf	The student should be able to know the places where the residents meet and the places of endowment.	2	Twenty Eight

Class Discussion	1. Lecture, lecture and discussion. 2. Cooperative education. 3. Brainstorming	Exercises and Applications	The student should start solving the exercises and applications	2	Twenty Ninth
-------------------------	--	-----------------------------------	---	---	---------------------

Course Evaluation

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

Assessment Methods and Course Requirements :

The achievement of the targeted learning outcomes is demonstrated by the following assessment methods and requirements:

- 7- Daily preparation and exams (10%)
- 8- Oral exam (5%)
- 9- First Month Exam (10%)
- 10- Second Month Exam (10%)
- 11- Research and Reports (5%)
- 12- Final Exam (60%)

Learning and Teaching Resources

1- The Decision Book/ Disbursement/ by Dr. Hatem Al-Damen.	Required Textbooks (Methodology, if any)
5- Shaza Al-Arf in the Art of Morphology / by Al-Hamlawi 6- Morphological Application / Abda Al-Rajhi	Main References (Sources)
5- Related Master's and Doctoral Theses 6- Scientific research in related peer-reviewed journals.	Recommended books and references (scientific journals, reports...)

Electronic Scientific Encyclopedias /

Electronic References, Websites

• **Course Description for Phase II/Dictionary and Audio**

1. Course Name
Dictionary and Sound
Course Code .2
Rmor114
3. Semester/Year
2025-2026 / Yearly
Date of Preparation of this description .4
2025
5. Forms of attendance available
Mandatory Attendance / Absence Attendance
6. Number of study hours (total) / number of units (total)
Hours: (60 hours)
7. Name of the course administrator (if more than one name mentions)
Name: Assoc. Prof. Dr. Raad Mohammed Salman
8. Course Objectives
Objectives of the course: It is concerned with developing students' skills and educating them to know dictionaries, the reason behind the division of dictionaries into different schools, knowing the foundations on which dictionaries are based, what are the pillars that differ from one school to another, and knowing how to access words in any dictionary.
9. Teaching and Learning Strategies

Strategy: Working to refine the minds of students and develop their skills and direct them in an academic and scientific manner based on the development of a positive spirit by enhancing confidence in individual and collective skills through scientific means directed towards students through scientific participation and a skill activity through seminars and seminars and attending discussions to benefit from the experiences of the seniors, and working to achieve the goal of the A.Scientific Academy and its presentation to students, as well as the use of learning means to clarify, such as: the blackboard and urging students to visit the offices and how to access information in a short time.

10. Course Structure

Evaluation Method	Learning method	Unit Name and Subject	Required Learning Outcomes	Watches	The week
Oral test.	Discussion and Presentation	Explanation of the dictionary in general and clarification of the image of the dictionary for students	theoretical	2	The first
Oral test.	Discussion and Presentation	Stages of the Appearance of the Dictionary	theoretical	2	The second
Oral test.	Discussion and Presentation	The dictionary in language and idiom, and the first to use the term "dictionary"	theoretical	2	The third
Written or oral tests	Discussion and Presentation	Dictionary and Index and Knowing the Differences Between Them	theoretical	2	Fourth
Written or oral tests	Discussion and Presentation	Vocabulary control and ways to detect meaning	theoretical	2	Fifth
Written or oral tests	Discussion and	Types of Dictionaries	theoretical	2	Sixth

	Presentati on				
Written or oral tests	Discussion and Presentati on	Al Ain School	theoretical	2	Seve nth
Written or oral tests	Discussion and Presentati on	The ratio of the eye to the soul and knowing the three differences	theoretical	2	Eight h
Written or oral tests	Discussion and Presentati on	Building System in Al Ain Dictionary	theoretical	2	Ninth
Written or oral tests	Discussion and Presentati on	Sockets on the eye	theoretical	2	Tenth
Written or oral tests	Discussion and Presentati on	Al-Khalil Curriculum in Al Ain	theoretical	2	Eleve nth
Written Tests	Discussion and Presentati on	Monthly exam	theoretical	2	XII
Written or oral tests	Discussion and Presentati on	Dictionary of the Crowd	theoretical	2	Thirt eenth
Written or oral tests	Discussion and Presentati on	Refinement of language by Abu Mansour	theoretical	2	Fourt eenth
Quarterly Written Exam	Discussion and Presentati on	Characteristics of refinement	theoretical	2	Fiftee nth
Written or oral tests	Discussion and Presentati on	The idea on which the dictionary was based	theoretical	2	Sixte enth

Written or oral tests	Discussion and Presentation	Sculpture	theoretical	2	Seventeenth
Written or oral tests	Discussion and Presentation	The Arbitrator and the Great Ocean	theoretical	2	Eighteenth
Written or oral tests	Discussion and Presentation	The curriculum of his master's son in a dictionary	theoretical	2	Nineteenth
Written Tests	Discussion and Presentation	Monthly exam	theoretical	2	Twenty
Written or oral tests	Discussion and Presentation	Al , Saha School	theoretical	2	Twenty first
Written or oral tests	Discussion and Presentation	Method of Detection in the Sahih	theoretical	2	Twenty two
Written or oral tests	Discussion and Presentation	Lisan al, Arab	theoretical	2	Twenty Three
Written or oral tests	Discussion and Presentation	Faults on the tongue of the Arabs	theoretical	2	Twenty fourth
Written or oral tests	Discussion and Presentation	Characteristics and Disadvantages of the School of Qafiyya	theoretical	2	Twenty Fifth
Written or oral tests	Discussion and Presentation	Monthly exam	theoretical	2	Twenty-sixth

Oral Testing	Discussion and Presentation	Jesuit Dictionaries	theoretical	2	Twenty Seventh
Quarterly Written Exam	Discussion and Presentation	Dictionaries of the Josephians	theoretical	2	Twenty Eight
Quarterly Written Exam	Discussion and Presentation	Characteristics and description of the book	theoretical	2	Twenty Ninth
Quarterly Written Exam	Discussion and Presentation	General and Quick Review	theoretical	2	Thirty

11. Evaluation of the Course

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

D- First Semester: (20 marks) (5 marks: on attendance and preparation, 5 marks on reporting, and 10 marks on the test).

E- Second Semester: (20 marks) (5 marks: on attendance and preparation, and 15 marks on the test).

F- Final Exam: (60 marks).

12. Teaching and Learning Resources

The Dictionary by Hussein Nassar.	Required textbooks (methodology if available)
Dictionaries in general - The intermediate dictionary of Ibrahim Anis.	Main Reference(s)
Al-Sahih's dictionary by Al-Jawhari, and the dictionary of Lisan al-Arab by Ibn Manzoor.	Recommended Books and References (Scientific Journals, 0000 Reports)

<p>All websites on the Internet, and all social media accounts that are concerned with the Arabic language</p> <p>www. Lsan al Arab . net</p>	<p>Electronic References, Website</p>
---	--

Course Description Phase II / Old Texts

Course Name:	
Ancient Texts/Phase II.	
:Course Code	
ABGO 218	
Chapter/Year:	
Annual (2025-2026).	
Date this description was prepared	
2025	
Available Attendance Forms:	
Clear my attendance.	
Number of Hours (Total) / Number of Units (Total):	
(60) hours/(120) units.	
Course administrator name (if more than one name mentioned):	
.Name: Prof. Dr. My right is Ismail Mahmoud	
Email: kahi.ismail@imamaladham.edu.iq	
41. Course Objectives:	
<p>The study of the ancient texts in the book "Al-Bayan wa al-Tabiyin" by Al-Jahiz (d. 255 AH) aims to deepen Arabic rhetoric, prove the superiority of the Arabs in eloquence and rhetoric, refute the claims of populism, document high literary models, lay the</p>	<p>Course Objectives</p>

foundations of rhetoric and philosophy of language, and provide the student with encyclopedic knowledge and authentic Arab culture.

Teaching and Learning Strategies:

Working to refine the queen of statement in students and not just stuffing their minds with information, and developing their skills and directing them in a scientific academic way based on the development of a positive spirit of enhancing confidence in individual and collective skills through scientific means directed towards students such as scientific participations and skill activities such as seminars and seminars, and attending discussions to benefit from experiences, and working to achieve scientific academic goals and their diversity among students.

Strategy

42. Course Structure

Evaluati on Method	Learning method	Unit or Subject Name	Required Learning Outcomes	Watches	The week
Oral test	Lecture and Discussion	The Book of the Stick, reading the text by adjusting the last words from: 5-11.	theoretical	2	The first
Oral test	Lecture and Discussion	Expressing and explaining what needs to be addressed: 5-11.	theoretical	2	The second
Oral test	Lecture and Discussion	Read the text by adjusting the last words from: 12-18.	theoretical	2	The third
Oral test	Lecture and Discussion	Expressing and explaining what needs to be addressed: 12-18.	theoretical	2	Fourth
Oral test	Lecture and Discussion	Read the text by adjusting the last words from: 19-25.	theoretical	2	Fifth
Oral test	Lecture and Discussion	Expressing and explaining what needs to be discussed: 19-25.	theoretical	2	Sixth
Oral test	Lecture and Discussion	Read the text by adjusting the last words from: 26-31.	theoretical	2	Seventh
		Monthly exam.		2	Eighth

Oral test	Lecture and Discussion	Expressing and explaining what needs to be discussed: 26-31.	theoretical	2	Ninth
Oral test	Lecture and Discussion	Read the text by adjusting the last words from: 32-38.	theoretical	2	Tenth
Oral test	Lecture and Discussion	Expressing and explaining what needs to be identified from: 32-38.	theoretical	2	Eleventh
Oral test	Lecture and Discussion	Read the text by adjusting the last words from: 39-48.	theoretical	2	XII
Oral test	Lecture and Discussion	Expressing and explaining what needs to be identified from: 39-48.	theoretical	2	Thirteenth
Oral test	Lecture and Discussion	One of the sentences is about the stick, and what is permissible in it in terms of benefits and facilities. Read the text by adjusting the last words from: 49-56.		2	Fourteenth
		Monthly exam		2	Fifteenth
Oral test	Lecture and Discussion	Read the text by adjusting the last words from: 49-56.	theoretical	2	Sixteenth
Oral test	Lecture and Discussion	Expressing and explaining what needs to be discussed: 49-56.	theoretical	2	Seventeenth
Oral test	Lecture and Discussion	Read the text by adjusting the last words from: 63-68.	theoretical	2	Eighteenth
Oral test	Lecture and Discussion	Expressing and explaining what needs to be discussed: 63-68.	theoretical	2	Nineteenth
Oral test	Lecture and	Read the text by adjusting the last	theoretical	2	Twenty

	Discussion	words from: 69-70.			
Oral test	Lecture and Discussion	Expressing and explaining what needs to be pointed out: 71-78.	theoretical	2	Twenty first
		Monthly exam		2	Twenty two
Oral test	Lecture and Discussion	Read the text by adjusting the last words from: 79-86.	theoretical	2	Twenty Three
Oral test	Lecture and Discussion	Expressing and explaining what needs to be pointed out: 79-86.	theoretical	2	Quarter Twenty
Oral test	Lecture and Discussion	Read the text by adjusting the last words from: 87-112	theoretical	2	Twenty Fifth
		Expressing and explaining what needs to be identified from: 87-112.		2	Twenty-sixth
Oral test	Lecture and Discussion	The words went back to saying in a disobedience. Read the text by adjusting the endings from: 113-124	theoretical	2	Twenty Seventh
Oral test	Lecture and Discussion	Expressing and explaining what needs to be	theoretical	2	Twenty Eight

		addressed: 113-124.			
		Monthly exam		2	Twenty Ninth
Oral test	Lecture and Discussion	Review	theoretical	2	Thirty

Course Calendar:

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

Assessment Methods and Course Requirements :

The achievement of the targeted learning outcomes is demonstrated by the following assessment methods and requirements:

- 13- The first semester: (20%) marks, distributed into: (5) marks on attendance and preparation, and (15) marks on the test.
- 14- Second semester: (20%) marks, distributed into: (5) marks for attendance and preparation, and (15) marks for the test.
- 15- Final Exam: (60%) Score.

Learning and Teaching Resources

"Statement and Explanation" by Al-Jahiz	Required Textbooks (Methodology, if any)
7- "The Writer's Literature" by Ibn Qutayba. 8- The Complete in Language and Literature" by Al-Mubarrad.	Main Reference(s)
7- "Al-Ain" by Al-Khalil. 8- "Al-Amali" by Abu Ali Al-Qali. 9- "Lisan al-Arab" by Ibn Manzoor.	Recommended books and references (scientific journals, reports...)

websites and social media accounts that are concerned with the Arabic language.	References, Websites
--	-----------------------------

Course Description for the Second Stage/ Memorization of the Qur'an

Course Name:
Memorization of the Qur'an / Second Stage
:Course Code
EAQM102
Semester / Year :
Semester One 2025–2026
Date this description was prepared
2025
Available Forms of Attendance:
Face-to-face education
Number of Academic Hours (30) / Number of Units (60)
Hours/1 Units/2
Course administrator name (if more than one name mentioned)
Name: A.M. Ashwaq Qasim Taw eshwaq.kasim@imamaladham.edu.iq Assoc. Prof. Dr. Nadia Mohammed Safar Abdullah Al-Tamir nadiahmohammd@imimaladham.edu.iq

Course Objectives

<ul style="list-style-type: none"> • Teaching students to recite the Holy Quran and comply to the commands of Allah Almighty and to finish what He has forbidden and to know • The verses of persuasion and intimidation by mentioning the characteristics of the people of Heaven and the people of Hell • Explain some of the rulings addressed in the verses • The Qur'anic and fully clarify it. • Memorizing the second part of Surah Al-Baqarah 	<p>Course Objectives</p>
--	---------------------------------

Teaching and Learning Strategies

<p>Methodology Book - Lecture - Video - Problem Solving - Brainstorming</p>	<p>Strategy</p>
--	------------------------

Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week

Through exams and daily participation	Recitation, then recitation, and then memorization of the Surah	Memorizing six verses from Surah Al-Baqarah	Teaching students how to read correctly and adjust the rules of blackness	2	1
Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing six verses from Surat Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	2
Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing nine verses of Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	3

Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Save Review	Teaching students how to read correctly and master recitation and intonation	2	4
Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing five verses of Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	5
Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing four verses from Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	6

Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing seven verses of Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	7
Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing eight verses of Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	8
Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Conservation Review	Teaching students how to read correctly and master recitation and intonation	2	9

Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Conservation Review	Teaching students how to read correctly and master recitation and intonation	2	10
Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing four verses from Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	11
Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing five verses of Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	12

Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing four verses from Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	13
Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing seven verses of Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	14
Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing seven verses of Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	15

Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Conservation Review	Teaching students how to read correctly and master recitation and intonation	2	16
Tests		First Semester Exams	Teaching students how to read correctly and master recitation and intonation	2	17
Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing six verses from Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	18

Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing five verses of Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	19
Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing six verses from Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	20
Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing five verses of Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	21

Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing six verses from Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	22
Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing six verses from Surat Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	23
Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing six verses from Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	24

Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing six verses from Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	25
Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing six verses from Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	26
Tests		Second Semester Exam	Teaching students how to read correctly and master recitation and intonation	2	27

Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing six verses from Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	28
Daily Tests and Assignments	Recitation, then recitation, and then memorization of the Surah	Memorizing six verses from Surah Al-Baqarah	Teaching students how to read correctly and master recitation and intonation	2	29
Conservation Review	Recitation, then recitation, and then memorization of the Surah	Reviewing the Surah and adjusting it with movements and adjusting the rulings of recitation	Teaching students how to read correctly and master recitation and intonation	2	30
Course Evaluation					
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.					

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

10 marks of the monthly exam, 5 marks of the oral exam, and 5 marks of the daily exam for the second semester

40 marks for the written exam and 20 marks for the oral exam and 60 marks for the final exams.

Total 100

Learning and Teaching Resources

The second part of the Holy Qur'an	Required Textbooks (Methodology, if any)
Tafsir al-Jalalayn, Tafsir al-Qurtubi Tafsir Ibn al-Arabi, al-Wajiz fi Ahkam al-Tajweed	Main References (Sources)
Ghanem Qadouri Al-Hamad and I innovative studies in the science Tajweed	Recommended books and references (scientific journals, reports...)
Explanation of the illustrated Tajweed book	Electronic References, Websites

Course Description for the Second Stage/ Ba'ath Crimes

Course Name
Crimes of the Baath regime in Iraq / Phase Two
Course Code
BA-22-09
Semester/Year
2025 – 2026
Date this description was prepared
2025
Available Forms of Attendance
Describe my presence
Number of Hours (Total) / Number of Credits (Total)
30 Hours / 60 Units
Course administrator name (if more than one name mentioned)
Name: Assoc. Prof. Dr. Mustafa Hamid Hussein Email: mustafa.hameed@imamaladham.edu.iq

Course Objectives	
<p>1. Generation Defining: Providing students with documented historical facts about violations and crimes committed by the regime between 1968 and 2003.</p> <p>2. Legal Concept Analysis: Enable the student to understand the classifications of crimes (genocide, crimes against humanity, war crimes) in accordance with local and international laws, especially the Iraqi Supreme Criminal Court Law of 2005.</p> <p>3. Scientific Documentation: Training students on how to obtain information from official documents, historical documents, and photographs to enhance scientific research skills.</p>	Course Objectives
Teaching and Learning Strategies	

<p>Targeted learning outcomes are developed through the following teaching activities and strategies:</p> <p><u>First: Education Strategies:</u></p> <p>31- Lecture or lecture strategy. 32- Discussion strategy. 33- Problem-solving strategy. 34- Brainstorming strategy. 35- Exploratory Education (Research and Inquiry). 36- E-learning.</p> <p><u>Second : Learning Strategies:</u></p> <p>20- Studying. 21- Conclusion. 22- Switching between ideas. 23- Provide examples.</p> <p><u>Third: Policies followed in the decision:</u></p> <p>24- Attendance and absence policy. 25- Exams and delivery of assignments on time. 26- Giving grades. 27- The services available at the university that contribute to the study of the subject (libraries). 28- Cheating and deviating from the classroom system through the Student Discipline Law.</p>	Strategy
--	----------

Course Structure

Evaluation Method	Learning method	Unit Name Or the topic	Required Learning Outcomes	Watches	The week
Written and oral tests	7- Lecture 8- Dialogue and discussion 9- Cooperative education. 10- Research and Investigation	The Concept of Crimes	The student should know the concept of crimes	1	First

	11- Brainstorming 12- Duties 13- Reports				
Written and oral tests	5- Lecture 6- Dialogue and discussion 7- Cooperative education. 8- Research and Investigation 9- Brainstorming 10- Duties 11- Reports	The Concept of Crimes	The student should know the concept of crimes	1	The second
Written and oral tests	7- Lecture 8- Dialogue and discussion 9- Cooperative education. 10- Research and Investigation 11- Brainstorming 12- Duties 13- Reports	Crime Sections	The student should indicate the sections of crimes	1	The third
Written and oral tests	8- Lecture 9- Dialogue and discussion 10- Cooperative education. 11- Research and Investigation 12- Brainstorming 13- Duties 14- Reports	Crime Sections	The student should indicate the sections of crimes	1	Fourth

Written and oral tests	7- Lecture 8- Dialogue and discussion 9- Cooperative education. 10- Research and Investigation 11- Brainstorming 12- Duties 13- Reports	Types International Crimes	The student must indicate the types of international crimes	1	Fifth
Written and oral tests	9- Lecture 10- Dialogue and discussion 11- Cooperative education. 12- Research and Investigation 13- Brainstorming 14- Duties 15- Reports	Types International Crimes	The student must indicate the types of international crimes	1	Sixth
Written and oral tests	1- Lecture 2- Dialogue and discussion 3- Cooperative education. 4- Research and Investigation 5- Brainstorming 6- Duties 7- Reports	Supreme Criminal Court Decisions	The student should be familiar with the decisions of the Supreme Criminal Court	1	Seventh
Exam First month		Monthly exam		1	Eighth
Written and oral tests	8- Lecture 9- Dialogue and discussion 10- Cooperative education.	Concept Psychological Crimes	The student should explain the concept of	1	Ninth

	11- Research and Investigation 12- Brainstorming 13- Duties 14- Reports		psychological crimes		
Written and oral tests	8- Lecture 9- Dialogue and discussion 10- Cooperative education. 11- Research and Investigation 12- Brainstorming 13- Duties 14- Reports	Effects of Psychological Crimes	The student should show the effects of psychological crimes	1	Tenth
Written and oral tests	7- Lecture 8- Dialogue and discussion 9- Cooperative education. 10- Research and Investigation 11- Brainstorming 12- Duties 13- Reports	The concept of social crimes	The student should explain the concept of social crimes	1	Eleventh
Written and oral tests	10- Lecture 11- Dialogue and discussion 12- Cooperative education. 13- Research and Investigation 14- Brainstorming 15- Duties 16- Reports	Effects of Social Crimes	The student should appreciate the effects of social crimes	1	XII
Written and oral tests	1- Lecture 2- Dialogue and discussion 3- Cooperative education. 4- Research and Investigation	Violations Iraqi Laws	The student must identify violations of Iraqi laws	1	Thirteenth

	5- Brainstorming 6- Duties 7- Reports				
Written and oral tests	5- Lecture 6- Dialogue and discussion 7- Cooperative education. 8- Research and Investigation 9- Brainstorming 10- Duties 11- Reports	Supreme Criminal Court Decisions	The student should be familiar with the decisions of the Supreme Criminal Court	1	Fourteenth
Exam Second month		Monthly exam		1	Fifteenth
18/1/2026 – 31/1/2026			Mid-year vacation		
Written and oral tests	8- Lecture 9- Dialogue and discussion 10- Cooperative education. 11- Research and Investigation 12- Brainstorming 13- Duties 14- Reports	Concept Environmental Crimes	The student should know the concept of environmental crimes	1	Sixteenth
Written and oral tests	1- Lecture 2- Dialogue and discussion 3- Cooperative education. 4- Research and Investigation 5- Brainstorming 6- Duties 7- Reports	Concept War and Radioactive Pollution	The student should distinguish the concept of war and radioactive pollution	1	Seventeenth

Written and oral tests	1- Lecture 2- Dialogue and discussion 3- Cooperative education. 4- Research and Investigation 5- Brainstorming 6- Duties 7- Reports	The concept of destroying cities and villages	The student should know the concept of destroying cities and villages	1	Eighteenth
Written and oral tests	1- Lecture 2- Dialogue and discussion 3- Cooperative education. 4- Research and Investigation 5- Brainstorming 6- Duties 7- Reports	Concept Draining the marshes	The student should be aware of the concept of drying the marshes	1	Nineteenth
Written and oral tests	1- Lecture 2- Dialogue and discussion 3- Cooperative education. 4- Research and Investigation 5- Brainstorming 6- Duties 7- Reports	The concept of orchards dredging	The student should know the concept of dredging orchards	1	Twenty
Exam Third month		Monthly exam		1	Twenty first
Written and oral tests	1- Lecture 2- Dialogue and discussion 3- Cooperative education.	The Concept of Mass Grave Crimes	The student should know the concept of mass grave crimes	1	Twenty two

	<p>4- Research and Investigation</p> <p>5- Brainstorming</p> <p>6- Duties</p> <p>7- Reports</p>				
Written and oral tests	<p>1- Lecture</p> <p>2- Dialogue and discussion</p> <p>3- Cooperative education.</p> <p>4- Research and Investigation</p> <p>5- Brainstorming</p> <p>6- Duties</p> <p>7- Reports</p>	Events of 1963	The student should know the events of 1963	1	Twenty Three
Written and oral tests	<p>1- Lecture</p> <p>2- Dialogue and discussion</p> <p>3- Cooperative education.</p> <p>4- Research and Investigation</p> <p>5- Brainstorming</p> <p>6- Duties</p> <p>7- Reports</p>	Iran-Iraq War Events	The student should know the events of the Iran-Iraq war	1	Twenty fourth
Written and oral tests	<p>1- Lecture</p> <p>2- Dialogue and discussion</p> <p>3- Cooperative education.</p> <p>4- Research and Investigation</p> <p>5- Brainstorming</p> <p>6- Duties</p> <p>7- Reports</p>	Events of 1991	The student should know the events of 1991	1	Twenty Fifth
Written and oral tests	<p>1- Lecture</p> <p>2- Dialogue and discussion</p> <p>3- Cooperative education.</p> <p>4- Research and Investigation</p>	Chronological classification of genocide graves	The student should be aware of the chronological classification	1	Twenty-sixth

	5- Brainstorming 6- Duties 7- Reports		of genocide graves		
Written and oral tests	1- Lecture 2- Dialogue and discussion 3- Cooperative education. 4- Research and Investigation 5- Brainstorming 6- Duties 7- Reports	Chronological classification of genocide graves	The student should be aware of the chronological classification of genocide graves	1	Twenty Seventh
Written and oral tests	1- Lecture 2- Dialogue and discussion 3- Cooperative education. 4- Research and Investigation 5- Brainstorming 6- Duties 7- Reports	Chronological classification of genocide graves	The student should be aware of the chronological classification of genocide graves	1	Twenty Eight
Exam Fourth month		Monthly exam		1	Twenty Ninth
Written and oral tests	1- Lecture 2- Dialogue and discussion 3- Cooperative education. 4- Research and Investigation 5- Brainstorming 6- Duties 7- Reports	Creating a Background for Scientific Material	The student should be able to form a knowledge background for the scientific material	1	Thirty

Course Evaluation

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

Assessment Methods and Course Requirements :

The achievement of the targeted learning outcomes is demonstrated by the following assessment methods and requirements:

- 16- Daily preparation (5%)
- 17- Oral exam (5%)
- 18- First Month Exam (10%) First Semester
- 19- Second Month Exam (10%)
- 20- Daily preparation (5%) (40%)
- 21- Oral exam (5%)
- 22- Third Month Exam (10%) Second Semester
- 23- Fourth Month Exam (10%)
- 24- Final Exam (60%)

Learning and Teaching Resources	
The crimes of the Baath regime in Iraq Course for all public and private universities	Required Textbooks (Methodology, if any)
9- Archive of the Political Prisoners Foundation. 10- Archive of the Martyrs Foundation. 11- Archive of the Iraqi Center for the Documentation of Crimes of Extremism.	Main Reference(s)
10- Laws of Military Occupation. 11- Criminal Encyclopedia. 12- Encyclopedia of the Iraqi Environment.	Recommended books and references (scientific journals, reports...)
1- The official website of the Political Prisoners Foundation. 2- The official website of the Martyrs Foundation. 3- Official website of the United Nations.	Electronic References, Websites

Course Description Phase II English

Course Name
English Language – Stage II
Course Code
Semester/Year
2026
Date this description was prepared
2025
Available Forms of Attendance
Mandatory Attendance / Attendance – Absence
Number of Hours (Total) / Number of Credits (Total)
28 Hours – Units (28 Units)
Course administrator name (if more than one name mentioned)
Eng. Thaer Hussain Abbas Al-Jubouri
Course Objectives
<p>This academic program description provides a brief summary of the program's most important characteristics and the learning outcomes expected of students:</p> <ul style="list-style-type: none"> ▪ Educational Institution: Grand Imam College ▪ Scientific Department: Arabic Language ▪ Academic Program Name: Headway: Beginner ▪ Study System: Yearly/Semester ▪ Accredited Accreditation Program: Semester ▪ External influences are educational aids ▪ Description Preparation Date: [A11/11/2025 ▪ Objectives of the Academic Program: ▪ Enable students to use basic English for daily communication.

Teaching and Learning Strategies

Communicative education to enhance students' participation in the learning process and develop their skills.

Evaluation Methods

- **Transferable General and Qualifying Skills (Skills Related to Employability and Personal Development):**

1. **Language Skills**
2. **Production Skills**
3. **Cognitive skills**

Teaching and Learning Methods

- **Oral and written tests**

Evaluation Methods

- **Daily Ratings**
- **Oral tests**
- **Written Tests**
-

Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Written or oral tests	Discussion and Presentation	Unit 1: Hello	theoretical	1	1
Written or oral tests	Discussion and Presentation	Unit 1: Hello	theoretical	1	2
Written or oral tests	Discussion and Presentation	Unit 1: Hello	theoretical	1	3
Written or oral tests	Discussion and Presentation	Unit 1: Hello	theoretical	1	4
Written or oral tests	Discussion and Presentation	Unit 2: Your word	theoretical	1	5
Written or oral tests	Discussion and Presentation	Unit 2: Your word	theoretical	1	6
Written or oral tests	Discussion and Presentation	Unit 2: Your word	theoretical	1	7

Written or oral tests	Discussion and Presentation	Unit 2: Your word	theoretical	1	8
Written or oral tests	Discussion and Presentation	Unit 3: All about you		1	9
Written or oral tests	Discussion and Presentation	Unit 3: All about you	theoretical	1	10
Written or oral tests	Discussion and Presentation	Unit 3: All about you	theoretical	1	11
Written or oral tests	Discussion and Presentation	Unit 3: All about you	theoretical	1	12
Written or oral tests	Discussion and Presentation	Unit 4: Family and friends	theoretical	1	13
Written or oral tests	Discussion and Presentation	Unit 4: Family and friends	theoretical	1	14
Written or oral tests	Discussion and Presentation	Unit 4: Family and friends	theoretical	1	15
Written or oral tests	Discussion and Presentation	Unit 4: Family and friends	theoretical	1	16
Written or oral tests	Discussion and Presentation	Unit 5: The way I live	theoretical	1	17
Written or oral tests	Discussion and Presentation	Unit 5: The way I live	theoretical	1	18
Written or oral tests	Discussion and Presentation	Unit 5: The way I live	theoretical	1	19
Written or oral tests	Discussion and Presentation	Unit 5: The way I live	theoretical	1	20
Written or oral tests	Discussion and Presentation	Unit 9: Times past	theoretical	1	21
Written or oral tests	Discussion and Presentation	Unit 9: Times past	theoretical	1	22
Written or oral tests	Discussion and Presentation	Unit 9: Times past	theoretical	1	23
Written or oral tests	Discussion and Presentation	Unit 9: Times past	theoretical	1	24
Written or oral tests	Discussion and Presentation	Unit 10: We had a great time	theoretical	1	25

Written or oral tests	Discussion and Presentation	Unit 10: We had a great time	theoretical	1	26
Written or oral tests	Discussion and Presentation	Unit 10: We had a great time	theoretical	1	27
Written Tests		Unit 10: We had a great time	Test	1	28

Course Evaluation

The score is distributed out of 100 according to the tasks assigned to the student, such as daily participations, reports, and monthly exams.

First Semester: (20 marks) (5 marks: on attendance and participation, and 15 on exams).
and final , and so on.

Second Semester: (20 marks) (5 marks: for attendance and participation, and 15 marks on exams).

Final exam: (60 marks).

Learning and Teaching Resources

Hidoi: Beginner

Required Textbooks
(Methodology, if any)

Recommended References: Additional resources on English grammar and basic vocabulary.

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

References, Websites

Course Description of the Second Stage Foundations of Education

Course Name
Foundations of Education / Stage II
Course Code
Semester/Year
(2025 -2026)
Date this description was prepared
2025
Available Forms of Attendance
Describe my presence
Number of Hours (Total) / Number of Credits (Total)
2 hours a week an hour $2 \times 30 = 60$ hours
4 units $4 \times 30 = 120$ units
Course administrator name
<p style="text-align: right;">Name: Assoc. Prof. Dr. Mithaq Ashour Hussein –1</p> <p>Email: meethaq.aashor@imamaladham.edu.iq</p>

Course Objectives	
<p>Identifying the fields of education and their sources</p> <p>Knowing the relationship between education and other sciences such as psychology and sociology</p> <p>Keeping pace with the latest efforts of educational scientists, whether these efforts are experimental or theoretical.</p> <p>Tracking the stages of the development of education.</p>	Course Objectives
Teaching and Learning Strategies	
<p>Targeted learning outcomes are developed through the following teaching activities and strategies:</p> <p><u>First: Education Strategies:</u></p> <p>37- Lecture or lecture strategy.</p> <p>38- Discussion strategy.</p> <p>39- Problem-solving strategy.</p> <p>40- Project-based learning strategy.</p> <p>41- Cooperative Learning Strategy.</p> <p>42- Brainstorming strategy.</p> <p>43- Exploratory Education (Research and Inquiry).</p> <p>44- E-learning.</p> <p><u>Second: Learning Strategies:</u></p> <p>24- Divergent practice.</p> <p>25- Studying.</p> <p>26- Conclusion.</p>	Strategy

<p>27- Switching between ideas.</p> <p>28- Provide examples.</p> <p>29- Dual coding.</p> <p><u>Third: Policies followed in the decision:</u></p> <p>29- Attendance and absence policy.</p> <p>30- Absence from exams and delivery of assignments on time.</p> <p>31- Safety and health prevention measures, vaccination against epidemics.</p> <p>32- Cheating and deviating from the classroom system through the Student Discipline Law.</p> <p>33- Giving grades.</p> <p>34- The services available at the university that contribute to the study of the subject (libraries and research centers).</p>					
Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watch es	The week
Written and oral tests	14- Lecture: Dialogue and discussion. 15- Brainstorming	The Concept of Education	The student should know what is meant by education	2	First
Written and oral tests	12- Lecture: Dialogue and discussion. 2. Research and investigation	General Definitions of Education	The student should understand the general definitions of education	2	The second

Class Discussion	14- Lecture: Dialogue and discussion. 15- Brainstorming 5. Duties 6- Reports	The function of education and its foundations	The student should show the most important functions of education and its foundations	2	The third
Class Discussion Written Tests	15- Lecture: Dialogue and discussion. 16- Cooperative education. 17- Brainstorming 4. Duties	Historical basis and concepts	The student should be able to state the historical basis and its concepts	2	Fourth
Written and oral tests	14- Lecture: Dialogue and discussion. 15- Cooperative education. 3- Brainstorming	The Development of Educational Thought	The student should show the most important characteristics of the development of educational thought	2	Fifth
Written and oral tests	16- Lecture: Dialogue and discussion. 2. Research and investigation	Types of primitive education	The student should be able to identify the types of	2	Sixth

	3. Brainstorming		primitive education		
Written and oral tests	Lecture, Dialogue and Discussion	Education in China	The student should be able to learn about education in China	2	Seventh
Written and oral tests	15- Lecture: Dialogue and discussion. 16- Cooperative education. 17- Duties	Education among the ancient Egyptians	The student should show the importance of education among the ancient Egyptians	2	Eighth
Written and oral tests	15- Lecture: Dialogue and discussion. 16- Cooperative education. 17- Research and Investigation 18- Brainstorming	Education among the Children of Israel	The student should be able to know the education of the Children of Israel	2	Ninth
Written and oral tests	14- Lecture: Dialogue and discussion. 15- Cooperative education. 16- Brainstorming	Medieval Education	The student should show the most important characteristics of education in	2	Tenth

	5. Duties 6- Reports		the Middle Ages.		
Written and oral tests	17- Lecture: Dialogue and discussion. 2. Research and investigation 3. Brainstorming 4. Duties	Education among the Greeks	Appreciate the value of learning the skill of a given lesson.	2	Eleventh
Written and oral tests	1. Lecture, Dialogue and Discussion 2- Duties 3- Reports	Spartan Education	The student should show the most important characteristics of Spartan education	2	XII
Written and oral tests	12- Lecture: Dialogue and discussion. 2. Research and investigation 3. Brainstorming 4. Reports	Iraqi School The old ones and the foundations of education in it	The student should be able to explain the most important characteristics of the Iraqi school and the foundations of education in it.	2	Thirteenth

Written and oral tests	<p>1. Lecture, Dialogue and Discussion.</p> <p>2. Research and investigation</p> <p>4. Brainstorming</p>	Education among the Ancient Arabs	The student should be able to explain the most important characteristics of education among the ancient Arabs	2	Fourteenth
Written and oral tests	<p>15- Lecture: Dialogue and discussion.</p> <p>16- Cooperative education.</p> <p>17- Research and Investigation</p> <p>18- Brainstorming</p> <p>5. Duties</p> <p>6- Reports</p>	Arab Cultural Markets and Education in the Islamic Era	Forming an idea and discussion about Arab cultural markets and education in the Islamic era	2	Fifteenth
Written and oral tests	<p>1. Lecture, Dialogue and Discussion.</p> <p>2. Cooperative Education</p>	A Comprehensive Concept of Islamic Education	The student should be introduced to a comprehensive concept of Islamic education	2	Sixteenth
Written and oral tests	<p>1. Brainstorming</p> <p>2. Duties</p> <p>3. Reports</p>	Education between ancient and modern scholars	The student should be familiar with the concept of education between ancient and modern	2	Seventeenth

			scholars and the difference between them		
Written and oral tests	1. Dialogue and discussion 2- Brainstorming	Features of Islamic Education	Identifying the most important features of Islamic education	2	Eighteenth
Written and oral tests	1. Dialogue and discussion 2- Brainstorming	Sources of Islamic Education	The student should be able to know the sources of Islamic education.	2	Nineteenth
Written and oral tests	1. Dialogue and discussion 2- Brainstorming	Objectives of Islamic Education	The student should be able to know the objectives of Islamic education	2	Twenty
Written and oral tests	1. Dialogue and discussion 2- Brainstorming	Media of Islamic Educational Thought: Al-Ghazali	Identifying the media of Islamic educational thought Al-Ghazali	2	Twenty first
Written and oral tests	Dialogue and discussion 2- Brainstorming	Stages of development in Al-Ghazali	Identifying the stages of development in Al-Ghazali	2	Twenty two
Written and oral tests	1. Lecture Dialogue Discussion.	Ibn Khaldun and his educational views	The student should be able to get to know	2	Twenty Three

	<p>2. Cooperative education.</p> <p>3. Research and Investigation</p> <p>4. Brainstorming</p> <p>5. Duties</p>		Ibn Khaldun and his views of education		
Written and oral tests	<p>1. Lecture Dialogue Discussion.</p> <p>2. Cooperative education.</p> <p>3. Research and Investigation</p> <p>4. Brainstorming</p> <p>5. Duties</p>	Muhammad bin Sahnoun and his views on education	The student should be able to get to know Muhammad bin Sahnoun and his views on education	2	Twenty fourth
Written and oral tests	<p>1. Lecture Dialogue Discussion.</p> <p>2. Cooperative education.</p> <p>3. Research and Investigation</p> <p>4. Brainstorming</p> <p>5. Duties</p>	Education in the Modern Era (Renaissance)	The student should be able to know education in the modern era (Renaissance)	2	Twenty Fifth
Written and oral tests	<p>1. Lecture, dialogue and discussion.</p> <p>2- Brainstorming</p>	Western Education Media (John Dewey)	The student should be able to identify the media of Western education (John Dewey)	2	Twenty-sixth

Written and oral tests	1- Lecture, Dialogue and Discussion 2. Cooperative Education	The Psychological Basis of Education	The student should show what is the psychological basis and its impact on the educational process	2	Twenty Seventh
Written and oral tests	1. Lecture, dialogue and discussion. 2. Duties 3. Reports	The Social Basis of Education and the Role of the Family in Education	The student should show what the media of Western education is (John Dewey)	2	Twenty Eight
Written and oral tests	1- Lecture, Dialogue and Discussion 2- Brainstorming	Philosophical and economic basis	The student should show what is the philosophical basis and the economic basis	2	Twenty Ninth
	Overview	Overview	Overview	2	Thirty
Course Evaluation					
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.					

Assessment Methods and Course Requirements:

The achievement of the targeted learning outcomes is demonstrated by the following assessment methods and requirements:

- 25- Daily preparation and exams (10%)
- 26- Oral exam (5%)
- 27- First Month Exam (10%)
- 28- Second Month Exam (10%)
- 29- Research and Reports (5%)
- 30- Final Exam (60%)

Learning and Teaching Resources

1- Foundations of Education Book/Textbook	Required Textbooks (Methodology, if any)
12- The Book of Education Curricula, Its Foundations and Applications / Ali Ahmed Madkour.	Main References (Sources)
13- Master's and doctoral theses related to education between the ancient and the modern. 14- Scientific Research in Refereed Journals Related to the Foundations of Education	Recommended books and references (scientific journals, reports...)
Electronic Scientific Encyclopedias / Specialized in the Foundations of Education	Electronic References, Websites

Course Description for the Second Stage/Grammar

Course Name:
Grammar / Stage II
:Course Code
AG 110
Chapter/Year:
Academic Year: 2025-2026
:Date this description was prepared
2025
Available Attendance Forms:
Classrooms (in-person)
Number of Hours (Total): Number of Credits (Total)
Number of Hours: 90 / Number of Units: 180
Course Administrator Name:
Name: A.M.Dr. Ziad Ibrahim Taha -1 Email: Ziyadibraheem65@imamaladaham.edu.iq

Course Objectives					
<ol style="list-style-type: none"> 1. The student should be familiar with the grammatical terms contained in the course 2. The student should differentiate between the prescribed grammatical topics 3. Definitions, controls, and conditions should be mentioned in each section of the course 4. Cite linguistic evidence of the rules he has studied 5. The student must have the skill of expressing the examples and proofs of the grammar in the course. 				Course Objectives	
Teaching and Learning Strategies:					
<ul style="list-style-type: none"> - Take notes - Summarizing - Conservation - Mind maps - Spaced repetition 				Strategy	
Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watch as	The week
Class Questions	Lecture and Lecture	She and her sisters: their meanings, their work, and the conditions of their experience	The student should know the transcriptions: If and her sisters	3	1
Class Discussion	Lecture and Lecture	Rulings on breaking the	The student should get to	3	2

		Hamza in and opening it	know the citizens of opening and breaking Hamza		
Self-Assessment	Lecture and brainstorming	The entry of (ma) that is not connected and the beginning of the beginning is on the ins and its sisters	The student should know the ruling of what is the letter and the noun when entering it on the condition that	3	3
Class Questions	Lecture & Discussion	Relief if as if	The student should recognize if and as if the attenuators	3	4
Self-Assessment	Lecture and brainstorming	Non-gendered: its function, the adjectives of its name, and its repetition	The student should explain that there is no negation of sex	3	5
Class Questions	Lecture and Lecture	Rulings on the adjective of a name that does not negate sex and be kind to it	The student should explain the rulings of adjectives and affections on the name of No.	3	6
Class Discussion Written Exam	Lecture and Lecture and a variety of written tests.	Enter the question mark on the non-negation of sex and delete her experience with a monthly test	The student should cite the entry of the Hamza on the grounds that it does not negate sex and omit its news	3	7
Class Discussion	Collaborative Learning	Its Sections, Meanings and Uses	The student should mention	3	8

			the sections of thought and their sisters		
Class Discussion	Lecture and Lecture	Suspension and cancellation in the chapter of conjecture and its sisters and the deletion of the two objects or one of them	The student should know the affirmation and its type	3	9
Class Discussion	Brainstorming	The use of saying in the sense of conjecture and the opinions of grammarians in it And I know and I see	The student should cite the statement if the course of thought is carried out and mention the actions that have three effects	3	10
Rapid tests	Lecture and Lecture	The doer: its definition, its ruling, its deuteronomy, and its compilation	The student should know the actor	3	11
Class Discussion	Lecture and Lecture	Grammatical Provisions of the Verb in terms of its Feminization and Remembrance	The student should distinguish between the necessity and permissibility of feminizing the act with its feminine subject	3	12
Class Discussion	Collaborative Learning	Introduction and delay between the subject and the object and the promises of conscience	The student should explain the rulings of the submission between the subject and the	3	13

			object and the promises of conscience.		
Rapid tests	Lecture and Lecture	The deputy of the subject, his definition and the rules of the construction of the verb for the passive	The student should know the deputy of the subject and the rules of the construction of the verb for the passive	3	14
Rapid tests and written test	Lecture and Lecture and a variety of written tests.	Grammarians Opinions on the Position of the Subject with a Monthly Test	The student should know the opinions of the grammarian on behalf of the subject in the presence of the object, the source, the adverb, the neighbor and the adjective.	3	15
Class Discussion	Lecture and Lecture	Absolute Effect: Its Definition, Types, and Rulings on its Deuteronomy and Compilation	The student should know the absolute effect and indicate its types	3	16
Self-Assessment	Interactive Learning	What is on behalf of the absolute effect	The student should get to know what is on behalf of the source	3	17
Class Questions	Collaborative Learning	Delete the Absolute Effect Factor	The student should indicate when to remove the source factor	3	18

			as a permissibility and obligation		
Class Discussion	Lecture and Lecture	Its Effect: Its Definition, Types and Provisions	The student should know its effect and explain its types and provisions	3	19
Self-Assessment	Brainstorming	Object in it: its definition and its agent	The student should be familiar with the object in it, the worker in it, and its examples	3	20
Class Questions	Lecture and Lecture	Rulings on its effect, types and its deputies	The student should be able to explain the provisions of the effect and its types and explain what he is acting on his behalf	3	21
Class discussion with written quiz	Lecture and Lecture and a variety of written exams	Effect with it: its definition, the statement of the worker in it, and its work is a monthly test.	The student should get to know the person who works with him and his work	3	22
Class Questions	Collaborative Learning	Exception: its definition, types and ruling on giving the exception to the exception	The student should indicate the exception in terms of its types and present the exception over the exception	3	23
Rapid tests	Lecture and Lecture	Exception (Only) and its Provisions	The student should mention	3	24

			the provisions of the excluded except		
Rapid tests	Lecture and Lecture	Exception Tools: Other, Only, Not, Not, Vinegar, Exclusive, Prohibitive	The student should be familiar with the rulings of the excluded person and her sisters	3	25
Class Discussion	Lecture and Lecture	Case: Owner, Definition and Conditions	The student should show the situation and its conditions	3	26
Self-Assessment	Brainstorming	Introduction and delay between the case and its owner	The student should represent the case when he is presented to his friend	3	27
Class Discussion	Collaborative Learning	The Operator at the Spot: Its Types and Provisions	The student who works immediately and its provisions	3	28
Class Discussion	Interactive Learning	The situation and its owner between enumeration and deletion	The student should clarify the case and his companion between the current census	3	29
Class Questions with Written Exam	Miscellaneous Written Exam	Discrimination: Definition, Types, and Provisions with a Monthly Exam	The student must explain the distinction, its types and its provisions	3	30

Course Evaluation

<p>1. Objective tests.</p> <p>2- Essay tests .</p> <p>3- Oral tests .</p>	
<p>Learning and Teaching Resources:</p>	
<p>- Book (Explanation of Ibn Aqeel on the Alfiya of Ibn Malik)</p>	<p>Required Textbooks (Methodology, if any)</p>
<p>- Explanation of the drop of dew / Ibn Hisham al-Ansari</p> <p>- Adequate grammar / Abbas Hassan</p> <p>- Towards Arabic Language / Muhammad Asaad Al-Naderi</p>	<p>Main References (Sources)</p>
<p>- Comprehensive Library</p> <p>- Online articles on course topics</p>	<p>Recommended books and references (scientific journals, reports...)</p>
<p>- Online Millennium Explanations (Video)</p> <p>- Al-Fasih Network website</p>	<p>Electronic References, Websites</p>

Imam al-Adham University College

Department of Arabic Language /

Baghdad

**Annual Plan of the Old Cash
Course**

**For the second stage/morning
and evening study**

**For the academic year 2024-
2025**

**Prepared by Assistant
Professor Dr.**

Course Description: It provides a concise summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve and demonstrate whether they have made the most of the available learning opportunities. It is derived from the program description.

Learning Outcomes: A consistent set of knowledge, skills, and values that the student has acquired after the successful completion of the academic program and must define the learning outcomes of each course in a way that achieves the goals of the program.

Teaching and Learning Strategies: These are the strategies used by a faculty member to develop a student's teaching and learning, and are plans that are followed to reach learning goals. Describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Course Description Form

Course Name	
Lectures on the History of Arab Criticism	
Course Code	
Semester/ Year	
Annual	
Date this description was prepared	
2025	
Available Forms of Attendance	
Weekly Schedule (In-Person)	
Number of Hours (Total) / Number of Credits (Total)	
2 (number of weekly hours) X 30 (number of weeks during the academic year) = 60 hours or 2 X 30 (Number of Weeks) = 60 Hours	
Course administrator name	
Name: Assoc. Prof. Dr. Ibtihal Shaker Abd Marzouk	
Course Objectives	
First: A. Identifying the literature of the early Islamic B. Identify how to criticize in this time period. C. Identify the time period of the literature of late ages.	Course Objectives

d. Identify the period of time that this era ended.

e. The student should be familiar with the division of the Islamic era.

The student learns how the Arabic language spreads.

g. The student should get acquainted with the nature of the Islamic era and its inhabitants.

h) To get to know the most prominent princes and leaders during this period.

i- The student should be familiar with the arts introduced during this period.

j. To identify the impact of Arabic literature on European literature.

Secondly:

a- The student should understand the old critical

b. The student should be proficient in the new literary arts.

b. The student should be proficient in acting in new arts.

c. The student should be able to apply in the literature of the early days of Islam.

d. The student should be able to prepare a report on the literature of the early days of Islam.

Third:

a- The student should taste the literature of early days of Islam

b. The student should evaluate literature during this period.

c. The student should love literature during this period.

d. The student should be aware of the new arts

Teaching and Learning Strategies

Lecture.

Q&A.

Dialogue and discussion.

Conceptual mapping method.

Brainstorming.

Strategy

<p>Investigation and (Research).</p> <p>Story style.</p> <p>Symposium Style.</p> <p>Collective chanting.</p> <p>Classroom activities.</p> <p>Daily exams</p> <p>Monthly exams</p> <p>Semester Exams</p>	
---	--

Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
<p>Oral Questions</p> <p>Brainstorming</p>	<p>Lecture.</p> <p>Dialogue and discussion.</p> <p>Illustration.</p> <p>Conceptual mapping method.</p>	<p>Introduction to Pre-Islamic Criticism</p>	<p>Students should be familiar with the course description</p> <p>Students should understand their instructions during their</p>	<p>2</p>	<p>The first</p>

			study of the course.		
Oral Questions Brainstorming.	Lecture Symposium Dialogue and discussion.	Knowing the divisions of the covenants that Muslims lived in this period of time	Introducing the literature of the early days of Islam	2	The second
Oral questions.	Symposium Lecture	Introducing the nature of society in all fields	The student should be familiar with the political, social and cultural life	2	The third
Homework And a daily exam.	Lecture Story style.	General Phenomena in Criticism	Sources of Criticism	2	Fourth
Daily preparation Homework.	Lecture Questions and Answers The style of the story?	Islam's Attitude towards Poetry.	The student should be introduced to poetry and its characteristics in the early days of Islam	3	Fifth

Homework. and monthly exams.	Symposium The lecture and questions and answers	Priority of criticism	Criticism among Arabs	3	Sixth
Homework Daily written test.	Lecture Seminar Questions and Answers.	Layers of poets' stallions	Ibn Salam Al- Jamhi	2	Seventh
Homework Brainstorming.	Lecture Questions and Answers.	Prominent Poets The characteristics of their hair and the difference in their hair from their predecessors.	The idea of classes according to Ibn Salam	2	Eighth
Homework Brainstorming Oral test	Questions and Answers Brainstorming.	Sockets	Haircut	2	Ninth

Monthly written test.	Seminar Dialogue and discussion.	The Concept of Words and Meaning	Al , Jahiz	2	Tenth
Questions and Answers Oral preparation is homework.	Seminar Discussion Dialogue	Elements of the Literary Text	The critic in the eyes of Al-Jahiz		Eleventh
Questions and Answers Brainstorming.	Discussion Seminar And brainstormed.	Features and characteristics	Different styles	2	XII
Oral presentations.	Seminar Lecture.	Different meanings.	Different meanings	2	Thirteenth
Oral presentations.	Lecture Brainstorming	The Conflict Between the Old and the New	Ibn Qutayba	2	Fourteenth
Written test.	Lecture	Renewal in Poetry	The Old and the Modern in Poetry	2	Fifteenth
Oral presentations.	Lecture	Old and New	Ibn Qutayba's Approach	2	Sixteenth

Report	Questions and Answers.				
Questions and Answers Group Participation Collective hesitation Oral, report.	Questions and Answers Collective doubt.	Objectives	Remedy for updated hair	2	Seventeenth
Report Oral questions Group Participation Collective doubt.	Seminar and Q&A.	Wonderful	Ibn al, Mu'taz	2	Eighteenth
Report and individual readings Questions and answers.	Lecture and Q&A.	The Curriculum of the Book of Al-Badi'	The reason for writing the book of Al-Badia	2	Nineteenth
Report	Lecture and Q&A.	Poetic thefts	Ibn al-Mu'tazz's	2	Twenty

And a collective chanting.			opinion on thefts		
Report And collective chanting and individual and group participations.	Lecture and Q&A.	The process of poetic creativity	Ibn Tabataba	2	Twenty one
Monthly written test.	Condensed Seminar.	Hair Tools	Definition of Poetry and its Tools	2	Twenty two
Report Collective doubt.	Lecture	Solutions	The plight of modern poets	2	Twenty Three
Questions and Answers And brainstormed.	Seminar	Poetry Criticism	Qudamah ibn Ja'far	2	Twenty fourth
Written test.	Test	Opinion of the old	Meanings in Poetry	2	Twenty Fifth

Report.	Seminar	Balancing the Poets	Amadi and the Budget Approach	2	Twenty-sixth
Questions and Answers.	Lecture and Dialogue.	Thefts	Judge Al-Jurjani and the case of thefts	2	Twenty Seventh
Reports.	Careful review.	Hair Border	Ibn Rashiq al-Qayrawani	2	Twenty Eight
Oral and written test.	Review and Testing	Simulation	Hazem al-Kartagni	2	Twenty Ninth
Question and answer.	Questions and Answers.	Opinions	Ibn Khaldun	2	Thirty

Course Evaluation

Daily preparation and participation for one semester (5) grades

Exams for one semester (15)

Daily preparation for the second semester 5 grades

Exams (15)

Total (40) Marks

Final exam with objective and essay questions (60)

Total = (100)

Learning and Teaching Resources

**Lectures on the History
Criticism/Ibtisam Marhoon Al-Saffar**

Required Textbooks (Methodology if any)

**History of Arabic Literature / Shaw
Deif**

Main References (Sources)

**Al-Juman necklaces in introducing t
tribes of the Arabs of the time**

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

<https://www.noor-book.com>

Electronic References, Websites

Course Description/Research Methodology/Third

Course Name	
Research Methodology	
Course Code	
Research Methodology	
Semester/Year	
First Semester (2025-2026)	
Date this description was prepared	
2025	
Available Forms of Attendance	
Describe my presence	
Number of Hours (Total) / Number of Credits (Total)	
60 Hours / 60 Units	
Course administrator name (if more than one name mentioned)	
Name: Prof. Saadoun Taha Sarhan -1 Email: d.sadoon.taha@imamaladham.edu.iq	
Course Objectives	
<ul style="list-style-type: none"> • The course aims to introduce students to teach them how to write research and investigate manuscripts. • 	Course Objectives

Teaching and Learning Strategies

Targeted learning outcomes are developed through the following teaching activities and strategies:

Strategy

First: Education Strategies:

- 45- Lecture or lecture strategy.
- 46- Discussion strategy.
- 47- Problem-solving strategy.
- 48- Project-based learning strategy.
- 49- Cooperative Learning Strategy.
- 50- Brainstorming strategy.
- 51- Exploratory Education (Research and Inquiry).
- 52- E-learning.

Second : Learning Strategies:

- 30- Divergent practice.
- 31- Studying.
- 32- Conclusion.
- 33- Switching between ideas.
- 34- Provide examples.
- 35- Dual coding.

Third: Policies followed in the decision:

- 35- Attendance and absence policy.
- 36- Absence from exams and delivery of assignments on time.
- 37- Safety and health prevention measures, vaccination against epidemics.
- 38- Cheating and deviating from the classroom system through the Student Discipline Law.
- 39- Giving grades.
- 40- The services available at the university that contribute to the study of the subject (libraries and research centers).

Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Written and oral tests	16- Lecture: Dialogue and discussion. 17- Cooperative education. 18- Research and Investigation 19- Brainstorming	Definition of the research concept	The student should know what is meant by the research concept	2	First

	5. Duties 6- Reports				
Written and oral tests	13- Lecture: Dialogue and discussion. 14- Cooperative education. 15- Research and Investigation 16- Brainstorming 5. Duties 6- Reports	Statement of the importance of the research	The student should know the importance of the research	2	The second
Written and oral tests	16- Lecture: Dialogue and discussion. 17- Cooperative education. 18- Research and Investigation 19- Brainstorming 5. Duties 6- Reports	The Importance of Scientific Research and its Objectives	The student should show the most important characteristics of the research curriculum school	2	The third
Written and oral tests	18- Lecture: Dialogue and discussion. 19- Cooperative education. 20- Research and Investigation 21- Brainstorming 5. Duties 6- Reports	Prominent Researchers and Investigators	The student should be able to explain the reasons for the disparity in the research problems	2	Fourth
Written and oral tests	16- Lecture: Dialogue and discussion. 17- Cooperative education. 18- Research and Investigation 19- Brainstorming 5. Duties 6- Reports	Technological advancements	The student should show the most important characteristics and qualities that the researcher must have.	2	Fifth
Written and oral tests	17- Lecture: Dialogue and discussion. 18- Cooperative education. 19- Research and Investigation 20- Brainstorming 5. Duties 6- Reports	Classification of Basic Scientific Research Methods	The student should be able to develop the student's thinking	2	Sixth
Exam First month		Monthly exam		2	Seventh
Written and oral tests	18- Lecture: Dialogue and discussion.	Coordinate scientific steps	The student should demonstrate the	2	Eighth

	19- Cooperative education. 20- Research and Investigation 21- Brainstorming 5. Duties 6- Reports	aimed at analyzing a literary text or literary manifestation	comprehensiveness and objectivity of the research		
Written and oral tests	19- Lecture: Dialogue and discussion. 20- Cooperative education. 21- Research and Investigation 22- Brainstorming 5. Duties 6- Reports	Activating Scientific Publishing Houses	The Role of States in Interest in Scientific Research	2	Ninth
Written and oral tests	17- Lecture: Dialogue and discussion. 18- Cooperative education. 19- Research and Investigation 20- Brainstorming 5. Duties 6- Reports	Types of Scientific Research Methods	Difference Between Curriculum and Methodology	2	Tenth
Written and oral tests	18- Lecture: Dialogue and discussion. 19- Cooperative education. 20- Research and Investigation 21- Brainstorming 5. Duties 6- Reports	Descriptive Search Characteristics	Interest in scientific research and its stimulating factors	2	Eleventh
Written and oral tests	22- Lecture: Dialogue and discussion. 23- Cooperative education. 24- Research and Investigation 25- Brainstorming 5. Duties 6- Reports	Benefits of Scientific Research	Non-bias and sectarian intolerance in writing research	2	XII
Written and oral tests	13- Lecture: Dialogue and discussion. 14- Cooperative education. 15- Research and Investigation 16- Brainstorming	Making a good choice	Qualities of a blind research supervisor	2	Thirteenth

	5. Duties 6- Reports				
Exam Second month	Lecture Dialogue -1 .and Discussion Collaborative -2 .Education Research and -3 Investigation 4- Brainstorming 5. Duties 6- Reports	Monthly exam		2	Fourteenth
Written and oral tests	Lecture Dialogue -1 .and Discussion Collaborative -2 .Education Research and -3 Investigation 4- Brainstorming 5. Duties 6- Reports	How to choose the research topic	Using computer software	2	Fifteenth
Written and oral tests	Lecture Dialogue -1 .and Discussion Collaborative -2 .Education Research and -3 Investigation 4- Brainstorming 5. Duties 6- Reports	Establishing the fundamental differences between the concept of research methodology and research methodology	Library and Publishing House References	2	Sixteenth
Written and oral tests	Lecture Dialogue -1 .and Discussion Collaborative -2 .Education Research and -3 Investigation 4- Brainstorming 5. Duties 6- Reports	The Idiom Concept of Investigation	Key elements that make up the research plan according to the methodological criteria	2	Seventeenth
Written and oral tests	Lecture Dialogue -1 .and Discussion Collaborative -2 .Education Research and -3 Investigation 4- Brainstorming 5. Duties 6- Reports	Basic Procedural Stages in the Science of Manuscript Verification	The investigator has multiple duties in the investigation	2	Eighteenth
Written and oral tests	Lecture Dialogue -1 .and Discussion Collaborative -2 .Education Research and -3 Investigation	How to check copies	Methodological criteria that the researcher should follow when selecting the manuscript to be	2	Nineteenth

	4- Brainstorming 5. Duties 6- Reports		investigated and studied		
Written and oral tests	Lecture Dialogue -1 .and Discussion Collaborative - .Education Research and -3 Investigation 4- Brainstorming 5. Duties 6- Reports	The disagreement between the investigators which is more correct to correct the manuscript in the text or the margin	One of the most important and dangerous stages of planning	2	Twenty
Written and oral tests	Lecture Dialogue -1 .and Discussion Collaborative -2 .Education Research and -3 Investigation 4- Brainstorming 5. Duties 6- Reports	The most prominent scientific qualities and skills that must be possessed in a manuscript investigator	What are the textual spaces allocated to the investigator's effort in the manuscript and how are these spaces used to serve the text and documentation?	2	Twenty one
Written and oral tests	Lecture Dialogue -1 .and Discussion Collaborative -2 .Education Research and -3 Investigation 4- Brainstorming 5. Duties 6- Reports	Rules that the investigator relies on in choosing the mother copy	What are the objectives of documentation?	2	Twenty two
Written and oral tests	Lecture Dialogue -1 .and Discussion Collaborative -2 .Education Research and -3 Investigation 4- Brainstorming 5. Duties 6- Reports	Formal and linguistic aspects that the researcher must consider and adhere to	Punctuation and their importance	2	Twenty three
Written and oral tests	Lecture Dialogue -1 .and Discussion Collaborative -2 .Education Research and -3 Investigation 4- Brainstorming 5. Duties 6- Reports	How to borrow a scientific book from the library	Library Concept	2	Twenty fourth
Written and oral tests	Lecture Dialogue -1 .and Discussion Collaborative -2 .Education	The most important sources in Arabic literature	The most important sources in Arabic grammar	2	Twenty Fifth

	Research and -3 Investigation 4- Brainstorming 5. Duties 6- Reports				
Written and oral tests	Lecture Dialogue -1 .and Discussion Collaborative -2 .Education Research and -3 Investigation 4- Brainstorming 5. Duties 6- Reports	How do we know	The most prominent Arabic dictionaries	2	Twenty-sixth
Written and oral tests	Lecture Dialogue -1 .and Discussion Collaborative -2 .Education Research and -3 Investigation 4- Brainstorming 5. Duties 6- Reports	The importance of Arabic poetry collections	Media Translation	2	Twenty Seventh
Written and oral tests	Lecture Dialogue -1 .and Discussion Collaborative -2 .Education Research and -3 Investigation 4- Brainstorming 5. Duties 6- Reports	What to mention in the introduction and introduction	How to choose the research topic	2	Twenty Eight
Written and oral tests	Lecture Dialogue -1 .and Discussion Collaborative -2 .Education Research and -3 Investigation 4- Brainstorming 5. Duties 6- Reports	The most important libraries in Iraq	How to arrange sources and references	2	Twenty Ninth
Written and oral tests	Lecture Dialogue -1 .and Discussion Collaborative -2 .Education Research and -3 Investigation 4- Brainstorming 5. Duties 6- Reports	Overview	Overview	2	Thirty

Course Evaluation

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

Assessment Methods and Course Requirements :

The achievement of the targeted learning outcomes is demonstrated by the following assessment methods and requirements:

- 31- Daily preparation and exams (10%)
- 32- Oral exam (5%)
- 33- First Month Exam (10%)
- 34- Second Month Exam (10%)
- 35- Research and Reports (5%)
- 36- Final Exam (60%)

Learning and Teaching Resources

<ul style="list-style-type: none"> 1- The textbook <i>Methods of Scientific Research and Heritage Investigation</i> / Written by Muhammad Ali Maqbool 2- <i>Methodology of Texts Investigation and Publication</i> 3- Library 	<p>Required Textbooks (Methodology, if any)</p>
<p>Electronic Scientific Encyclopedias / Modern Comprehensive Encyclopedia / Hadith Websites</p>	<p>Electronic References, Websites</p>

Course Description / Third Stage / Linguistics

Course Name	
Modern Linguistics / Phase III	
Course Code	
AML313	
Semester/Year	
Academic Year / 2025 – 2026	
Date this description was prepared	
2025	
Available Forms of Attendance	
In-person classrooms	
Number of Hours (Total) / Number of Credits (Total)	
Number of Hours : 90 / Number of Units : 180	
Course administrator name (if more than one name mentioned)	
1- Name: Eng. Dr. Mohamed Faisal Hammoud Email: Drmf625@gmail.com	
Course Objectives	
<ol style="list-style-type: none"> 1. Knowledge of the exact specialization of linguistics . 2. Identify the linguistic fields that linguistics is interested in . 3. A Comparative Study of Modern Language Schools . 4. Shedding light on the Arabic language through modern linguistics researches. 	Course Objectives
Teaching and Learning Strategies	
1. Knowledge of scientific concepts in writing and observations.	Strategy

2. Summarizing the relationship and comparisons.
3. Saving information
4. Knowledge of mind maps.
5. Divergent repetition.
6. Recall and analysis of information .

43.Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Class Questions	Lecture_Discussion	Introduction to the study of linguistics	General Linguistics Knowledge	3	.1
Class Discussion	Lecture Discussion	Linguistics Concept Definition and Term Comparison	Comparison of Linguistics with Other Terms	3	.2
Class Questions	Lecture Discussion	The Relationship between Linguistics and Other Sciences	Statement of the relationship between linguistics and other sciences	3	.3
Self-Assessment	Lecture Discussion	Sociolinguistics and psycholinguistics	Knowledge of social and psychological linguistics and the statement of commonalities with modern linguistics	3	.4
Class Questions	Lecture Discussion	Linguistics and linguistic geography	Knowledge of Geographical Linguistics and Statement of Commonalities	3	.5

Class Discussion	Lecture Discussion	Phonology	Knowledge of General Phonology	3	.6
Class Questions	Lecture Discussion	Building the Word	Knowledge of Linguistic Word Construction	3	.7
Editorial Questions	Lecture Discussion	Types of Units	Knowledge of morphological units and their types	3	.8
Brainstorming	Lecture Discussion	Morphological Patterns	Knowledge of morphological patterns	3	.9
Class Questions	Lecture Discussion	Phonetic morphological changes	Knowing the changes and explaining their foundations	3	.10
Class Questions	Lecture Discussion	Syntax	Knowledge of syntax	3	.11
Class Questions	Lecture Discussion	The sentence between the grammarians and the rhetoric	Knowing the difference between the grammar's view of the sentence and the rhetorical view.	3	.12
Editorial Test	Lecture Discussion	Transformative Generative Approach and Syntax	Knowledge of the generative and transformative approach and the formation of sentences	3	.13

Class Questions and Brainstorming	Lecture and brainstorming	Semantics and Semantic Fields	Knowledge of semantics and the explanation of semantic domains	3	.14
Class Questions and Discussion	Lecture and brainstorming	Types of Dictionaries and Arabic Dictionary Schools	Knowledge of the types of dictionaries and their schools	3	.15
Mental evocation	Lecture and class discussion	Factors Affecting the Change of Significance	Knowing the significance and the factors affecting it	3	.16
Brainstorming	Lecture and Induction	The Genesis of Human Language	Knowledge of the concept of the origin of language	3	.17
Class discussion and brainstorming	Lecture & Discussion	The development of language in the child	Knowledge of language development in children	3	.18
Class Questions	Lecture & Lecture	Common language and dialects	Know the difference between language and dialect	3	.19
Brainstorming	Lecture and Induction	Linguistic conflict, causes and consequences	Causes and consequences of language conflict	3	.20
Class Questions	Lecture & Lecture	Linguistic Research Methods	Knowledge of Research Methods	3	.21
Editorial Questions	Lecture & Lecture	Speech, language, tongue and the	Know the difference between the	3	.22

		function of language	terms speech, language, tongue, and language function		
Class Discussion	Lecture and brainstorming	Language is a means of expression	Learn how to express yourself in a language	3	.23
Oral Questions	Lecture and brainstorming	Language is a means of communication	Learn how to report in the language	3	.24
Class Discussion	Lecture & Lecture	Language and Thought	Knowledge of language and thought and comparison between them	3	.25
Brainstorming	Lecture and Induction	The development of language with the development of thought	Knowledge of the development of language and thought	3	.26
Brainstorming	Lecture & Lecture	Linguistic development	Knowledge of linguistic development	3	.27
Class Questions	Lecture & Lecture	Phonetic development	Knowledge of phonetic development in language	3	.28
Brainstorming	Lecture & Lecture	Semantic development	Knowledge of semantic development	3	.29
Editorial Questions	Lecture & Lecture	Language and Writing	Knowledge of the concept of language and writing	3	.30

Course Evaluation	
1. Objective tests. 2. Essay tests. 3. Oral tests.	
Learning and Teaching Resources	
- Linguistics Book - Dr. Hatem Saleh Al-Damen	Required Textbooks (Methodology, if any)
Saussure's General Linguistics, Chomsky 's Grammatical Structures, Sociolinguistics by Muhammad Hassan Abdulaziz, Language by Menderes, Phonology by Ibrahim Anis, Sibawayh's Kitab, Al-Ain Book by Khalil bin Ahmed Al-Farahidi, Grammatical Development, Philology and the Secrets of Arabic by Abu Mansour Al-Thaalbi, Al-Sahibi in Philology by Ahmed bin Faris	Main References (Sources)
Comprehensive Library, Related Articles	Recommended books and references (scientific journals, reports...)
Explanations for Linguistics and Articles on the Internet	Electronic References, Websites

Course Description for the Third Stage/ Grammar

Course Name
Explanation of Ibn Aqeel on the Millennium of Ibn Malik / Muhammad Mohieddin Abdel Hamid
Course Code
AG112
Semester/Year
Annual (2025-2026)
Date this description was prepared
2025
Available Forms of Attendance
Weekly Schedule (Attendance)
Number of Hours (Total) / Number of Credits (Total)
<p>(Number of Weekly Hours)×30 (Number of Weeks During the Year) 3×30 (number of weeks) = 90 hours Number of Units : 4</p>
Course administrator name (if more than one name mentioned)
<p>Assoc. Prof. Dr. Shifa Saeed Jassim :Name -1</p> <p>Email: Shifa.saeed@imamaladham.edu.iq</p> <p>Assoc. Prof. Dr. Raad Mohammed Salman :Name -2</p> <p>Email: raad.muhammed@imamaladham.edu.iq</p>

Course Objectives	
<p>1– Enabling students to be familiar with the basics of the basic language (listening, speaking, reading, writing).</p> <p>2– Instilling the love of the Arabic language in the hearts of students and strengthening their belonging to it.</p> <p>3– Deepening the language in the Holy Qur'an, the Sunnah of the Prophet and the Arab heritage.</p> <p>4– Acquiring the ability of the learner to communicate effectively orally and in writing in different life situations.</p>	Course Objectives
Teaching and Learning Strategies	
<p>Targeted learning outcomes are developed through the following teaching activities and strategies:</p> <p><u>First: Education Strategies:</u></p> <p>Arabic Language: A core subject that aims to develop language skills.</p> <p>Grammar: It is the science that is concerned with the rules of word expression and sentence structure, provided to students at graded levels from simple rules to fine details.</p> <p>The strategies used by the faculty member to develop the student's teaching and learning are plans to be followed to reach the learning</p>	Strategy

goals, i.e., describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Second : Learning Strategies:

- 36- Divergent practice.
- 37- Studying.
- 38- Conclusion.
- 39- Switching between ideas.
- 40- Provide examples.
- 41- Dual coding.

Third: Policies followed in the decision:

- 41- Attendance and absence policy.
- 42- Absence from exams and delivery of assignments on time.
- 43- Safety and health prevention measures, vaccination against epidemics.
- 44- Cheating and deviating from the classroom system through the Student Discipline Law.
- 45- Giving grades.
- 46- The services available at the university that contribute to the study of the subject (libraries and research centers).

Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
General Questions and Discussion	22- Lecture: Dialogue and discussion. 23- Cooperative education.	- Number of prepositions - (k) It is a preposition	Prepositions	3	First

	<p>24- Research and Investigation</p> <p>25- Brainstorming</p> <p>5. Duties</p> <p>6- Reports</p>	<p>in two places.</p> <p>-</p> <p>(Perhaps) and (when) are prepositions according to Ibn Aqeel</p>			
<p>General Questions and Discussion</p>	<p>Lecture:</p> <p>Dialogue and discussion.</p> <p>Cooperative education.</p> <p>Research and Investigation</p> <p>Brainstorming</p> <p>Duties</p> <p>Reports</p>	<p>- (Lola) Preposition in Sibuyah.</p> <p>- Of the seven prepositions, it is related to the apparent.</p> <p>-</p> <p>Meanings of (from) the neighbor</p>		3	The second

<p>General Questions and Discussion</p>	<p>Lecture: Dialogue and discussion. Cooperative education. Research and Investigation Brainstorming Duties Reports</p>	<p>– "From" and "B" come in the sense of "substitute." – The meanings of the neighboring lam. – The meanings of the neighboring B.</p>		<p>3</p>	<p>The third</p>
<p>Oral Tests</p>	<p>Lecture: Dialogue and discussion. Cooperative education. Research and Investigation Brainstorming Duties</p>	<p>– The meanings of (on) and (about) the two neighbors. – The meanings of the</p>		<p>3</p>	<p>Fourth</p>

	Reports	neighborin g kaf. – The use of (kaf–an– and–a–a– a) nouns.			
Oral Tests	Lecture: Dialogue and discussion. Cooperative education. Research and Investigation Brainstormin g Duties Reports	– (Since) and (since) are nouns in two places and are preposition s. – It is increased after (from on–to–b), so that it does not stop the act of preposition .		3	Fifth
Oral Tests	Lecture: Dialogue and discussion.	(Ma) increases after (Rabb		3	Sixth

	<p>Cooperative education.</p> <p>Research and Investigation</p> <p>Brainstorming</p> <p>Duties</p> <p>Reports</p>	<p>and Kaf), so that they cease to be fulfilled and their deeds decrease with it.</p> <ul style="list-style-type: none"> - It is deleted (Rab) and its action remains after three letters - Dragging without a lord is omitted in two types: steady and unsteady 			
<p>Exam</p> <p>First month</p>		<p>Monthly exam</p>		<p>3</p>	<p>Seventh</p>

<p>Oral Tests</p>	<p>1– Lecture, Dialogue and Discussion. 2. Cooperative education. 3. Research and Investigation 4– Brainstorming 5. Duties 6– Reports</p>	<p>– The addition is in the sense of "lam" or "from" or "in", and it is in two forms: verbal and moral. – When is it permissible to conjugate the additive with the adjective? – A name is not added to what is combined with meaning.</p>	<p>Addition</p>	<p>3</p>	<p>Eighth</p>
--------------------------	--	--	------------------------	----------	----------------------

		<p>– The additive acquires feminization or mindfulness from the additive to it.</p>			
<p>Oral Tests</p>	<p>23– Lecture: Dialogue and discussion. 24– Cooperative education. 25– Research and Investigation 26– Brainstorming 5. Duties 6– Reports</p>	<p>– Some of the names that must be added, and some of which may be added. – What is obligatory to add to the sentences is what is necessary, and some of them are</p>		<p>3</p>	<p>Ninth</p>

		<p>permissible to add to them.</p> <p>– What may be added to a sentence may be constructed.</p>			
Oral Tests	<p>21– Lecture: Dialogue and discussion.</p> <p>22– Cooperative education.</p> <p>23– Research and Investigation</p> <p>24– Brainstorming</p> <p>5. Duties</p> <p>6– Reports</p>	<p>– What must be added to the sentences is what is necessary to add to the actual sentences.</p> <p>– Both and both require the addition to the knowledge</p>		3	Tenth

		<p>of Muthanna. – "any" necessitate s addition and is added to the singular in places, and meanings (i.e.).</p>			
Oral Tests	<p>26– Lecture : Dialogue and discussion. 27– Cooper ative education. 28– Resear ch and Investigation 29– Brainst orming 5. Duties 6– Reports</p>	<p>– (Ladn) and (with) and what is added to it. – (Other) and (before – and after) and their analogues. – The additive may be</p>		3	Eleventh

		<p>deleted and the additive may remain unchanged</p> <p>· – Separation between the additive and the added to it.</p>			
Oral Tests	<p>1. Lecture: Dialogue and discussion. 2Cooperative education. 3Research and Investigation 4Brainstormi ng 5. Duties 6– Reports</p>	<p>– What is done with the last noun when it is added to the I. – This is the inversion of the Alif of the J compartme nt when it</p>	Added to J Speaker	3	XII

		is added to the speaker and merged it.			
Oral Tests	<p>17- Lecture: Dialogue and discussion.</p> <p>18- Cooperative education.</p> <p>19- Research and Investigation</p> <p>20- Brainstorming</p> <p>5. Duties</p> <p>6- Reports</p>	<p>- The infinitive noun is a verb that is done in two places.</p> <p>- The infinitive works in three situations: additional, conjugated with a verb, and devoid of them.</p> <p>- The name of the source, its work, and the</p>	Source Realization	3	Thirteenth

		<p>witness thereof.</p> <p>– The infinitive is added to one of its functions and then the other is brought in.</p>			
Exam Second month		Monthly exam		3	Fourteenth
Oral Tests	<p>19– Lecture: Dialogue and discussion.</p> <p>20– Cooperative education.</p> <p>21– Research and Investigation</p> <p>22– Brainstorming</p> <p>5. Duties</p> <p>6– Reports</p>	<p>– The name of the subject is on two strokes:</p> <p>– The name of the subject associated with the verb and the difference of</p>	Apply the name of the subject	3	Fifteenth

		<p>grammar in it.</p> <p>–</p> <p>Exaggeration forms work as the noun of the subject.</p>			
Oral Tests	<p>Lecture:</p> <p>Dialogue and discussion.</p> <p>Cooperative education.</p> <p>Research and Investigation</p> <p>Brainstorming</p> <p>Duties</p> <p>Reports</p>	<p>–</p> <p>Muthanna and plural are the names of the actors who act on their own.</p> <p>– It is permissible to add the name of</p>		3	Sixteenth

		<p>the subject to its object and to make it erect.</p> <ul style="list-style-type: none"> – Ruling on the continuation of what the name of the subject has been added to. – Apply the noun of the object. 			
Oral Tests	<p>Lecture: Dialogue and discussion. Cooperative education. Research and Investigation Brainstorming</p>	<ul style="list-style-type: none"> – The source of the transgressive triad and the source of the necessary 	Source Buildings	3	Seventeenth

	Duties Reports	<p>triad of broken eye</p> <ul style="list-style-type: none"> – Source of the triple open-eye needed – Source of the triple jointed eye 			
Oral Tests	<p>Lecture:</p> <p>Dialogue and discussion.</p> <p>Cooperative education.</p> <p>Research and Investigation</p> <p>Brainstorming</p> <p>Duties Reports</p>	<ul style="list-style-type: none"> – The source of the trio comes without hearing what is mentioned – Non-triangular metered source, and its weights – The name of 		3	Eighteenth

		the woman and the name of the body			
Oral Tests	Lecture: Dialogue and discussion. Cooperative education. Research and Investigation Brainstormin g Duties Reports	– The name of the subject from the triad on the weight of the subject – Measuring the noun of the subject from the verb that is added to the eye and from the verb that is broken the eye is necessary.	Structures of the noun of the subject and the noun of the object	3	Nineteenth

		<p>– The noun of the non-triad subject and the noun of the non-triad object</p> <p>– The construction of the noun of the object from the triad that represents the object is the weight of the verb</p>			
Oral Tests	<p>Lecture:</p> <p>Dialogue and discussion.</p> <p>Cooperative education.</p> <p>Research and Investigation</p>	<p>– The sign of the adjective that is suspicious and dragging</p>	Suspicious adjective	3	Twenty

	<p>Brainstorming</p> <p>Duties</p> <p>Reports</p>	<p>its subject with it.</p> <p>–</p> <p>Formulation of the adjective</p> <p>The adjective suspicious works as the noun of the transgressive subject.</p> <p>– The adjective ma'amoul shall not be preceded by it.</p> <p>– What is permissible in Ma'amoul</p>			
--	--	--	--	--	--

<p>Oral Tests</p>	<p>Lecture: Dialogue and discussion. Cooperative education. Research and Investigation Brainstorming Duties Reports</p>	<p>– Exclamation has two formulas and expressions of each – The one who is surprised may be deleted, provided that the meaning is clear. – The conditions of what the verb of exclamation is formulated from seven – What he finds to wonder</p>	<p>Exclamation</p>	<p>3</p>	<p>Twenty first</p>
--------------------------	--	---	---------------------------	-----------------	----------------------------

		about the usefulness of a condition.			
Oral Tests	Lecture: Dialogue and discussion. Cooperative education. Research and Investigation Brainstorming Duties Reports	<ul style="list-style-type: none"> – The coming of the act of exclamation may be abnormal from what does not meet the conditions – The verb of exclamation does not precede the verb of exclamation – I turn on preference. 		3	Twenty two
Oral Tests	Lecture: Dialogue and discussion.	– Definition of the	Adjective	3	Twenty Three

	<p>Cooperative education.</p> <p>Research and Investigation</p> <p>Brainstorming</p> <p>Duties</p> <p>Reports</p>	<p>adjective, what comes to it, and the matters in which the adjective follows it.</p> <p>– The adjective is only a derivative or a likeness</p>			
Oral Tests	<p>Lecture:</p> <p>Dialogue and discussion.</p> <p>Cooperative education.</p> <p>Research and Investigation</p> <p>Brainstorming</p> <p>Duties</p> <p>Reports</p>	<p>– The adjective may be a sentence</p> <p>– The adjective sentence is not an order, and the difference between it and the</p>		3	Twenty fourth

		<p>sentence of the news</p> <ul style="list-style-type: none"> – The adjective may be a denial source, so it must be individualized and reminded. – Multiple adjectives 			
Oral Tests	<p>Lecture:</p> <p>Dialogue and discussion.</p> <p>Cooperative education.</p> <p>Research and Investigation</p> <p>Brainstorming</p> <p>Duties</p> <p>Reports</p>	<ul style="list-style-type: none"> – Verbal and moral emphasis, and the moral two-fold – Emphasizing with all and both – It confirms all of its 	Confirmation	3	Twenty Fifth

		<p>branches without all</p> <p>–</p> <p>Affirmation of denial</p>			
Oral Tests	<p>Lecture:</p> <p>Dialogue and discussion.</p> <p>Cooperative education.</p> <p>Research and Investigation</p> <p>Brainstorming</p> <p>Duties</p> <p>Reports</p>	<p>– Does the Muthanna confirm the Muthanna in its entirety and in its entirety?</p> <p>– Affirmation of the Raised Connected Pronoun</p> <p>– Verbal affirmation</p> <p>– Affirmation of the connected pronoun and letters</p>			

		<p>verbally affirmation</p> <p>– It is permissible to affirm each pronoun with the separate pronoun</p>			
Oral Tests	<p>Lecture:</p> <p>Dialogue and discussion.</p> <p>Cooperative education.</p> <p>Research and Investigation</p> <p>Brainstorming</p> <p>Duties</p> <p>Reports</p>	<p>– Affection is twofold: affection, expression, and sympathy.</p> <p>– Whatever is true is made a sympathy for a correct statement, and it is a substitute for it,</p>	Compassion	3	Twenty Seventh

		except in two cases.			
Oral Tests	Lecture: Dialogue and discussion. Cooperative education. Research and Investigation Brainstorming Duties Reports	– Definition and Example – Prepositions on two strokes: what has in common verbally and in terms of judgment, and what has in common only in words – The plural of the absolute, the fulfillment	Kindness of Style	3	Twenty Eight

		<p>of the order, and then the order with the laxity.</p> <ul style="list-style-type: none"> – Even and mother and its types – Or and its meanings 			
Oral Tests	<p>Lecture:</p> <p>Dialogue and discussion.</p> <p>Cooperative education.</p> <p>Research and Investigation</p> <p>Brainstorming</p> <p>Duties</p> <p>Reports</p>	<p>–</p> <p>Definition of allowance and its types</p> <ul style="list-style-type: none"> – When is it permissible to replace the apparent with the pronoun? – The ruling on 	Allowance	3	Twenty Ninth

		substituting the noun of the interrogation replaces the verb from the verb.			
Exam Second month		Monthly exam			Thirty

Course Evaluation
<p>Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.</p> <p><u>Assessment Methods and Course Requirements :</u></p> <p>The achievement of the targeted learning outcomes is demonstrated by the following assessment methods and requirements:</p> <p>Daily preparation and exams (10%)</p> <p>Oral exam (5%)</p> <p>First Month Exam (10%)</p> <p>Second Month Exam (10%)</p> <p>Research and Reports (5%)</p> <p>Final Exam (60%)</p>

Learning and Teaching Resources	
<p>- Textbook:</p> <p><i>Explanation of Ibn Aqeel on the Millennium of Ibn Malik</i> Author: Ibn Aqeel, Abdullah bin Abd al-Rahman al-Aqili al-Hamadani al-Masri (d. 769 AH), Part Three.</p>	<p>Required Textbooks (Methodology, if any)</p>

Course Description / Third Stage Quranic Readings

1. Course Name
Qur'anic Readings
2. Course Code
Semester/Year .2
2025-2026
Date of Preparation of this description .4
2025
5. Forms of attendance available
Mandatory attendance
6. Number of study hours (total) / number of units (total)
Hours: (28) / Units (56)

7. Course Administrator Name					
Name: Eng. Dr. Iftikhar Khalil Ibrahim					
Email: iftikhar.kheleel@imamaladham.edu.iq					
8. Course Objectives					
Objectives of the course: The student should become familiar with the science of Quranic readings in terms of definition, origin, history, knowledge of the terminology of this science, and familiarity with the translations of the ten reciters and their origins in reading.					
9. Teaching and Learning Strategies					
Strategy: Working to refine the minds of students and develop their skills and direct them in an academic and scientific manner based on the development of a positive spirit by enhancing confidence in individual and collective skills through scientific means directed towards students through scientific participation and skill activity through seminars and seminars and attending discussions to benefit from the experiences of the seniors, and working to achieve the goal of the A.Scientific Academy and its presentation to students, as well as the use of learning means to clarify, such as: the blackboard and urging students to visit the offices and how to access information in a short time.					
10. Course Structure					
Evaluation Method	Learning method	Unit Name and Subject	Required Learning Outcomes	Watches	The week
Written or oral tests	Discussion	Definition of Readings and their Ruling	theoretical	2	The first

Written or oral tests	Discussion	Guide to the revelation of the readings	theoretical	2	The second
Written or oral tests	Discussion	The reason for the multiplicity of readings	theoretical	2	The third
Written or oral tests	Discussion	Benefits of multi-readings	theoretical	2	Fourth
Written or oral tests	Discussion	Types of Readings	theoretical	2	Fifth
Written or oral tests	Discussion	Types of Readings	theoretical	2	Sixth
Written or oral tests	Discussion	Pillars of Correct Reading	theoretical	2	Seventh
Written Tests	Discussion	The Concept of Anomaly	theoretical	2	Eighth
Written or oral tests	Discussion	The Concept of Anomaly	theoretical	2	Ninth
Written or oral tests	Discussion	Invoking abnormal readings	theoretical	2	Tenth
Written or oral tests	Discussion	Selection in Readings	theoretical	2	Eleventh
Written or oral tests	Discussion	Difference Between Reading and Choosing	theoretical	2	XII
Written or oral tests	Discussion	The Connection of the Ten Readings to the Seven Letters	theoretical	2	Thirteenth
Written or oral tests	Discussion	A Brief Translation of the Ten Readers and Their Narrations	theoretical	2	Fourteenth

Written Tests	Discussion	A Brief Translation of the Ten Readers and Their Narrations	theoretical	2	Fifteenth
Written or oral tests	Discussion	A Brief Translation of the Ten Readers and Their Narrations	theoretical	2	Sixteenth
Written or oral tests	Discussion	Terminology in the science of readings	theoretical	2	Seventeenth
Written or oral tests	Discussion	Terminology in the science of readings	theoretical	2	Eighteenth
Written or oral tests	Discussion	Origins of Reading Ibn Amir Al-Shami	theoretical	2	Nineteenth
Written or oral tests	Discussion	The Origins of Reading Ibn Kathir Al-Makki	theoretical	2	Twenty
Written or oral tests	Discussion	Origins of Reading Asim Al-Kufi	theoretical	2	Twenty first
Written or oral tests	Discussion	The Origins of Reading Abu Amr Al-Basri	theoretical	2	Twenty two
Written or oral tests	Discussion	Origins of Reading Hazrat al-Zayyat	theoretical	2	Twenty Three
Written or oral tests	Discussion	Origins of Reading Nafi' Al-Madani	theoretical	2	Twenty fourth
Written or oral tests	Discussion	The Origins of Reading Ali Al-Kisa'i	theoretical	2	Twenty Fifth

Written or oral tests	Discussion	Origins of Reading Abu Ja'far al-Madani	theoretical	2	Twenty-sixth
Written or oral tests	Discussion	The Origins of Reading Ya'qub Al- Hadrami	theoretical	2	Twenty Seventh
Written or oral tests	Discussion	Origins of Reading Khalaf al-Baghdadi	theoretical	2	Twenty Eight

11. Evaluation of the Course

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

G- First Semester: (20 marks) (5 marks: on attendance and preparation, and 15 marks on the test).

H- Second Semester: (20 marks) (5 marks: on attendance and preparation, and 15 marks on the test).

I- Final Exam: (60 marks).

Teaching and Learning Resources .12

**Course Description
Guide**

**Measurement and
Evaluation**

**Eng. Ashwaq Qasim
Tawfiq**

2025 / 2026

Course Name	
Educational and psychological measurement and evaluation	
Course Code	
EAM305	
Semester/ Year	
Chapter One (2025–2026)	
Date this description was prepared	
2025	
Available Forms of Attendance	
(My Physical Class)	
Number of Hours (Total) / Number of Credits (Total)	
60 Hours/60 Units	
Course administrator name (if more than one name mentioned)	
Name: Eng. Ashwaq Qasim Tawfiq Email eshwaq.kasim@imamaladham.edu.iq	
Course Objectives	
<ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> a. The student should mention the types of assessments B. Define public, private and behavioral goals 	<p>Objectives of the course: (General objectives for the entire book):</p> <p>Introducing the student to the concept of educational evaluation and its types</p>

<p>C. The student should organize the specifications table</p> <p>D. Design statistical tables</p> <ul style="list-style-type: none"> • Skills: <ul style="list-style-type: none"> a. The student should be bored of some skills and the student should be able to perform the skill in an acceptable manner. <p>B. The student should adapt to the scientific aspects that help in modifying behavior.</p> <p>C. The student should be able to be creative in new skills</p> <ul style="list-style-type: none"> • Sentimental (values): <ul style="list-style-type: none"> A. The student's speed in receiving information and listening B. The student responds to the active participation that generates satisfaction and acceptance. C. The student's ability to self-evaluate, determine behavior, and then attitude 	<p>Distinguishing between the concept of measurement, evaluation, and evaluation and their relationship to each other</p> <p>Clarifying the importance of educational evaluation the teaching and learning system</p> <p>Understanding the relationship between the exclusion of evaluation and psychological and educational research</p> <p>Understand the general goals of education, specific goals, and objectives</p> <p>Behavioral and the need to distinguish between the</p> <p>The student can understand the areas of measurement and evaluation</p> <p>Providing the student with the skill of content analysis in a scientific way that helps him in scientific research</p> <p>The student is able to prepare the tests in a scientific way</p> <p>The student is proficient in the use of statistical tables and the use of calculations.</p> <p>that enables the student to obtain measurable and evaluative results</p>
--	--

Teaching and Learning Strategies	
Lecture Questioning (question and answer) Standard (rule, law, or all) and then examples. Inductive: (Examples) and then reaches the rule or law Dialogue and discussion Conceptual mapping method Computer Presentations (Data Shows) Collaborative Learning Problem solving Brainstorming Investigation and (Research) Collective chanting Story style Seminar Style Can I have a lecture or an e-learning workshop Self-Teaching Method	Strategy
44. Course Structure	

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Oral	Discussion	Giving the vocabulary of the article	Meeting Students and giving educational and educational guidance and giving the vocabulary of the subject	2	The first
Oral Questions	Dialogue	Identifying the most important concepts related to measurement and evaluation and the difference between educational and	Prepare general information about the measurement and evaluation material A brief history of the concepts and tests of measurement and evaluation	2	The second

		psychological measures			
Collective assignments	Standard	Calendar types and times of use	Types of Calendars and Classification of Calendars by Time of Procedure And that the student should be able to compare between the types of evaluation	2	The third
Individual assignments	Inductive and conceptual maps	Formulate behavioral goals and its educational importance	Formulation of Behavioral Goals and Their Importance in Evaluation according to Bloom's Classification of Educational Goals	2	Fourth

Classroom Activities	Collaborative Learning	Exam preparation	The Optional Map and its Importance in the Preparation of Achievement Tests	2	Fifth
Written Exam	Presentation	Types of Tests	Achievement tests , their concept and types	2	Sixth
Writing a Summary	Brainstorming	Types of Objective Tests	Objective tests, types, advantages and disadvantages	2	Seventh
Making a Test Form	Discussion	Essay Tests and Handling	Tests that require lengthy answers (article)	2	Eighth
Make a model	Dialogue	Quizzes	Tests that require short answers	2	Ninth

Oral	Standard	Answer– Based Testing	Tests based on the answer test	2	Tenth
Classroom Activities	Discussion	Types of Performance Tests	Performance tests Use of performance tests and disadvantages of performance tests	2	Eleventh
Observation (for posts)	Brainstorming	Methods of preparing tests	Methods of preparing tests, damaging tests, and improving exams	2	XII
Oral presentations	Standard	Qualities of a Good Test	Good Test Specifications	2	Thirteenth
Worksheets	Inductive	Factors that affect honesty	Factors that affect honesty (student) (test– related factors) (test management factors)	2	Fourteenth

Homework	Standard	Correlation coefficient explained	Statistical Methods for Measuring Stability (Correlation Coefficient)	2	Fifteenth
Written Exam 2			Written Exam	2	Sixteenth
Individual assignments	Dialogue	Intelligence Measures	Intelligence Measures in Measurement and Evaluation	2	Seventeenth
Oral	Brainstorming	Individual and Assembly Tests	Individual and Collective Tests and How to Calculate IQ	2	Eighteenth
Oral	Discussion	Types of Intelligence Choices	Intelligence tests	2	Nineteenth
Oral	Standard	The second measure of intelligence	Measures of abilities, tendencies and factors that affect them	2	20

		Trend Gauge	Trend Metrics	2	Twenty first
Making a Survey	Inductive	Measuring Direction	Measuring Direction with a Likert Scale and its Importance in Measuring Direction	2	Twenty two
Oral	Lecture	Statistics	Statistical Concepts	2	Twenty Three
Oral	Lecture	The Concept of Statistics	Statistical Concepts in Measurement Descriptive Statistics and Inferential or Inferential Statistics	2	Twenty fourth
Oral	Maps	Variables	Statistical variables and their types	2	Twenty Fifth
Oral	Brainstorming	The relationship between statistics, measurement	The Relationship between Statistics, Measurement,	2	Twenty-sixth

		and evaluation	Evaluation and Tests		
Oral	Presentation		Data Presentations	2	Twenty Seventh
Oral	Presentation		Graphically Representing Frequency Distributions	21	Twenty Eight
Oral	Presentation		Measures of centralism	2	Twenty Ninth
Test			Written Exam	2	Thirty

Course Evaluation

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

- 1- Daily and oral exams 5
- 2- Monthly Written Exams 15
- 3- Activities 5
- 4- Second Monthly Exams 15

Total 40

End of year (final exam and contains objective and essay questions) 60

Total = 100 Points

:etc or other way

3

End of School Year Exam = 60 marks

Total Total=100 Points

Learning and Teaching Resources

The Methodological Book: The Name, Measurement and Evaluation, by Dr. Nouri Abbas Al-Alwani, Sana'a Edition, Al-Mutafaq Library, Year, 2008	Required Textbooks (Methodology, if any)
1- Measurement & Evaluation / Al-Alwani 2- Measurement and Evaluation / Safwat Farag.	Main References (Sources)
Measurement and Evaluation Magazine -1)Journal of Educational and Psychological) measurement	Recommended books and references (scientific journals, reports...)
-----	Electronic References, Websites

Course Description Third Stage Andalusian Literature

Course Name
Andalusian Literature
Course Code
AAL311 AAL310
Semester/ Year
Annual
Date this description was prepared
2025
Available Forms of Attendance
Weekly Schedule (In-Person)
Number of Hours (Total) / Number of Credits (Total)
1 (number of hours per week) X 30 (number of weeks during the academic year) = 30 hours or 2 X 30 (Number of Weeks) = 60 Hours Number of Units 120 Units
45. Course administrator name
:Name: Assoc. Prof. Dr. Delisuz Kamel Sharif Emaildilisuz kamil@imamaladham.edu.iq Dr.dksh.202400@gmail.com
Course Objectives

<p>First:</p> <p>A. Getting to know the country of Andalusia.</p> <p>B– Identify how to open Andalusia.</p> <p>C. Identifying the decision–makers who contributed to the conquest.</p> <p>d. Identify the time period required for opening.</p> <p>e. The student should be familiar with the divisions of the Andalusian eras.</p> <p>The student learns how the Arabic language spreads.</p> <p>g. The student should get acquainted with the nature of Andalusia, its inhabitants and their origins.</p> <p>and their culture and nature.</p> <p>h– To get to know the most prominent princes and leaders who contributed to the conquest.</p> <p>i– The student should be familiar with the new architecture in Andalusia.</p> <p>j. To identify the impact of Andalusian literature on European literature.</p> <p>Secondly:</p> <p>a. The student should understand Andalusian literature</p>	<p style="text-align: center;">Course Objectives</p>
---	---

**b. The student should be proficient in the r
literary arts.**

**b. The student should be proficient in acting in
new arts.**

**c. The student should be able to apply
Andalusian literature.**

**d. The student should be able to prepare a rep
on Andalusian literature.**

Third:

**a. The student should have a taste of Andalus
literature.**

**b. The student should evaluate Andalus
literature.**

C. The student should love Andalusian literature

**d. The student should sense the new arts &
evaluate the originality of literature.**

**Al-Andalusi considers the issue of the presence
Muslims in Andalusia a subjective issue.**

--	--

Teaching and Learning Strategies

<p>Lecture.</p> <p>Q&A.</p> <p>Dialogue and discussion.</p> <p>Conceptual mapping method.</p> <p>Brainstorming.</p> <p>Investigation and (Research).</p> <p>Story style.</p> <p>Symposium Style.</p> <p>Collective chanting.</p>	<p style="text-align: center;">Strategy</p>
---	--

Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week

<p>Oral Questions Brainstorming.</p>	<p>Lecture. Dialogue and discussion. Illustration. Conceptual mapping method.</p>	<p>An introduction to Andalusia, the reasons for its conquest, the conditions under which the conquerors lived, and how to conquer it.</p>	<p>Students should be familiar with the course description Students should understand their instructions during their study of the course.</p>	<p>2</p>	<p>The first</p>
<p>Oral Questions Brainstorming.</p>	<p>Lecture Symposium Dialogue and discussion.</p>	<p>Knowing the divisions of the covenants that Muslims lived in Andalusia by dates. and names.</p>	<p>Introduction to the Andalusian eras.</p>	<p>2</p>	<p>The second</p>
<p>Oral questions.</p>	<p>Symposium Lecture</p>	<p>Introducing the nature of Andalusian society.</p>	<p>The student should get acquainted with the Andalusian society.</p>	<p>2</p>	<p>The third</p>

<p>Homework</p> <p>And a daily exam.</p>	<p>Lecture</p> <p>Story style.</p>	<p>Introducing students to how the Arabic language spread in Andalusia, and identifying those who were interested in documenting and disseminating the Arabic language in it, as well as the efforts of Arabs and Orientalists in documenting and disseminating.</p>	<p>The student should learn about how the Arabic language was popularized.</p> <p>And the efforts of Arabs and Orientalists in documenting and disseminating language and literature in Andalusia.</p>	<p>2</p>	<p>Fourth</p>
<p>Daily preparation</p> <p>Homework.</p>	<p>Lecture</p> <p>Questions and Answers</p> <p>The style of the story?</p>	<p>Poetry in the Umayyad Era</p> <p>The most prominent poets and examples of their poetry, and clarifying their style of poetry</p>	<p>The student should know literature in the Umayyad era in Andalusia.</p>	<p>2</p>	<p>Fifth</p>

		and their characteristics.			
Homework. and monthly exams.	Symposium The lecture and questions and answers	Prose and the most prominent writers who were interested in prose and examples of Artistic prose.	The student should be familiar with prose in the Umayyad era in Andalusia.	2	Sixth
Homework Daily written test.	Lecture Seminar Questions and Answers.	An evaluation and review that I did not know from the literature and prose of the Umayyads in Andalusia.	The student should explain poetry and literature in the Umayyad era.	2	Seventh
Homework Brainstorming.	Lecture Questions and Answers.	Prominent Poets The characteristics of their hair and the difference in their hair from	Students should be introduced to literature in the era of sects and almoravids.	2	Eighth

		their predecessors.			
Homework Brainstorming Oral test	Questions and Answers Brainstorming.	Characteristics of Literature in the Umayyad Era. Characteristics of literature in the era of sects and almoravids.	The student compares literature in the Umayyad era And the modern sects and the Almoravids	2	Ninth
Monthly written test.	Seminar Dialogue and discussion.	Literature in the era of the Emirate, the Caliphate, the Sects and the Almoravids.	The student should recall the concepts that he absorbed from his study of literature in the Umayyad era and the era of the sects and the Almoravids.	2	Tenth
Questions and Answers Oral preparation is homework.	Seminar Discussion Dialogue	The student should understand the distinction between the	The student should get acquainted with literature in the Almohad and	2	Eleventh

		Almohad and Bani al–Ahmar eras.	Bani al–Ahmar eras.		
Questions and Answers Brainstorming.	Discussion Seminar And brainstormed.	Characteristics and characteristics of literature in the Almohad era, and the most prominent poets and writers.	The student should understand literature in the Almohad era.	2	XII
Oral presentations.	The student should clarify the characteristics of literature in the era of Bani al–Ahmar.	Literature in the era of Bani al–Ahmar, its characteristics, its most important features, and the most famous writers.	The student should understand literature in the era of Bani al–Ahmar.	2	Thirteenth
Oral presentations.	The student should explain the concepts that characterized	Poetry and Prose in Andalusian Times, A Careful Review.	The student should be aware of the role of Muslims and Arabic	2	Fourteenth

	Arabic literature in Andalusia.		literature in Andalusia.		
Written test.	The student should show his knowledge of Andalusian literature in all times	The literature of the Andalusian eras, including poetry and prose, and the most important characteristics and differences.	The student should translate what he learned in the eras of Andalusian literature.		Fifteenth
Oral presentations. Report	Lecture Questions and Answers.	Renewal in Andalusian poetry, muwashahat, oppositions, lamentations of cities and kingdoms, poetry of nature, alienation and nostalgia.	The student should be familiar with the novelty in Andalusian poetry.	2	Sixteenth
Questions and Answers	Questions and Answers	Al-Muwashahat.	The student should be proficient in the	2	Seventeenth

<p>Group Participation</p> <p>Collective hesitation</p> <p>Oral, report.</p>	<p>Collective doubt.</p>		<p>art of muwashahat.</p>		
<p>Report</p> <p>Oral questions</p> <p>Group Participation</p> <p>Collective doubt.</p>	<p>Seminar and Q&A.</p>	<p>Opposition from the Andalusians to the Orient, the opposition from the Mashriqa to the Andalusians, and the opposition from the Andalusians among themselves.</p>	<p>The student should be familiar with the oppositions in Andalusian poetry.</p>	<p>2</p>	<p>Eighteenth</p>
<p>Report and individual readings</p> <p>Questions and answers.</p>	<p>Lecture and Q&A.</p>	<p>Nature in Andalusian poetry is one of the most prominent themes of renewal in</p>	<p>The student should understand the poetry of nature in Andalusia.</p>	<p>2</p>	<p>Nineteenth</p>

		Andalusian poetry.			
Report, Survey and Research And a collective chanting.	Lecture and Q&A.	The characteristics of nature poetry in Andalusia, the most important poets who were interested in nature poetry, and the most prominent writers whose works were influenced by Andalusian nature.	The student should express his understanding of nature poetry.	2	Twenty
Report And collective chanting and individual and group participations.	Lecture and Q&A.	The lament of cities and kingdoms and what characterizes Andalusian literature is this type of literature.	The student should get acquainted with the poetry that was said in the lamentation of cities and kingdoms.	2	Twenty one

Monthly written test.	Condensed Seminar.	The muwashahat and the oppositions, the lamentation of cities and kingdoms, and the poetry of nature.	Renewal in Andalusian poetry.	2	Twenty two
Report Collective doubt.	Lecture	Alienation and nostalgia in Andalusian poetry.	The student should get to know the poetry of alienation and nostalgia.	2	Twenty Three
Questions and Answers And brainstormed.	Seminar	The poetry of alienation and nostalgia in Andalusia and its comparison between the poetry of alienation and nostalgia in the Arab Mashreq.	The student should be interested in the difference between the poetry of alienation and nostalgia in Andalusia and the Orient.	2	Twenty fourth
Written test.	Test	The muwashahat,	The student should master	2	Twenty Fifth

		the oppositions, the poetry of nature, the poetry of lamentation of cities and kingdoms, alienation and nostalgia.	the arts of renewal in Andalusian poetry.		
Report.	Seminar	The Influence of Andalusian Literature on European Literature.	The student should be familiar with the impact of Arab– Andalusian literature on European literature.	2	Twenty– sixth
Questions and Answers.	Lecture and Dialogue.	The difference between the influence of European literature on Arabic literature and Arabic literature on	The student should be proficient in differentiating between the influence of European literature on Arabic literature	2	Twenty Seventh

		European literature.	and the influence of Arabic literature on European literature.		
Reports.	Careful review.	The Arts of Proficiency in Andalusian Poetry and the Influence of Andalusian Literature on European Literature.	The student should write a report on the arts of renewal in Andalusian poetry, and the impact of Arabic literature in Andalusia.	2	Twenty Eight
Oral and written test.	Review and Testing	The arts of renewal in Andalusian poetry.	The student should summarize his understanding of the arts of renewal.	2	Twenty Ninth
Quarterly written test.	Questions and Answers.	The arts of proficiency in Andalusian poetry.	The student should review the arts of proficiency in Andalusian poetry and the	2	Thirty

			extent of their influence on Arabic and European literature.		
Course Evaluation					
<p>Daily preparation and participation for one semester (5) grades</p> <p>Exams for one semester (15)</p> <p>Daily preparation for the second semester 5 grades</p> <p>Exams (15)</p> <p>Total (40) Marks</p> <p>Final exam with objective and essay questions (60)</p> <p>Total = (100)</p>					
Learning and Teaching Resources					
<p>Andalusian Literature from the Conquest to Fall of Granada 92-897 AH</p> <p>Author: Dr. Munajed Mustafa Bahgat.</p>			<p>Required Textbooks (Methodology if any)</p>		

<p>Al-Dhakahra fi Hasan Ahl al-Jazira by I Bassam Al-Shantarini, Edited by Ihsan Abbas</p> <p>The Breath of Tayyib from the Wet Branch Andalusia, by Ahmed bin Muhammad Al-Ma Al-Tilmisani, Research: Ihsan Abbas.</p>	<p>Main References (Sources)</p>
<p>Andalusian Literature from the Conquest the Fall of the Caliphate / Author: Dr. Ahm Heikal.</p>	<p>Recommended books and references (scientific journals, reports...)</p>
<p>https://mawdoo3.com/Topic</p>	<p>Electronic References, Websites</p>

Course Description Third Stage Abbasid Literature

Course Name	
Arabic literature in the Abbasid era	
Course Code	
AIAUL114	
Semester/ Year	
2025-2026	
Date this description was prepared	
2025	
Available Forms of Attendance:	
Weekly Attendance Schedule	
Number of Hours (Total)/	
3×30=90 hours	
Course administrator name (if more than one name mentioned)	
Name: Assoc. Prof. Dr. Ghanem Ahmed Hussein Email: Ghanim.ahmed@imamaladham.edu.iq	
Course Objectives	
<p><u>Skill Goals</u></p> <ul style="list-style-type: none"> • Provide the student with information about literature in era regarding the opinions of critics Ancient and contemporary writers. • Developing the student's skills in understanding the psychological aspect of literature. • Developing the student's skills in the analytical aspect of texts. 	<p style="text-align: center;">Course Objectives</p> <p><u>General Objectives</u></p> <ul style="list-style-type: none"> • <u>Identify the fields of literature and its sources.</u> • <u>Knowledge of the relationship between Arabic literature and historical and heritage aspects</u> • <u>Tracing the stages of the development of literature in the Abbasid era</u> • <u>Tracing the stages of renewal in Abbasid literature and keeping pace with societal development</u>

<ul style="list-style-type: none"> • Developing the student's skills in determining the aesthetic values of literary texts <p><u>Emotional goals</u></p> <ul style="list-style-type: none"> • Make the student a lover of his literary heritage • To appreciate the value of Arabic literature and its impact on the renaissance of nations • The student should be inspired by the positive traits of study of literature and its role in The flourishing of Arab culture in different eras 	<p><u>Knowledge Objectives:</u></p> <ul style="list-style-type: none"> • Broadening the student's horizon in Arabic literature • Seeing the reasons for the development of the Arabic poem in this stick • Knowing the reasons why some poets stand out from their peers • Knowing the most poetic purposes with which poets wrote The reason for that is that. • Knowing the challenges that were facing the Arab poet in This age.
<p>Teaching and Learning Strategies</p>	
<ul style="list-style-type: none"> • Lecture and Scientific Presentation. • Dialogue and discussion within the lecture • Use the brainstorming technique • Survey • Collaborative Learning Seminar Style 	<p>Strategy</p>

Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Standard Method	The Political Situation in the Abbasid Era	The student should get to know the context description	3	The week September 2nd
Classroom Performance and Exams	Standard Method	The culture of the time and the factors of the poetry boom	The student should get to know the context description	3	Third week of September
Classroom Performance and Exams	Standard Method	Praise, satire and flirting	To accommodate the student Rapporteur	3	Third week of October
Classroom Performance and Exams	Standard Method				Fourth week of October
Classroom Performance and Exams	Standard Method	Lamentation, description, asceticism and mysticism	To accommodate the student Rapporteur	3	Week 5 November
Classroom Performance and Exams	Standard Method				Week of November 6
Classroom Performance and Exams	Standard Method				Week of November 8th
Classroom Performance and Exams	Standard Method				Week of November 9
Classroom Performance and Exams	Standard Method				Week Tenth January

Classroom Performance and Exams				The student should get to know the content description	3	Week Eleven
	Standard Method	Majundan, populism and heresy				Twelfth week of December
Classroom Performance and Exams				To accommodate student Special Instruction	3	Week of December thirteenth
	Standard Method	Renewal in Meanings and Ideas				Week of December 14th
	Standard Method	Words, styles, weights and rhymes				Week Fifteenth January
Classroom Performance and Exams				To accommodate the student Rapporteur	3	Week of January 16th
Classroom Performance and Exams	Standard Method	Poets in the Abbasid era				Week of January 19th
Classroom Performance and Exams				To accommodate the student Rapporteur	3	February
Classroom Performance and Exams	Standard Method	Abu al-Atahiyah, Muslim ibn al-Waleed and Abu				Mid-year vacation
Classroom Performance and Exams				The student should get to know the content description	3	From February
Classroom Performance and Exams	Standard Method	ok				

					3	half year holiday
Classroom Performance and Exams	Standard Method	Al-Bahtari, Ibn Al-Rumi, and Ibn Al-Mu'Taz		The student should get to know the content description	3	Twentieth week of March
Classroom Performance and Exams	Standard Method	Factors of the development of prose, its arts, and the art of letters		To accommodate student Special Instruction		Week of March twenty-first
Classroom Performance and Exams	Standard Method	Speech, Stories and Signatures			3	Week of March twenty
Classroom Performance and Exams	Standard Method	Speech, Stories and Signatures				Week of March twenty three
Classroom Performance and Exams	Standard Method	Speech, Stories and Signatures		The student should get to know the content description	3	Week of April twenty-fourth
Classroom Performance and Exams	Standard Method	Speech, Stories and Signatures				Week of April twenty fifth
Classroom Performance and Exams	Standard Method	Speech, Stories and Signatures			3	Week of April

Classroom Performance and Exams	Standard Method	Prose of Literature and Translated Prose	The student should get to know the content description	3	twenty sixth
					Week twenty seven April
Classroom Performance and Exams	Standard Method	And the literature of the book	The student should get to know the content description	3	Week of May twenty eight
					Week of May twenty ninth
Classroom Performance and Exams	Standard Method	Al-Jahiz, Sahl bin Harun and Muhammad	The student should get to know the content description	3	Week of May thirtieth
Classroom Performance					

and exams			Abd El , Malik Al , Zayat	To accommodate student		
Classroom Performance and Exams				Special Instruction		
Classroom Performance and Exams	Standard Method	Applications and Text Analysis			3	
Classroom Performance and Exams	Standard Method	Literature in the second Abbasid era			3	
Classroom Performance and Exams	Standard Method	Poetic themes				
Classroom Performance and Exams	Standard Method	Poets and their poetic themes			3	
Classroom Performance and exams	Standard Method	Almotanabi, Abu Firas and Al-Sanubari			3	
Classroom Performance and Exams	Standard Method	The secret is the welfare and the honorable is the satisfaction and the naked		The student should get to know the correct description		

Classroom Performance and Exams	Standard Method	Ibn al-Faridh and Ibn al-Ta'widhi	To accommodate student Special Instruction	3
Classroom Performance and Exams	Standard Method	Prose Artistic Period Abbasid Era 2		3
Classroom Performance and Exams	Standard Method	Manufacturing and transmission direction		
Classroom Performance and Exams	Standard Method	Ibn al-'Amd al-Tawhidi	The student should get to know the content description	3
Classroom Performance and Exams	Standard Method	Maqams and their development		
Classroom Performance and Exams	Standard Method	Badi al-Zaman al, Hamdani	The student should get to know the content description	3

	Standard Method	The virtuous judge and his review	The student should get to know the correct description		
	Standard Method	Imad Al-Isfahani and review		3	
	Standard Method	Review	The student should get to know the correct description	3	
			To accommodate student Special Instruction	3	
			The student will get to know the correct description		

			<p>To accommodate the student</p> <p>Rapporteur</p>		
			<p>To accommodate the student</p> <p>Rapporteur</p>		

Course Evaluation

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

- 10 Written Exam Scores + 10 Daily Exam Scores = 20 First Semester
- 10 Written Exam Scores + 10 Daily Exam Scores = 20 Second Semester
- Final Exam: Exam score (60) + 40 marks for the above two semesters, so that the total score is equal to 100 marks.

Learning and Teaching Resources

Arabic Literature in the Abbasid Era , Nazim Rashid	Required Textbooks (Methodology, if any)
Dictionary of Writers, Yaqut Al-Hamwi and the Book of Songs by Abu Naeem Naim Isfahani	Main References (Sources)

<p>History of Arabic Literature , Dr. Shawqi De</p> <p>History of Arabic Literature, by Brockelma</p> <p>History of Arabic Literature : Ahmed Hass</p> <p>Al-Zayyat</p>	<p>Recommended books and references</p> <p>(scientific journals, reports...)</p>
<p>Aloka Network</p>	<p>Electronic References, Websites</p>

Imam al-Adham University College

Department of Arabic Language /

Baghdad

**Annual Plan of the Old Cash
Course**

**For the second stage/morning
and evening study**

**For the academic year 2024-
2025**

Prepared by Assistant

Course Description: It provides a concise summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve and demonstrate whether they have made the most of the available learning opportunities. It is derived from the program description.

Learning Outcomes: A consistent set of knowledge, skills, and values that the student has acquired after the successful completion of the academic program and must define the learning outcomes of each course in a way that achieves the goals of the program.

Teaching and Learning Strategies: These are the strategies used by a faculty member to develop a student's teaching and learning, and are plans that are followed to reach learning goals. Describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Course Description Form / Third / Old Criticism

Course Name	
Lectures on the History of Arab Criticism	
Course Code	
Semester/ Year	
Annual	
Date this description was prepared	
2025	
Available Forms of Attendance	
Weekly Schedule (In-Person)	
Number of Hours (Total) / Number of Credits (Total)	
2 (number of weekly hours) X 30 (number of weeks during the academic year) (0 hours or	
2 X 30 (Number of Weeks) = 60 Hours	
Course administrator name	
Name: Assoc. Prof. Dr. Ibtihal Shaker Abd Marzouk	
Course Objectives	
<p>First:</p> <p>A. Identifying the literature of the early Islamic era</p> <p>B. Identify how to criticize in this time period.</p> <p>C. Identify the time period of the literature of the late ages.</p>	<p style="text-align: center;">Course Objectives</p>

d. Identify the period of time that this era has ended.

e. The student should be familiar with the divisions of the Islamic era.

The student learns how the Arabic language spreads.

g. The student should get acquainted with the nature of the Islamic era and its inhabitants.

h) To get to know the most prominent princes and leaders during this period.

i- The student should be familiar with the arts introduced during this period.

j. To identify the impact of Arabic literature on European literature.

Secondly:

a- The student should understand the old criticism

b. The student should be proficient in the new literary arts.

b. The student should be proficient in acting in the new arts.

c. The student should be able to apply in the literature of the early days of Islam.

d. The student should be able to prepare a report on the literature of the early days of Islam.

<p>Third:</p> <p>a- The student should taste the literature of the early days of Islam</p> <p>b. The student should evaluate literature during this period.</p> <p>c. The student should love literature during the period.</p> <p>d. The student should be aware of the new art</p>	
---	--

Teaching and Learning Strategies

<p>Lecture.</p> <p>Q&A.</p> <p>Dialogue and discussion.</p> <p>Conceptual mapping method.</p> <p>Brainstorming.</p> <p>Investigation and (Research).</p>	<p>Strategy</p>
--	------------------------

<p>Story style.</p> <p>Symposium Style.</p> <p>Collective chanting.</p> <p>Classroom activities.</p> <p>Daily exams</p> <p>Monthly exams</p> <p>Semester Exams</p>					
Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Oral Questions Brainstorming	<p>Lecture.</p> <p>Dialogue and discussion.</p> <p>Illustration.</p> <p>Conceptual mapping method.</p>	Introduction to Pre-Islamic Criticism	<p>Students should be familiar with the course description</p> <p>Students should understand their instructions during their study of the course.</p>	2	The first

Oral Questions Brainstorming.	Lecture Symposium Dialogue and discussion.	Knowing the divisions of the covenants that Muslims lived in this period of time	Introducing the literature of the early days of Islam	2	The second
Oral questions.	Symposium Lecture	Introducing the nature of society in all fields	The student should be familiar with the political, social and cultural life	2	The third
Homework And a daily exam.	Lecture Story style.	General Phenomena in Criticism	Sources of Criticism	2	Fourth
Daily preparation Homework.	Lecture Questions and Answers The style of the story?	Islam's Attitude towards Poetry.	The student should be introduced to poetry and its characteristics in the early days of Islam	3	Fifth
Homework. and monthly exams.	Symposium The lecture and questions and answers	Priority of criticism	Criticism among Arabs	3	Sixth

Homework Daily written test.	Lecture Seminar Questions and Answers.	Layers of poets' stallions	Ibn Salam Al-Jamhi	2	Seventh
Homework Brainstorming.	Lecture Questions and Answers.	Prominent Poets The characteristics of their hair and the difference in their hair from their predecessors.	The idea of classes according to Ibn Salam	2	Eighth
Homework Brainstorming Oral test	Questions and Answers Brainstorming.	Sockets	Haircut	2	Ninth
Monthly written test.	Seminar Dialogue and discussion.	The Concept of Words and Meaning	Al , Jahiz	2	Tenth

Questions and Answers Oral preparation is homework.	Seminar Discussion Dialogue	Elements of the Literary Text	The critic in the eyes of Al-Jahiz		Eleventh
Questions and Answers Brainstorming.	Discussion Seminar And brainstormed.	Features and characteristics	Different styles	2	XII
Oral presentations.	Seminar Lecture.	Different meanings.	Different meanings	2	Thirteenth
Oral presentations.	Lecture Brainstorming	The Conflict Between the Old and the New	Ibn Qutayba	2	Fourteenth
Written test.	Lecture	Renewal in Poetry	The Old and the Modern in Poetry	2	Fifteenth
Oral presentations. Report	Lecture Questions and Answers.	Old and New	Ibn Qutayba's Approach	2	Sixteenth
Questions and Answers	Questions and Answers	Objectives	Remedy for updated hair	2	Seventeenth

Group Participation Collective hesitation Oral, report.	Collective doubt.				
Report Oral questions Group Participation Collective doubt.	Seminar and Q&A.	Wonderful	Ibn al, Mu'taz	2	Eighteenth
Report and individual readings Questions and answers.	Lecture and Q&A.	The Curriculum of the Book of Al-Badi'	The reason for writing the book of Al-Badia	2	Nineteenth
Report And a collective chanting.	Lecture and Q&A.	Poetic thefts	Ibn al-Mu'tazz's opinion on thefts	2	Twenty
Report	Lecture and Q&A.	The process of poetic creativity	Ibn Tabataba	2	Twenty one

And collective chanting and individual and group participations.					
Monthly written test.	Condensed Seminar.	Hair Tools	Definition of Poetry and its Tools	2	Twenty two
Report Collective doubt.	Lecture	Solutions	The plight of modern poets	2	Twenty Three
Questions and Answers And brainstormed.	Seminar	Poetry Criticism	Qudamah ibn Ja'far	2	Twenty fourth
Written test.	Test	Opinion of the old	Meanings in Poetry	2	Twenty Fifth
Report.	Seminar	Balancing the Poets	Amadi and the Budget Approach	2	Twenty-sixth
Questions and Answers.	Lecture and Dialogue.	Thefts	Judge Al-Jurjani and the case of thefts	2	Twenty Seventh

Reports.	Careful review.	Hair Border	Ibn Rashid al-Qayrawani	2	Twenty Eight
Oral and written test.	Review and Testing	Simulation	Hazem al-Kartagni	2	Twenty Ninth
Question and answer.	Questions and Answers.	Opinions	Ibn Khaldun	2	Thirty

Course Evaluation

Daily preparation and participation for one semester (5) grades

Exams for one semester (15)

Daily preparation for the second semester 5 grades

Exams (15)

Total (40) Marks

Final exam with objective and essay questions (60)

Total = (100)

Learning and Teaching Resources

Lectures on the History Criticism/Ibtisam Marhoon Al-Saffar

Required Textbooks (Methodology if any)

History of Arabic Literature / Shawqi D

Main References (Sources)

Al-Juman necklaces in introducing tribes of the Arabs of the time	Recommended books and references (scientific journals, reports...)
https://www.noor-book.com	Electronic References, Websites

Course Description / Third Stage / Quran Memorization

Course Name	
Memorization of the Holy Quran / Third Stage	
Course Code	
EAQM201	
Semester/Year	
First Semester (2025-2026)	
Date this description was prepared	
2025	
Available Forms of Attendance	
Describe my presence	
Number of Hours (Total) / Number of Credits (Total)	
30 Hours / 60 Units	
Course administrator name (if more than one name mentioned)	
M. M. Duha Abd El , Sattar Awad -4 Email: duha.abdalsetar@imamaladham.edu.iq Name: M .Dr. Rawa Waleed Rashid Al-Obaidi -5 Email : : rewaa.weleed@imamaladham.edu.iq	
Course Objectives	
<ul style="list-style-type: none"> • Introducing the student to the importance of the Holy Quran. • Introduce the student to how to read it correctly. • Developing the student's love for the Holy Quran and working with it. 	Course Objectives

<ul style="list-style-type: none"> • Contributing to the preparation of a generation that glorifies the Book of God. 					
Teaching and Learning Strategies					
<p>Targeted learning outcomes are developed through the following teaching activities and strategies:</p> <p><u>First: Education Strategies:</u></p> <p>53- The strategy of lecture or lecture and explanation of some meanings that need to be explained.</p> <p>54- Strategy for listening to the required assignment.</p> <p>55- The strategy of reading and correcting the recitation of the verses.</p> <p>56- Learning strategy based on practical explanation of the rulings of recitation.</p> <p><u>Second : Learning Strategies:</u></p> <p>42- Reading the obligatory in the Qur'an.</p> <p>43- Listen to the assigned assignment in absentia.</p> <p><u>Third: Policies followed in the decision:</u></p> <p>47- Attendance and absence policy.</p> <p>48- Absence from exams and delivery of assignments on time.</p> <p>49- Safety and health prevention measures, vaccination against epidemics.</p> <p>50- Cheating and deviating from the classroom system through the Student Discipline Law.</p> <p>51- Giving grades.</p> <p>52- The services available at the university that contribute to the study of the subject (libraries and research centers).</p>					Strategy
Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week

Oral Tests	Lecture and Discussion.	Surah Al-Baqarah from verses 253 - 256	Reading correction and recitation	1	First
Oral Tests	Lecture and discussion.	Surah Al-Baqarah from verses 257-259	Reciting the verses correctly, memorizing them in the absence and reciting them	1	The second
Oral Tests	Lecture and discussion.	From verses 260 - 264	Reciting the verses correctly, memorizing them in the absence and reciting them	1	The third
Oral Tests	Lecture & Discussion	From A 265 - 269	Reciting the verses correctly, memorizing them in the absence and reciting them	1	Fourth
Oral Tests	Lecture & Discussion	From verses 270 - 274	Reciting the verses correctly, memorizing them in the absence and reciting them	1	Fifth
Oral Tests	Lecture & Discussion	From verses 275 - 281	Recite the verses correctly	1	Sixth

			and memorize them in the absence and hear them		
Monthly oral exam		Monthly oral exam		1	Seventh
Oral Tests	Lecture & Discussion	Verse 282	Recite the verses correctly and memorize them in the absence and hear them	1	Eighth
Oral Tests	Lecture & Discussion	From verses 283 - 286	Recite the verses correctly and memorize them in the absence and hear them	1	Ninth
Oral Tests	Lecture & Discussion	Al Omran from A1 - 9	Recite the verses correctly and memorize them in the absence and hear them	1	Tenth
Oral Tests	Lecture & Discussion	From verses 10 - 15	Recite the verses correctly and memorize them in the absence and hear them	1	Eleventh

Oral Tests	Lecture & Discussion	From verses 16 - 22	Recite the verses correctly and memorize them in the absence and hear them	1	XII
Monthly oral exam		Monthly oral exam		1	Thirteenth
Oral Tests	Lecture & Discussion	From verses 23-29	Recite the verses correctly and memorize them in the absence and hear them	1	Fourteenth
Oral Tests	Lecture & Discussion	From verses 30-37	Recite the verses correctly and memorize them in the absence and hear them	1	Fifteenth
Oral Tests	Lecture & Discussion	From verses 38 - 45	Recite the verses correctly and memorize them in the absence and hear them	1	Sixteenth
Oral Tests	Lecture & Discussion	From verses 46 - 52-	Recite the verses correctly and memorize	1	Seventeenth

			them in the absence and hear them		
Oral Tests	Lecture & Discussion	From verses 53 - 61	Recite the verses correctly and memorize them in the absence and hear them	1	Eighteenth
Monthly oral exam		Monthly oral exam		1	Nineteenth
Oral Tests	Lecture & Discussion	From verses 62 - 70	Recite the verses correctly and memorize them in absentia and hear them	1	Twenty
Oral Tests	Lecture & Discussion	From verses 71 - 77	Recite the verses correctly and memorize them in the absence and hear them	1	twenty one
Oral Tests	Lecture & Discussion	From verses 78-83	Recite the verses correctly and memorize them in the absence and hear them	1	twenty two

Oral Tests	Lecture & Discussion	From verses 84 - 91	Recite the verses correctly and memorize them in the absence and hear them	1	twenty three
Monthly oral exam		Monthly oral exam		1	twenty four
Oral Tests	Lecture & Discussion	Review the first 5 pages of the section	Recite the verses correctly and memorize them in the absence and hear them	1	twenty five
Oral Tests	Lecture & Discussion	Second 5 page review of the part	Recite the verses correctly and memorize them in the absence and hear them	1	twenty six
Oral Tests	Lecture & Discussion	Third 5 page revision of the segment Review and apply all of the above	Recite the verses correctly and memorize them in the absence and hear them	1	twenty seven
Oral Tests	Lecture & Discussion	Review the rest of the part	Recite the verses correctly and memorize	1	twenty eight

			them in the absence and hear them		
Oral Tests	Lecture & Discussion	Review	Recite the verses correctly and memorize them in the absence and hear them	1	twenty nine
		Review and Apply	Recite the verses correctly and memorize them in the absence and hear them	1	Thirty

Course Evaluation

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

Assessment Methods and Course Requirements :

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

J- First Semester: (20 marks) (5 marks: on attendance and preparation, and 15 marks on the test).

K- Second Semester: (20 marks) (5 marks: on attendance and preparation, and 15 marks on the test).

Final Exam: (60 marks).

Learning and Teaching Resources	
The Textbook/ The Noble Qur'an and the Book of Tajweed by Yahya Al-Ghouthani	Required Textbooks (Methodology, if any)
15- Books of Interpretation	Recommended books and references
Electronic scientific encyclopedias / comprehensive library / and websites that deal with the Noble Qur'an and the rulings of recitation.	Electronic References, Websites

Curriculum and Teaching Methods Course Description / Third Stage

Course Name	
Curriculum and Teaching Methods/Third Stage.	
Course Code	
EAMT306	
Semester/Year	
Year (2025 - 2026)	
Date this description was prepared	
2025	
Available Forms of Attendance	
Describe my presence	
Number of Hours (Total) / Number of Credits (Total)	
2 hours / 3 units = (2 x 30 (number of weeks) = 60 hours).	
Course administrator name (if more than one name mentioned)	
Prof. Dr. Ahmed Iyad Anwar Al-Azami	
Email: dr.ahmad.ayad@imamaladham.edu.iq	
Course Objectives	
<ul style="list-style-type: none"> ● This course in the field of knowledge aims to: 1- Knowing the personality features and qualities of a successful teacher. 2- Recognize the importance of studying curriculum science. 	Course Objectives

- | | |
|--|--|
| <p>3- Understanding the concept of the curriculum and its foundations.</p> <p>4- Knowing the components (pillars) of the curriculum and its types.</p> <p>5- Recognize the importance of the textbook.</p> <p>6- Knowledge of educational objectives, their sources, sections, fields and levels.</p> <p>7- Knowledge of the concept of the study content, how to build and organize it, and knowledge of its components.</p> <p>8- Knowledge of teaching planning, its importance, types, sources, and factors affecting it.</p> <p>9- Knowledge of the concept of method, method, strategy, and teaching theory.</p> <p>10- The importance of the method in teaching, and the advantages of a good method.</p> <p>11- Identify the types and methods that are suitable and the most popular ones.</p> <p>12- Knowing the procedures to improve the performance of the traditional lecture, and overcoming its negatives.</p> <p>13- Count the conditions for good questions, and how to formulate them.</p> <p>14- Learn about the importance of the educational aid, its foundations, benefits, and uses.</p> <p>15- Knowledge of the importance of educational activities, their functions, fields, and standards.</p> <p>16- Familiarize yourself with the process of educational and educational evaluation, its importance, foundations, sections, conditions, and fields.</p> <ul style="list-style-type: none"> ● In the skill field, it aims to: <ul style="list-style-type: none"> 1- Master the steps of formulating the procedural (behavioral) objectives of the lesson. 2- Design a lesson plan for the lesson they wish to teach. | |
|--|--|

- | | |
|--|--|
| <ul style="list-style-type: none"> 3- The skill of choosing the right method for the subject he intends to teach. 4- Training on the performance of the developed lecture. 5- Design and use of a concept mapping strategy. 6- Proficient in the use of brainstorming with his students. 7- Master the most important teaching skills necessary in (planning , implementation, evaluation) for a successful teacher, in order to practice them. 8- Employing classroom management skills and classroom communication methods. 9- He applies an experimental model in which he practices the skills he has acquired. 10- Master the skill of formulating test questions using the types of achievement tests. ● In the emotional field (values), it aims to: <ul style="list-style-type: none"> 1- Maximizing the ability of God Almighty to honor man with the intellect that he employs in finding solutions to the problems and challenges that face him. 2- Appreciate the role of specialists and stakeholders who make relentless efforts to develop school curricula 3- He urges his colleagues to analyze the content of the study. 4- Commit to implementing the goals he has planned. 5- Supports the renewal of the teacher in his use of modern teaching methods. 6- He follows up on the developments in the educational field. 7- He gives his opinion on the need for the teacher to keep pace with modern teaching methods and methods. 8- Senses the importance of teaching methods in the life of the teacher, the student, and the subject. 9- It encourages the use of conceptual maps in the educational process. | |
|--|--|

<p>10- Senses the importance of planning for the advancement of educational and educational institutions.</p> <p>11- Expresses a desire to employ technical developments in the field of education and education.</p> <p>12- Committed to implementing the consideration of individual learner differences.</p> <p>13- Understands the importance of taking care of question preparation.</p>	
<p>Teaching and Learning Strategies</p>	
<p>Targeted learning outcomes are developed through the following teaching activities and strategies:</p> <p><u>First: Education Strategies:</u></p> <p>57- Lecture or Lecture.</p> <p>58- Conceptual mapping method</p> <p>59- Dialogue and discussion</p> <p>60- Questioning (question and answer)</p> <p>61- Standard method.</p> <p>62- The Inductive Method.</p> <p>63- Collaborative learning.</p> <p>64- Problem solving.</p> <p>65- Brainstorming.</p> <p>66- Investigation and (Research)</p> <p>67- Collective chanting.</p> <p>68- Micro-education.</p> <p>69- Story style.</p> <p>70- Symposium Style.</p> <p>71- Workshops and e-learning.</p> <p>72- Project-based learning.</p> <p><u>Second : Learning Strategies:</u></p> <p>44- Doing homework and assignments .</p> <p>45- Divergent practice.</p> <p>46- Provide practical examples from the ground up for some lessons and learning activities.</p> <p>47- Use of modern technologies and presentations using computers (power point, data show)</p>	<p>Strategy</p>

<p>48- Coding for terms, cross-information and mental images.</p> <p>49- Exchange of ideas.</p> <p>50- Revision and home preparation (studying).</p> <p>51- Conclusion and Inference.</p> <p>52- Use the Internet to view the latest information related to the course.</p> <p>Third: Policies followed in the decision:</p> <p>53- Paying attention to attendance and warning against absences.</p> <p>54- Participate in exams and deliver assignments on time.</p> <p>55- Fairness in grading.</p> <p>56- Warning against cheating and avoiding its consequences, and being careful not to hurt others by making it available to them</p> <p>57- Emphasizing the classroom system through the Student Discipline Law.</p> <p>58- Employing the services assigned to the course available at the college, such as libraries, laboratories...</p> <p>59- Safety and health prevention measures, (prevention is better than cure).</p>	
---	--

Course Structure

Evaluation Method	Learning method	Unit or Subject Name	Required Learning Outcomes	Watches	The week
<p>Oral Questions</p> <p>Observation</p>	<p>Lecture, Dialogue and Discussion</p> <p>The question and the answer</p>	<p>– Course Description</p> <p>– Instructions related to it.</p> <p>– Introduction to the book</p>	<p>Students should be familiar with the course description.</p> <p>Students should understand the</p>	2	1

		and content objectives.	instructions for teaching the course.		
Oral Questions and Working Papers	Standard method. Brainstorming.	Chapter One: The Personality of a Successful Teacher, His Qualities and the Ethics of His Profession First Topic: The Personality of a Successful Teacher	Students should understand the three pillars of a successful teacher's personality	2	2
Oral Questions Group Assignments	The Inductive Method.	Second Topic: Characteristics of a Successful Teacher	Students should explain the four main qualities of a successful teacher.	2	3
Individual assignments	Inductive and conceptual maps	Chapter Two: Curriculum First Topic: The Concept of the Curriculum	Students should be familiar with basic concepts in the curriculum. Students should	2	4

			distinguish the curriculum in the narrow concept from the curriculum in the broad concept		
Oral Questions and Class Activities	Lecture, concept maps, Q&A	Second Topic: Foundations of Curricula	Students should mention the main trends that represent the foundations of curriculum building. Students should clarify the foundations of curriculum building and development	2	5
Oral Questions Weekly Household Costs	Lecture, concept maps, question and answer, dialogue and discussion	Chapter Three: Components and Types of Curriculum Foundations First Topic: Components	Students should design a format that illustrates the components of the curriculum	2	6

		of the Curriculum			
Oral Questions Writing a Summary	Lecture and Concept Maps Brainstorming	Second Topic: Types of Curricula	Students should enumerate the types of curricula. Students should compare the activity curriculum with the pivotal curriculum	2	7
Conduct research or brief reports	Lecture, concept maps, question and answer, dialogue and discussion	Follow the types of curricula	Students should demonstrate the relationship between psychology and the curriculum Students should clarify the relationship between the school, the	2	8

			community and the family in the educational process		
Write a report by reference to the World Wide Web	Lecture, concept maps, dialogue and discussion Investigation and (Research)	Chapter Four: The Textbook	Students should indicate the factors affecting the writing of the textbook. Students should mention the components of the typical textbook	2	9
Written Exam 1	Question & Answer	Review and Calendar	Revision from Chapter I to Fourth	2	10
Oral Questions Weekly Household Costs	Lecture, concept maps, question and answer, dialogue and discussion	Chapter Five: Educational Objectives, Sources, Sections, Fields, and Levels	Students should demonstrate the importance of educational objectives. Students should differentiate	2	11

			between the sections of educational objectives according to the general and the specific		
Observation (for posts) Performance Test	Collaborative learning. Problem solving. Investigation and (Research)	Objectives Fields and Levels	Students should design a format that illustrates the three areas of behavioral goals. Students should master the skill of formulating behavioral goals from a specific text or lesson	2	12
Oral Tests	Lecture, concept maps, question and answer, dialogue and discussion	Chapter Six: Academic Content	Students should explain the areas of the study content. Students should indicate the	2	13

			main criteria for organizing the content		
Worksheets Participation during lectures	Computer-programmed learning Presentation via (Dacho) Investigation and (Research)	Chapter Seven: Teaching Planning	Students should be reminded of the importance of planning. Students should design an annual plan for the academic year	2	14
Reports Weekly household costs Performance Test	Collaborative learning. Problem solving.	Continue Teaching Planning	Students should be able to develop a plan for one of the Arabic language lessons. Students should mention the factors affecting the planning	2	15
Participation during lectures	Lecture, concept maps, question and answer,	Chapter Eight: Methods and Methods	Students should explain the concept of the method in the Qur'an and	2	16

	<p>dialogue and discussion</p> <p>Brainstorming method</p>	<p>First Topic:</p> <p>The Concept of Method and Method, Its Importance and Factors of Choosing It</p>	<p>the Sunnah of the Prophet, and in the language and idiom</p> <p>Students should distinguish between method and style. Students should explain the factors for choosing the appropriate method</p>		
<p>Participation during lectures</p> <p>Performance Test</p>	<p>Lecture</p> <p>The Brainstorming Method</p> <p>The Inductive Method</p> <p>Standard Method</p>	<p>Second Topic:</p> <p>Types of Methods and Methods</p> <p>Lecture Method</p> <p>Inductive Method</p> <p>Standard Method</p>	<p>Students should be familiar with the various methods and their steps. Students should enumerate ten strategies that limit the disadvantages of the lecture method and make it an improved</p>	2	17

			<p>lecture.</p> <p>Students should compare the measurement and extrapolation methods</p>		
<p>Participation during lectures.</p> <p>Performance .test</p>	<p>Dialogue and discussion.</p> <p>Problem solving.</p>	<p>How to solve problems</p> <p>Method of dialogue and discussion</p> <p>Method of collective chanting</p>	<p>Students should demonstrate the concept of problem-solving. Applies the problem-solving method in teaching an appropriate subject.</p> <p>Students should mention the conditions that help the effectiveness of the dialogue and discussion.</p> <p>Mention five of the warnings</p>	2	18

			in the use of the collective chanting method in teaching a topic.		
Participation during lectures	Lecture Q&A Story style Concept map teaching method.	Interrogation or question–and–answer method Story style Concept map teaching method.	Students should be introduced to the method of interrogation with a verse from the Holy Book and a hadith from the Sunnah. Students should enumerate five of the procedures that the teacher should take into account when using the interrogation method. Students should enumerate the benefits of a	2	19

			<p>purposeful educational story.</p> <p>Students should design a suitable conceptual map for the subject they wish to teach.</p>		
<p>Participation during lectures</p>	<p>Collaborative Learning Seminar Style</p> <p>Text analysis method</p>	<p>Collaborative Learning Style Seminar Style</p> <p>Text analysis method</p>	<p>Students should explain the concept of cooperative learning method in teaching.</p> <p>Students should enumerate the teaching procedures in the seminar style. Students should explain the concept of text analysis method in teaching.</p>	<p>2</p>	<p>20</p>

<p>Participation during lectures</p> <p>Oral Tests</p>	<p>Lecture Inquiry</p> <p>Brainstorming method</p> <p>Method of discovery</p>	<p>Survey Method</p> <p>Brainstorming method</p> <p>Method of discovery</p>	<p>Students should explain the role of the teacher in the survey process.</p> <p>Students should explain the steps of the brainstorming session.</p> <p>Students should mention the two types of detection method.</p>	<p>2</p>	<p>21</p>
<p>Participation during lectures</p> <p>Performance Test</p>	<p>Using the Dacho Presentation</p>	<p>Computer–programmed learning method</p>	<p>Students should explain the concept of computer–programmed instruction.</p> <p>Students should explain the most prominent procedures for preparing a programmed</p>	<p>2</p>	<p>22</p>

			educational lesson		
Written Exam 2	Question & Answer	Review and Calendar	Revision of Chapters V to VIII	2	23
Participation during lectures and weekly household costs	Computer-programmed learning Presentation via (Dacho)	Chapter Nine: Educational Aids	Students should explain the importance of using educational aids. Students should propose solutions to avoid obstacles to the use of educational aids.	2	24
Participation during lectures and weekly household costs Oral Tests	Computer-programmed learning Presentation via (Dacho)	Chapter Ten: Educational Activities	Students should demonstrate the importance of activity in education by mentioning its objectives. Students should discuss how to invest	2	25

			extracurricular activities in the learning process.		
Participation during lectures	Lecture, concept maps, question and answer, brainstorming method	Chapter Eleven: Necessary Teaching Skills	Students should know (skill) language and terminology. Students should design a format that combines the necessary teaching skills. Students should enumerate the responsibilities of the teacher in managing the classroom.	2	26
Weekly household costs Performance Test	Lecture and Concept Maps Dialogue and Discussion Brainstorming method	Teaching Skills Needed	Students should mention the conditions of reinforcement in order to fulfill their purpose in teaching. Students	2	27

			<p>should explain the skill (taking into account individual differences). Students should summarize (time management skill). Students should apply (closure skill)</p>		
<p>Participation during lectures</p>	<p>Lecture, concept maps, dialogue and discussion</p> <p>Brainstorming method</p>	<p>Chapter Twelve: Educational and Educational Evaluation</p>	<p>Students should summarize the importance of educational evaluation. Explain the foundations of educational evaluation. Students should design a format that combines the three areas of educational evaluation.</p>	<p>2</p>	<p>28</p>

Weekly household costs	Lecture, concept maps, question and answer, brainstorming method	Follow the educational and educational calendar	Students should mention the steps of building a table of specifications and show the students the benefits of a table of specifications	2	29
Practical testing and diverse applications	Question, answer, standard, dialogue and discussion.	Review and Calendar	A review of the entire curriculum and teaching methods.	2	30

Course Evaluation

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

Assessment Methods and Course Requirements: The achievement of the targeted learning outcomes is demonstrated by the following methods:

First semester = 20 degrees distributed:

- 1- Daily preparation and participation 5 degrees.**
- 2- Activities and reports are 5 marks.**
- 3- Written exams are 10 marks.**

Second Semester = 20 Distributed Grades:

- 1- Daily preparation and participation 5 degrees.**
- 2- Activities and reports are 5 marks.**
- 3- Written exams are 10 marks.**

End of the academic year exam (contains objective questions, essays) = 60 marks, total score = 100 marks.

Learning and Teaching Resources

1- Methodological Book: Curricula and Teaching Methods: Prof. Dr. Ahmed Iyad Anwar Al-Azami, Assoc. Prof. Dr. Abdulrazaq Mohamed Amin Al-Jaf.

Required Textbooks (Methodology)

13- Contemporary Curricula: Prof. Dr. Al-Demerdash Abdel Majeed Sarhan, Dar Al-Nahda Al-Arabiya, 1988.
14- Active Learning between Theory and Practice: Prof. Dr. Jawdat Ahmed Saadeh, Dr. Fawaz Akl, Dr. Magdi Zamel, First Edition, Dar Al-Shorouk for Publishing and Distribution, Jordan , Amman, 2006.
15- Modern Strategies in Effective Teaching: Prof. Dr. Mohsen Ali Attia, First Edition, Safaa Publishing and Distribution, Jordan – Amman, 1429 A.H. - 2008 A.D.
16- Curriculum and Textbook: Prof. Dr. Iman Abdulkarim Theeb Al-Jubouri, Prof. Dr. Omar Majeed Abdel Aani, Assoc. Prof. Dr. Kifah Yahya Saleh Al-Askari, First Edition, Model Press, Iraq , Baghdad, 2014.
17- General Teaching Methods: Prof. Dr. Tawfiq Ahmed Merhi, Prof. Dr. Mohamed Mahmoud Al-Hila, Seventh Edition, Dar Al-Masirah for Publishing, Distribution and Printing, Jordan – Amman, 1436 A.H. - 2015.

Main Reference(s)

16- Master's and doctoral theses related to curricula and teaching methods.
17- Scientific research in peer-reviewed journals related to curricula and teaching methods.
18- The Foundations of Contemporary Curriculum Construction Design, Assoc. Prof. Dr. Ahmed Iyad Al-Azami, Research Published in the Journal of Imam Al-Azam University College, Issue 29, Part 2, 2019, pp. 1029-1067

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

<p>19- The Method of Teaching Arabic Grammar in E-Learning, Assoc. Prof. Dr. Ahmed Iyad Al-Azami, Research Published in the Journal of Imam Al-Azam University College, Issue 37, 2021, pp. 647-692.</p>	
<p>Electronic scientific encyclopedias / comprehensive encyclopedia / educational websites.</p> <p>and electronic lectures on curricula and teaching methods, which are available on the college's website.</p>	<p>Electronic References, Websites.</p>

**Course Description of the Observation
and Application Course**

Prof. Dr. Abdulkarim Nasser Al-Khazraji

Mr. Saleh Haider Al-Jumaili

M. Ashwaq Qasim Tawfiq

Fourth Stage

2025-2026

Course Description

Course Name
Viewing & Applying / Phase IV
Course Code
EAOP4071/ EAOP408/2
Semester/ Year
Term I (2025–2026)
Date this description was prepared
2025
Available Forms of Attendance
Describe my presence
Number of Hours (Total) / Number of Credits (Total)
1 (number of hours per week) X 30 (number of weeks during the academic year) = 30 hours 4 x 30 (number of weeks) = 120 hours
Course administrator name (if more than one name mentioned)
Eng. Ashwaq Qasim Tawfiq eshwaq.kasim@imamaladham.edu.iq Prof. Dr. Saleh Haider Al-Jumaili saleh.haider@imamaladham.edu.iq Prof. Dr. Abdul Karim Nasser Al-Khazraji Drabdullkareemalkhazrajy@imamaladham.edu.iq

Course Objectives	
<ul style="list-style-type: none"> • Cognitive Goals ▪ . Knowledge of the trainee students about the meaning of practical education, its development and its general objectives ▪ Knowledge of trainee students of a number of applied models used in the field of training and practical education. ▪ Knowledge of the trainee students of the characteristics of the teacher and his duties in modern education. ▪ Knowledge of the trainee students of the duties and responsibilities of each trainee student, the school principal, the trained teacher, and the educational counselor when applying. ▪ Developing the practical skills of the trainee students to prepare their daily lessons. ▪ Developing the trainee students' practical skills for formulating and using general educational objectives and behavioral goals in teaching. ▪ Developing the skill of the trainee students in the process of preparing questions ▪ Classroom and its use <p>Skill Objectives of the Course</p> <ol style="list-style-type: none"> 1. Developing the trainees' practical skills for the preparation of teaching materials and aids. 2. Develop trainees' practical skills for preparing the classroom environment for learning. 3. Developing trainees' practical skills to prepare and motivate their students to learn. 	<p>It provides real practical opportunities for student trainees to test the validity of the educational and psychological principles and concepts they have learned during their career preparation at the college</p> <p>It provides realistic and direct opportunities for trainees to know students for their reality psychologically, behaviorally and educationally.</p> <p>Identify the trainees' weaknesses and the problematic treatment methods</p> <p>A real test of a student's ability to teach</p> <p>A period of time that helps the student to actively participate in the management of the class and to understand the principles of educational leadership</p> <p>Learn about the curriculum and how to present it to students during the application period</p>

<p>4. Developing the trainees' practical skills for managing the classroom environment and controlling classroom behavior.</p> <p>5. Developing the trainees' practical skills for the field use of teaching methods and methods necessary for their daily education.</p> <p>Emotional and Value Goals:</p> <ul style="list-style-type: none"> - Assigning the student to write reports according to the curriculum vocabulary. - Assigning students to obtain data and information related to some of the curriculum vocabulary. - Giving them some external questions that are related to the curriculum vocabulary. 	
<p>Teaching and Learning Strategies</p>	
<p>Practicality</p> <p>Theoretical application and takes the following problems</p> <p>Lecture</p> <p>Questioning (question and answer)</p> <p>Standard (rule, law, or all) and then examples.</p> <p>Inductive: (Examples) and then reaches the rule or law</p> <p>Dialogue and discussion</p>	<p>Strategy</p>

<p>Conceptual mapping method</p> <p>Computer-aided presentations (datashows)</p> <p>Collaborative Learning</p> <p>Problem solving</p> <p>Brainstorming</p> <p>Investigation and (Research)</p> <p>Collective chanting</p> <p>Story style</p> <p>Seminar Style</p> <p>Can I have a lecture or an e-learning workshop</p> <p>Self-Teaching Method</p>	
--	--

Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Oral	Discussion	Curriculum Vocabulary	Meeting with students and presenting the curriculum vocabulary	4	The first

Oral Questions	Dialogue	Teacher Qualities	Ethics of the Teaching Profession Morals with himself, morals with students, morals with the institution and his colleagues	4	The second
Collective assignments	Standard	Basics of viewing and application	Foundations of Viewing and Application (Things to Apply to Watch)	4	The third
Individual assignments	Inductive and conceptual maps	Practicality	Stages of preparation for practical application	4	Fourth
Classroom Activities	Collaborative Learning	Practicality	Application Setup	4	Fifth
Written Exam	Presentation	Practicality	Preparation and implementation of the application and	4	Sixth

			evaluation of the application		
Writing a Summary	Brainstorming	Application issues	The most important problems facing the students	4	Seventh
Making a Test Form	Discussion	Application issues	Problems with the preparation and preparation of applied students	4	Eighth
Make a model	Dialogue	Application issues	Issues with the supervision of applied students	4	Ninth
Oral	Standard	Application issues	Issues with school management	4	Tenth
Presentation of a mini-lesson by students	Discussion	Teaching Planning	How to Formulate Behavioral Goals	4	Eleventh
Presentation of a mini-lesson by students)	Brainstorming	Teaching Planning	Behavioral Goal Areas	4	XII

Presentation of a mini-lesson by students	Standard	Teaching Planning	Make a daily plan Make an annual plan	4	Thirteenth
Presentation of a mini-lesson by students	Inductive	Teaching Skills	Teaching Skills Required by the Applied Student	4	Fourteenth
Presentation of a mini-lesson by students	Discussion	Teaching Skills	Planning and time management skills	4	Fifteenth
Presentation of a mini-lesson by students	Discussion	Teaching Skills	Content Analysis Skill	4	Sixteenth
Presentation of a mini-lesson by students	Discussion		Educational Progression Skill	4	Seventeenth
Presentation of a mini-lesson by students	Discussion	Classroom Assessment Skill	Educational Evaluation Areas (Cognitive, Skillful, and Emotional)		Eighteenth

Course Evaluation

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

- 1- **Daily preparation and exams (10%)**
- 2- **Oral Exam (5%)**
- 3- **First Month Exam (10%)**

- 4- **Second Month Exam (10%)**
 5- **Activities and Reports (5%)**
Total 40

End of the Year (Final Exam Scientific and Educational Evaluation through Supervision) 60

Total = 100 Points

Total Total=100 Points

Learning and Teaching Resources

Viewing, Classroom and Practicality

- Prof. Dr. Abdul Razzaq Mohammed Amin Al-Jaff

Assoc. Prof. Dr. Ahmed Iyad Anwar Al-Azami

Required Textbooks (Methodology, if any)

Main References (Sources)

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

Electronic References, Websites

Course Description Fourth Stage Towards

Course Name	
Grammar / Stage Four	
Course Code	
AG210	
Semester/Year	
First and Second Semester of the Academic Year (2025-2026)	
Date this description was prepared	
2025	
Available Forms of Attendance	
Describe my presence	
Number of Hours (Total) / Number of Credits (Total)	
45 Hours / 45 Units	
Course administrator name (if more than one name mentioned)	
1- Name: Prof. Muhammad Diao Eddin Khalil Ibrahim muhammed.dhiyaa@imamaladham.edu.iq	
Course Objectives	
<p>A. Cognitive Objectives</p> <ul style="list-style-type: none"> - The student knows the concept of grammar. - Explaining the importance of studying grammar. - Determine the objectives of the study for this course (grammar). - Distinguish between the objectives of the study of grammar. - Identifies important and important characteristics to highlight. <p>B. Skill Objectives of the Course</p>	<p>Course Objectives</p>

<p>- Writing a research paper, as well as specialized research and studies in the fields of grammar. - Learn the methods of teaching grammar</p>	
Teaching and Learning Strategies	
<p>Targeted learning outcomes are developed through the following teaching activities and strategies:</p> <p><u>First: Education Strategies:</u></p> <p>73- Lecture or lecture strategy. 74- Discussion strategy. 75- Problem-solving strategy. 76- Project-based learning strategy. 77- Cooperative Learning Strategy. 78- Brainstorming strategy. 79- Exploratory Education (Research and Inquiry). 80- E-learning.</p> <p><u>Second : Learning Strategies:</u></p> <p>53- Divergent practice. 54- Studying. 55- Conclusion. 56- Switching between ideas. 57- Provide examples. 58- Dual coding.</p> <p><u>Third: Policies followed in the decision:</u></p> <p>60- Attendance and absence policy. 61- Absence from exams and delivery of assignments on time. 62- Safety and health prevention measures, vaccination against epidemics. 63- Cheating and deviating from the classroom system through the Student Discipline Law. 64- Giving grades. 65- The services available at the university that contribute to the study of the subject (libraries and research centers).</p>	<p>Strategy</p>
Course Structure	

Course Structure (First Semester Starts from 21/9/2025 and Ends 21/12/2026)					
Evaluation Method	Teaching Method	Material	Required Learning Outcomes	Watches	The week
1. Oral Tests 2. Research Duties 3. Students' attendance and participation during the lecture	1. Presentation 2. Discussion and Dialogue 3. Display on the electronic beam	The call	Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.	3	First week 20225/9/21
1. Oral Tests 2. Research Duties 3. Students' attendance and participation during the lecture	1. Presentation 2. Discussion and Dialogue 3. Display on the electronic beam	The call	Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.	3	Second week 20225/9/28
1. Oral Tests 2. Research Duties 3. Students' attendance and participation during the lecture	1. Presentation 2. Discussion and Dialogue 3. Display on the electronic beam	The call	Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and	3	Week Three 20225/10/5

<p>1. Oral Tests</p> <p>2. Research Duties</p> <p>3. Students' attendance and participation during the lecture</p>	<p>1. Presentation</p> <p>2. Discussion and Dialogue</p> <p>3. Display on the electronic beam</p>	<p>Jurisdiction</p>	<p>transmitting this knowledge to others.</p> <p>Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.</p>	<p>3</p>	<p>Week Four</p> <p>20225/10/12</p>
<p>1. Oral Tests</p> <p>2. Research Duties</p> <p>3. Students' attendance and participation during the lecture</p>	<p>1. Presentation</p> <p>2. Discussion and Dialogue</p> <p>3. Display on the electronic beam</p>	<p>Warning and Temptation</p>	<p>Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.</p>	<p>3</p>	<p>Week 5</p> <p>20225/10/19</p>
<p>1. Oral Tests</p> <p>2. Research Duties</p> <p>3. Students' attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and Dialogue</p> <p>3. Display on the electronic beam</p>	<p>Verb nouns</p>	<p>Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this</p>	<p>2</p>	<p>Week Six</p> <p>20225/10/26</p>

<p>1. Oral Tests</p> <p>2. Research Duties</p> <p>3. Students' attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and Dialogue</p> <p>3. Display on the electronic beam</p>	<p>Verb nouns</p>	<p>knowledge to others.</p> <p>Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.</p>	<p>3</p>	<p>Seventh Week</p> <p>20225/11/2</p>
<p>1. Oral Tests</p> <p>2. Research Duties</p> <p>3. Students' attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and Dialogue</p> <p>3. Display on the electronic beam</p>	<p>What doesn't go away</p>	<p>Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.</p>	<p>3</p>	<p>Week Eight</p> <p>20225/11/9</p>
<p>1. Oral Tests</p> <p>2. Research Duties</p> <p>3. Students' attendance and participation during</p>	<p>1. Presentation</p> <p>2. Discussion and Dialogue</p> <p>3. Display on the electronic beam</p>	<p>What doesn't go away</p>	<p>Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and</p>	<p>3</p>	<p>Week Nine</p> <p>1</p> <p>20225/11/6</p>

<p>Lecture</p> <p>1. Oral Tests</p> <p>2. Research Duties</p> <p>3. Students' attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and Dialogue</p> <p>3. Display on the electronic beam</p>	<p>Verb Expression</p>	<p>speaking, and transmitting this knowledge to others.</p> <p>Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.</p>	<p>3</p>	<p>Tenth week</p> <p>November 2025 ,23</p>
<p>1. Oral Tests</p> <p>2. Research Duties</p> <p>3. Students' attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and Dialogue</p> <p>3. Display on the electronic beam</p>	<p>Verb Expression</p>	<p>Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.</p>	<p>3</p>	<p>Week Eleven</p> <p>20225/11/30</p>
<p>1. Oral Tests</p> <p>2. Research Duties</p> <p>3. Students' attendance and participation during</p>	<p>1. Presentation</p> <p>2. Discussion and Dialogue</p> <p>3. Display on the electronic beam</p>	<p>Factors of Certainty</p>	<p>Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and</p>	<p>3</p>	<p>Twelfth week</p> <p>20225/12/7</p>

<p>Lecture</p> <p>1. Oral Tests</p> <p>2. Research Duties</p> <p>3. Students' attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and Dialogue</p> <p>3. Display on the electronic beam</p>	<p>Factors of Certainty</p>	<p>transmitting this knowledge to others.</p> <p>Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.</p>	<p>3</p>	<p>Thirteenth Week</p> <p>20225/12/14</p>
<p>1. Oral Tests</p> <p>2. Research Duties</p> <p>3. Students' attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and Dialogue</p> <p>3. Display on the electronic beam</p>	<p>Factors of Certainty</p>	<p>Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.</p>	<p>3</p>	<p>Fourteenth week</p> <p>20225/12/21</p>
<p>1. Oral Tests</p> <p>2. Research Duties</p> <p>3. Students' attendance and participation during</p>	<p>1. Presentation</p> <p>2. Discussion and Dialogue</p> <p>3. Display on the electronic beam</p>	<p>Chapter Lo</p>	<p>Controlling the students for this topic, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of</p>	<p>3</p>	<p>Week Fifteen</p> <p>20225/12/28</p>

Lecture			understanding and speaking. and pass on this knowledge to others		
The final exams for the first semester start from (31/12/2025) and end (11/1/2026)					
The mid-year holiday starts (14/1/2026) and ends (28/1/2026)					
1. Oral Tests 2. Research Duties 3. Students' attendance and participation during Lecture	1. Presentation 2. Discussion and Dialogue 3. Display on the electronic beam	As for	Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.	3	Week Sixteen 20226/1/28
1. Oral Tests 2. Research Duties 3. Students' attendance and participation during Lecture	1. Presentation 2. Discussion and Dialogue 3. Display on the electronic beam	If it wasn't for	Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.	3	Week Seventeen 20226/2/4
1. Oral Tests 2. Research Duties 3. Students' attendance	1. Presentation 2. Discussion and Dialogue	Loma	Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it,	3	Week Eighteenth 20226/2/11

and participation during Lecture	3. Display on the electronic beam		and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.		
1. Oral Tests			Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.		
2. Research Duties	1. Presentation				
3. Students' attendance and participation during Lecture	2. Discussion and Dialogue	Telling about the who, the thousand and the lam		3	Week Nineteen 20226/2/18
	3. Display on the electronic beam				
1. Oral Tests			Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.		
2. Research Duties	1. Presentation				
3. Students' attendance and participation during Lecture	2. Discussion and Dialogue	Student Application in Schools		3	Week 20 20226/3/1
	3. Display on the electronic beam				
1. Oral Tests			Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a		
2. Research Duties	1. Presentation	Student Application in Schools			
3. Students' attendance and	2. Discussion and Dialogue			3	Week 21 20226/3/8

<p>participation during Lecture</p> <p>1. Oral Tests</p> <p>2. Research Duties</p> <p>3. Students' attendance and participation during Lecture</p>	<p>3. Display on the electronic beam</p> <p>1. Presentation</p> <p>2. Discussion and Dialogue</p> <p>3. Display on the electronic beam</p>	<p>Student Application in Schools</p>	<p>faculty of understanding and speaking, and transmitting this knowledge to others.</p> <p>Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.</p>	<p>3</p>	<p>Week Twenty Two</p> <p>20226/3/15</p>
<p>1. Oral Tests</p> <p>2. Research Duties</p> <p>3. Students' attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and Dialogue</p> <p>3. Display on the electronic beam</p>	<p>Student Application in Schools</p>	<p>Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.</p>	<p>3</p>	<p>Week Twenty Three</p> <p>20226/3/22</p>
<p>1. Oral Tests</p> <p>2. Research Duties</p> <p>3. Students' attendance and</p>	<p>1. Presentation</p> <p>2. Discussion and Dialogue</p> <p>3. Display on the electronic beam</p>	<p>Student Application in Schools</p>	<p>Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of</p>	<p>3</p>	<p>Week Twenty Four</p> <p>20226/3/29</p>

<p>participation during Lecture</p> <p>1. Oral Tests</p> <p>2. Research Duties</p> <p>3. Students' attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and Dialogue</p> <p>3. Display on the electronic beam</p>	<p>Issue</p>	<p>understanding and speaking, and transmitting this knowledge to others.</p> <p>Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.</p>	<p>3</p>	<p>Week Twenty Five</p> <p>20226/4/5</p>
<p>1. Oral Tests</p> <p>2. Research Duties</p> <p>3. Students' attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and Dialogue</p> <p>3. Display on the electronic beam</p>	<p>Issue</p>	<p>Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.</p>	<p>3</p>	<p>Week Twenty Six</p> <p>20226/4/12</p>
<p>1. Oral Tests</p> <p>2. Research Duties</p> <p>3. Students' attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and Dialogue</p> <p>3. Display on the electronic beam</p>	<p>How much</p>	<p>Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and</p>	<p>3</p>	<p>Week Twenty Seven</p> <p>20226/4/9 1</p>

Lecture			speaking, and transmitting this knowledge to others.		
1. Oral Tests 2. Research Duties 3. Students' attendance and participation during	1. Presentation 2. Discussion and Dialogue 3. Display on the electronic beam	Like any Like this	Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.	3	Week Twenty Eight 20226/4/6 2
Lecture			Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.		
1. Oral Tests 2. Research Duties 3. Students' attendance and participation during	1. Presentation 2. Discussion and Dialogue 3. Display on the electronic beam	The Story	Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.	3	Week Twenty Nine 20226/5/3
Lecture			Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.		
1. Oral Tests 2. Research Duties 3. Students' attendance and participation during	1. Presentation 2. Discussion and Dialogue 3. Display on the electronic beam	Comprehensive Review	Controlling students for this subject, understanding it theoretically and practically, and their ability to perceive and comprehend it, and turn it into a faculty of understanding and speaking, and transmitting this knowledge to others.	3	Week 30 20226/5/10

Lecture			transmitting this knowledge to others.		
End of Year Exams Starting (17/5/2026) Two Weeks					
Course Evaluation					
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.					
<u>Assessment Methods and Course Requirements :</u>					
The achievement of the targeted learning outcomes is demonstrated through the following assessment methods and requirements:					
37-	Daily preparation and exams	(10%)			
38-	Oral exam	(5%)			
39-	First Month Exam	(10%)			
40-	Second Month Exam	(10%)			
41-	Research and Reports	(5%)			
42-	Final Exam	(60%)			
Learning and Teaching Resources					
1- The Scheduled Book/ Ibn Aqeel's Explanation of the Millennium of Ibn Malik, Part Three and Part Four			Required Textbooks (Methodology, if any)		
18- Al-Ashmouni's explanation of the millennium of Ibn Malik 19- The Meanings of Grammar Dr. Fadel Al-Samarrai 20- Abbas Hassan Grammar			Main References (Sources)		
20- Master's and doctoral theses related to Arabic grammar. 21- Scientific Research in Refereed Journals Related to Arabic Grammar.			Recommended books and references (scientific journals, reports...)		
Electronic Scientific Encyclopedias / Modern Comprehensive Encyclopedia / Hadith Websites			Electronic References, Websites		

Imam Adham University College

Department of Arabic Language / Baghdad

**Course Description of
the Late Ages**

**For the fourth
stage/morning and
evening study**

**For the academic year5
202-2026**

Prepared by

Course Description: It provides a concise summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve and demonstrate whether they have made the most of the available learning opportunities. It is derived from the program description.

Learning Outcomes: A consistent set of knowledge, skills, and values that the student has acquired after the successful completion of the academic program and must define the learning outcomes of each course in a way that achieves the goals of the program.

Teaching and Learning Strategies: These are the strategies used by a faculty member to develop a student's teaching and learning, and are plans that are followed to reach learning goals. Describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Course Description Form for Stage IV/Late Ages

Course Name	
Literature of Late Ages	
Course Code	
AML409	
Semester/ Year	
Annual	
Date this description was prepared	
2025	
Available Forms of Attendance	
Weekly Schedule (In-Person)	
Number of Hours (Total) / Number of Credits (Total)	
2 (number of weekly hours) X 30 (number of weeks during the academic year)	
0 6 hours or	
2 X 30 (Number of Weeks) = 60 Hours	
Course administrator name	
Name: Assoc. Prof. Dr. Ibtihal Shaker Abed Marzouk ibtihal.shakir@imamaladham.edu.iq	
Course Objectives	
<p>First:</p> <p>A. Getting to know the literature of the late ages</p> <p>B- Identify the quality of poetry in this time period.</p>	<p>Course Objectives</p>

C. Identify the time period of the literature of the late ages.

d. Identify the period of time that this era has ended.

e. The student should be familiar with the divisions of the era.

The student learns how the Arabic language spreads.

g. The student should get acquainted with the nature of the late ages and their inhabitants.

h) To get to know the most prominent princes and leaders during this period.

i- The student should be familiar with the arts introduced during this period.

j. To identify the impact of Arabic literature on European literature.

Secondly:

a- The student should understand the literature of the late eras.

b. The student should be proficient in the new literary arts.

b. The student should be proficient in acting in the new arts.

C. The student should be able to apply it in the literature of the late eras.

d. The student should be able to prepare a report on the literature of the late ages.

Third:

a- The student should taste the literature of the later eras.

b. The student should evaluate literature during this period.

c. The student should love literature during this period.

d. The student should be aware of the new art

Teaching and Learning Strategies

Lecture.

Strategy

<p>Q&A.</p> <p>Dialogue and discussion.</p> <p>Conceptual mapping method.</p> <p>Brainstorming.</p> <p>Investigation and (Research).</p> <p>Story style.</p> <p>Symposium Style.</p> <p>Collective chanting.</p> <p>Classroom activities.</p> <p>Daily exams</p> <p>Monthly exams</p> <p>Semester Exams</p>	
---	--

Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
<p>Oral Questions</p> <p>Brainstorming</p>	<p>Lecture.</p> <p>Dialogue and discussion.</p> <p>Illustration.</p>	<p>Introduction to Andalusia and the reasons for its conquest</p>	<p>Students should be familiar with the course description</p> <p>Students should understand</p>	<p>2</p>	<p>The first</p>

	Conceptual mapping method.		their instructions during their study of the course.		
Oral Questions Brainstorming.	Lecture Symposium Dialogue and discussion.	Knowing the divisions of the covenants that Muslims lived in this period of time	Introducing the literature of the late ages	2	The second
Oral questions.	Symposium Lecture	Introducing the nature of society in all fields	The student should be familiar with the political, social and cultural life	2	The third
Homework And a daily exam.	Lecture Story style.	General Phenomena in Criticism	Sources of Criticism	2	Fourth
Daily preparation Homework.	Lecture Questions and Answers	Prominent Poets	To introduce the student to poetry and its characteristics	3	Fifth

	The style of the story?		in the later times		
Homework. and monthly exams.	Symposium The lecture and questions and answers	How the Arabic language spreads	Identifying the spread of the Arabic language	3	Sixth
Homework Daily written test.	Lecture Seminar Questions and Answers.	How and what it is	The duppet	2	Seventh
Homework Brainstorming.	Lecture Questions and Answers.	How and what it is.	Al-Muwasheh and Zajal	2	Eighth
Homework Brainstorming Oral test	Questions and Answers Brainstorming.	Characteristics of literature	Comparing literature with its predecessors	2	Ninth
Monthly written test.	Seminar Dialogue and discussion.	Concepts	Al, Walkan and Waan	2	Tenth

Questions and Answers Oral preparation is homework.	Seminar Discussion Dialogue	Concepts	And the people and the item		Eleventh
Questions and Answers Brainstorming.	Discussion Seminar And brainstormed.	Features and characteristics	Poets	2	XII
Oral presentations.	Seminar Lecture.	Features of their hair	Shams al-Din al-Kufi Al , Busayri	2	Thirteenth
Oral presentations.	Lecture Brainstorming	Features of their hair	Ibn Zillaq al, Musli Tal'afari	2	Fourteenth
Written test.	Lecture	The most important poets	Getting to know the literature of this period	2	Fifteenth
Oral presentations.	Lecture	Old and New	Poetic rejuvenation	2	Sixteenth

Report	Questions and Answers.				
Questions and Answers Group Participation Collective hesitation Oral, report.	Questions and Answers Collective doubt.	Highlights of the book	Prose	2	Seventeenth
Report Oral questions Group Participation Collective doubt.	Seminar and Q&A.	Her book	Public Speaking	2	Eighteenth
Report and individual readings Questions and answers.	Lecture and Q&A.	Her book	Diwani Writing	2	Nineteenth
Report	Lecture and Q&A.	Her book	Brotherhood writing	2	Twenty

And a collective chanting.					
Report And collective chanting and individual and group participations.	Lecture and Q&A.	Featured Arts	Other Arts	2	Twenty one
Monthly written test.	Condensed Seminar.	Highlights of the book	The Book	2	Twenty two
Report Collective doubt.	Lecture	His life and efforts	The son of the Egyptian plant	2	Twenty Three
Questions and Answers And brainstormed.	Seminar	His life and efforts	Abu al-Abbas al-Qalqshandi	2	Twenty fourth
Written test.	Test	His life and efforts	Yousef Al-Badai'i	2	Twenty Fifth
Report.	Seminar	His life and efforts	Abdulqader al-Baghdadi	2	Twenty-sixth

Questions and Answers.	Lecture and Dialogue.	Review	Review	2	Twenty Seventh
Reports.	Careful review.	Test	Monthly test	2	Twenty Eight
Oral and written test.	Review and Testing	Review	Review	2	Twenty Ninth
Question and answer.	Questions and Answers.	Review	Review	2	Thirty

Course Evaluation

Daily preparation and participation for one semester (5) grades

Exams for one semester (15)

Daily preparation for the second semester 5 grades

Exams (15)

Total (40) Marks

Final exam with objective and essay questions (60)

Total = (100)

Learning and Teaching Resources

Literature of the Late Ages Nazim Rashed	Required Textbooks (Methodology if any)
History of Arabic Literature / Shawqi Deif	Main References (Sources)
Al-Juman necklaces in introducing the tribes of the Arabs of the time	Recommended books and references (scientific journals, reports...)
https://www.noor-book.com	Electronic References, Websites

Course Description / Fourth/ Grammar Schools

Course Name:	
Grammar Schools/Fourth Stage.	
:Course Code	
AGS 415	
Chapter/Year:	
Annual (2025-2026).	
Date this description was prepared	
2025	
Available Attendance Forms:	
Clear my attendance.	
Number of Hours (Total) / Number of Units (Total):	
(60) hours/(120) units.	
Course administrator name (if more than one name mentioned):	
.Name: Prof. Dr. My right is Ismail Mahmoud	
Email: kahi.ismail@imamaladham.edu.iq	
Course Objectives:	
<p>It is concerned with developing students' skills and educating them in grammatical doctrines, and the reason behind the division of grammar schools into Basria and Kufiya.... etc., according to the principles of grammatical research such as listening and measurement, as well as establishing a fundamentalist knowledge culture that enables the student to have a scientific research mentality away</p>	<p>Course Objectives</p>

from the normative in issuing grammatical judgments.	
--	--

Teaching and Learning Strategies:

Working to refine students' minds, develop their skills, and direct them in an academic and scientific manner based on the development of a positive spirit of enhancing confidence in individual and collective skills through scientific means directed towards students such as scientific participations and skill activities such as seminars and seminars, attending discussions to benefit from experiences, and working to achieve scientific academic goals and their variation among students, as well as using learning aids for clarification, such as: He urged students to visit libraries and how to access information in a short time.	Strategy
---	----------

Course Structure

Evaluation Method	Learning method	Unit or Subject Name	Required Learning Outcomes	Watches	The week
Oral test	Lecture and Discussion	Grammar schools among the ancients and contemporaries	theoretical	2	The first
Oral test	Lecture and Discussion	Are there schools? Dr. Khadija commented on this.	theoretical	2	The second
Oral test	Lecture and Discussion	The Grammatical Doctrine in Basra (Basra's Environment, its Cultural Centers).	theoretical	2	The third
Oral test	Lecture and Discussion	The Origin of Grammar and the Early Grammarians (The	theoretical	2	Fourth

		Originality of Arabic Grammar).			
Oral test	Lecture and Discussion	The term grammar, and the origin of grammar.	theoretical	2	Fifth
Oral test	Lecture and Discussion	The Grammar Developer, and the Motives for the Origin of Grammar.	theoretical	2	Sixth
		Urban Test.		2	Seventh
Oral test	Lecture and Discussion	The first grammarians (Ya'qub al-Hadrami and Isa ibn Omar).	theoretical	2	Eighth
Oral test	Lecture and Discussion	The first grammarians (Abu Amr and Yunus ibn Habib).	theoretical	2	Ninth
Oral test	Lecture and Discussion	The development of visual grammar in Hebron.	theoretical	2	Tenth
Oral test	Lecture and Discussion	Characteristics of the grammatical school in Basra.	theoretical	2	Eleventh
Oral test	Lecture and Discussion	Sibawayh (his life, his book "The Book", its methodology, and its material).	theoretical	2	XII
Oral test	Lecture and Discussion	Sibawayh (his style, evidence, chapter titles and terminology).	theoretical	2	Thirteenth
		Monthly exam.		2	Fourteenth
Oral test	Lecture and Discussion	Al-Mubarrad (his life, his book "Al-Muqtadab", and the fame of his book).	theoretical	2	Fifteenth
Oral test	Lecture and Discussion	The Cooler (its methodology, style, and evidence).	theoretical	2	Sixteenth

Oral test	Lecture and Discussion	The Cooler (its terminology, and the origins of grammar).	theoretical	2	Seventeenth
Oral test	Lecture and Discussion	The Grammar School in Kufa (Kufa's Environment and its Cultural Centers).	theoretical	2	Eighteenth
Oral test	Lecture and Discussion	The Emergence of Kufic Grammar and its Early Men.	theoretical	2	Nineteenth
		Monthly exam		2	Twenty
Oral test	Lecture and Discussion	The development of grammatical studies in Kufa.	theoretical	2	Twenty first
Oral test	Lecture and Discussion	Characteristics of the grammatical school in Kufa.	theoretical	2	Twenty two
Oral test	Lecture and Discussion	Al-Kisa'i (His Life and His Attitude on Some of the Origins of the Grammar Lesson).	theoretical	2	Twenty Three
Oral test	Lecture and Discussion	Al-Fara' (his life and his book "The Meanings of the Qur'an").	theoretical	2	Quarter Twenty
Oral test	Lecture and Discussion	Al-Fara' (his style and the value of his book).	theoretical	2	Twenty Fifth
		Monthly exam		2	Twenty sixth-
Oral test	Lecture and Discussion	Fox (his life, and his book "The Councils").	theoretical	2	Twenty Seventh
Oral test	Lecture and Discussion	Fox (grammatical issues).	theoretical	2	Twenty Eight
Oral test	Lecture and Discussion	Review.	theoretical	2	Twenty Ninth

Oral test	Lecture and Discussion	Review	theoretical	2	Thirty
Course Calendar:					
<p>Distribution of the grade out of (100) according to the tasks assigned to the student, such as: daily preparation, daily, oral, monthly, written exams, reports , etc. etc.</p> <p><u>Assessment Methods and Course Requirements :</u></p> <p style="padding-left: 40px;">The achievement of the targeted learning outcomes is demonstrated by the following assessment methods and requirements:</p> <p>43- The first semester: (20%) marks, distributed into: (5) marks on attendance and preparation, and (15) marks on the test.</p> <p>44- Second semester: (20%) marks, distributed into: (5) marks for attendance and preparation, and (15) marks for the test.</p> <p>45- Final Exam: (60%) Score.</p>					
Learning and Teaching Resources					
Grammar Schools: Dr. Khadija Al-Hadithi.			Required Textbooks (Methodology , if any)		
21-Ranks of grammarians: Abu al-Tayyib al-Lughawi. 22-Grammar Schools: Myth and Reality: Dr. Ibrahim Al-Samarrai.			Main Reference(s)		
22- Grammar Schools: Dr. Shawqi Deif. 23- Tabaqat al-Nahwiyyin: by al-Zubaidi.			Recommended books and references (scientific journals, reports...)		
websites and social media accounts that are concerned with the Arabic language.			References, Websites		

Course Description / Fourth / Philology

Course Name	
Philology / Stage Four	
Course Code	
Alg414	
Semester/Year	
First Semester (2025-2026)	
Date this description was prepared	
2025	
Available Forms of Attendance	
Face-to-face and (Electronic) class	
Number of Hours (Total) / Number of Credits (Total)	
60 hours/60 units	
Course administrator name (if more than one name mentioned)	
Name: Prof. Rana Hadi Saleh -1	
Email: rana.hadi@alalmamadham.edu.iq	
Course Objectives	
Objectives of the course: (General objectives for the entire book): Introducing the most important research areas in Arabic language sciences.	Course Objectives

<p>The student's ability to employ linguistic sciences in research projects.</p> <p>Understands the philosophy of language in terms of its existence, its branches, and its relationship to other sciences.</p> <p>Understand what the fields of modern linguistics consist of.</p> <p>Proficient in speaking linguistics topics.</p> <p>He is able to create a modern idea about the foundations of philology.</p> <p>Employs these modern fields in the study of language</p> <p>Defends the Arabic language in its position among linguistic families</p>	
Teaching and Learning Strategies	
<p>Targeted learning outcomes are developed through the following teaching activities and strategies:</p> <p><u>First: Education Strategies:</u></p> <ul style="list-style-type: none"> 81- Lecture or lecture strategy. 82- Discussion strategy. 83- Problem-solving strategy. 84- Project-based learning strategy. 85- Cooperative Learning Strategy. 86- Brainstorming strategy. 87- Exploratory Education (Research and Inquiry). 88- E-learning. <p><u>Second : Learning Strategies:</u></p>	<p>Strategy</p>

<p>59- Divergent practice. 60- Studying. 61- Conclusion. 62- Switching between ideas. 63- Provide examples. 64- Dual coding.</p> <p><u>Third: Policies followed in the decision:</u></p> <p>66- Attendance and absence policy. 67- Absence from exams and delivery of assignments on time. 68- Safety and health prevention measures, vaccination against epidemics. 69- Cheating and deviating from the classroom system through the Student Discipline Law. 70- Giving grades. 71- The services available at the university that contribute to the study of the subject (libraries and research centers).</p>	
Course Structure	

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Written and oral tests	20- Lecture: Dialogue and discussion. 21- Cooperative education. 22- Research and Investigation 23- Brainstorming	Definition of scientific terms Philosophy Linguistics Dialect The author's books in these two fields	The student should know what is meant by the concept of philology and linguistics and the difference between them.	3	First
Written and oral tests	17- Lecture: Dialogue and discussion. 18- Cooperative education. 19- Research and Investigation 5. Duties	Explaining the importance of studying philology and the difference between its ancient and modern meaning	To know the student The most important works in philology and linguistics in the past	3	The second

	6- Reports				
Written and oral tests	20- Lecture: Dialogue and discussion. 21- Cooperative education. 22- Research and Investigation 23- Brainstorming 5. Duties 6- Reports	The Scholars' Approach to Martyrdom Qur'an, Hadith and Poetry	The student should know the approach of linguists in taking Arabic	3	The third
Written and oral tests	22- Lecture: Dialogue and discussion. 23- Cooperative education. 24- Research and Investigation 25- Brainstorming 5. Duties 6- Reports	Island languages and their characteristics	To know what is meant by island languages and their characteristics.	3	Fourth
Written and oral tests	20- Lecture: Dialogue and discussion. 21- Cooperative education. 22- Research and Investigation 23- Brainstorming 5. Duties 6- Reports	Dialect Spelling and its Characteristics and Al-Qaqab Arabic Dialects	Knowledge of the dialect and its titles and	3	Fifth
Written and oral tests	21- Lecture: Dialogue and discussion. 22- Cooperative education. 23- Research and Investigation	The Phenomenon of Expression Tandem and Verbal Synonym	The student should know the characteristics of his language	3	Sixth

	24- Brainstorming 5. Duties 6- Reports				
Exam First month		Monthly exam		3	Seventh
Written and oral tests	26- Lecture: Dialogue and discussion. 27- Cooperative education. 28- Research and Investigation 29- Brainstorming 5. Duties 6- Reports	Derivation and its types and sculpture and its types	The student should show Reasons for Derivation and the Difference Between It	3	Eighth
Written and oral tests	27- Lecture: Dialogue and discussion. 28- Cooperative education. 29- Research and Investigation 30- Brainstorming 5. Duties 6- Reports	The concept of Arabization and the sayings of modern scholars	Arabization and the call of modernists	3	Ninth
Written and oral tests	25- Lecture: Dialogue and discussion. 26- Cooperative education. 27- Research and Investigation 28- Brainstorming 5. Duties 6- Reports	Definition of Inscriptions Writing before and after Islam and its impact	To know the student What is meant by inscriptions and writing	3	Tenth

Written and oral tests	30- Lecture: Dialogue and discussion. 31- Cooperative education. 32- Research and Investigation 33- Brainstorming 5. Duties 6- Reports	Arab Voices And the exits of the letters	The student should know the Arabic voices	3	Eleventh
Written and oral tests	34- Lecture: Dialogue and discussion. 35- Brainstorming 5. Duties	Speech system and the characteristics of each letter with its output	The student should divide the sounds according to the outputs and the description of the qualities	3	XII
Written and oral tests	21- Lecture: Dialogue and discussion. 22- Cooperative education. 23- Research and Investigation 24- Brainstorming 5. Duties 6- Reports	Phonological terminology and the characteristics of these letters	The student should be familiar with the terminology of phonology	3	Thirteenth
Exam Second month		Monthly exam		3	Fourteenth
Written and oral tests	23- Lecture: Dialogue and discussion. 24- Cooperative education. 25- Brainstorming	The boldness of the science of sound between Arabs and the West	Identifying phonology between ancient and modern	3	Fifteenth

	5. Duties 6- Reports				
--	---------------------------------------	--	--	--	--

Course Evaluation	
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.	
<u>Assessment Methods and Course Requirements :</u>	
The achievement of the targeted learning outcomes is demonstrated by the following assessment methods and requirements:	
46-	Daily preparation and exams (10%)
47-	Oral exam (5%)
48-	First Month Exam (10%)
49-	Second Month Exam (10%)
50-	Research and Reports (5%)
51-	Final Exam (60%)
Learning and Teaching Resources	
1- The textbook Philology by Dr. Hatem Al-Damen	Required Textbooks (Methodology, if any)
23-Philology Dr. Ali Abdel Wahid 24-Philology Dr. Kased Yasser	Main References (Sources)
24- Master's and Doctoral Theses Related to Philology	Recommended books and references (scientific journals, reports...)
	Electronic Refences, Websites

Course Description / Fourth / Modern Literature

Course Name

Modern Arabic Literature	
Course Code	
AAL309	
Semester/ Year	
Annual	
Date this description was prepared	
2025	
Available Forms of Attendance	
Presence	
Number of Hours (Total) / Number of Credits (Total)	
Three hours per week for one division (three divisions for morning study and one division for evening study) (60) study hours for one division and (240) hours for four divisions	
Course administrator name (if more than one name mentioned)	
: Name: Assoc. Prof. Dr. Abdulrahman Khalaf Email Request Dr.abdalrahman.aljumaily@imamaladham.edu.iq	
Course Objectives	
<ol style="list-style-type: none"> 1- Introducing the student to the factors of the renaissance of Arabic literature in the modern era. 2- Introducing the student to the Arabic literary schools. 3. Familiarize the student with modern poetic forms. 4- Shedding light on the reality of Arabic poetry now. 5 – Explaining the most important modern prose arts and the stages of their emergence and development. 	Course Objectives
Teaching and Learning Strategies	
<ol style="list-style-type: none"> 1- Adopting the lecture method based on discussion and dialogue between the professor and his students. 2- Adopting modern teaching methods in education and opening communication channels with students. 3- Employing oral and written tests in developing students' skills and consolidating information in their minds. 4- Assigning students to prepare Asian reports on some literary phenomena or some literary figures. 5- Assigning students to prepare research on the vocabulary of the subject to learn more from various sources. 6- Conducting competitive scientific competitions among students. 	Strategy

Course Structure					
Evaluation Method	Learning method	Unit or Subject Name	Required Learning Outcomes	Watches	The week
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	Material Entrances, Limits and Elements	View the entries of the material, its boundaries, and its elements	3	1
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	The Renaissance and the Factors Affecting Arabic Literature and its Renaissance	Shedding light on the Renaissance and the factors influencing Arabic literature and its renaissance	3	2
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting	The Renaissance and Journey of Traditional Poetry in Egypt	Unveiling the Renaissance and Journey of Traditional Poetry in Egypt	3	3

	the explanatory outlines of the course				
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	The Poetic Revival Movement (Conservative Wing)	Introducing the Poetic Revival Movement (Conservative Wing)	3	4
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	The Poetic Revival Movement (Moderate Wing)	Introduction to the Poetic Revival Movement (Moderate Wing)	3	5
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	Pioneers of Moderation Poets (Poet Hafez Ibrahim)	Introducing some of the pioneers of the poets of moderation (the poet Hafez Ibrahim)	3	6

<p>Oral Questions and Answers and Written Tests</p>	<p>Presentation, discussion and clarification by presenting the explanatory outlines of the course</p>	<p>The Poetic Renewal Movement after the Revival Movement (Poet Khalil Matran)</p>	<p>Shedding light on the poetic renewal movement after the revival movement (poet Khalil Matran)</p>	<p>3</p>	<p>7</p>
<p>Oral Questions and Answers and Written Tests</p>	<p>Presentation, discussion and clarification by presenting the explanatory outlines of the course</p>	<p>What is the Diwan Group and the circumstances of its establishment</p>	<p>Disclosing the nature of the Diwan Group and the circumstances of its establishment</p>	<p>3</p>	<p>8</p>
<p>Oral Questions and Answers and Written Tests</p>	<p>Presentation, discussion and clarification by presenting the explanatory outlines of the course</p>	<p>Pioneers of the Diwan Group</p>	<p>Introducing the leaders of the Diwan Group</p>	<p>3</p>	<p>9</p>
<p>Oral Questions and Answers and Written Tests</p>	<p>Presentation, discussion and clarification by presenting</p>	<p>Trends of the Diwan Group</p>	<p>Statement of the most prominent trends of the Diwan Group</p>	<p>3</p>	<p>10</p>

	the explanatory outlines of the course				
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	Apollo Group (Circumstances of Origin)	Spotlight on the Apollo Community (Origin Conditions)	3	11
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	Apollo Pioneers	Introducing the pioneers of the Apollo group	3	12
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	A. Apollo Group Directions	Unveiling Apollo Group Highlights	3	13

Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	The Diaspora Community and the Conditions of Its Origin)	Shedding light on the Diaspora community and the circumstances of its origin	3	14
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	Pioneers of the Diaspora Community	Introducing the pioneers of the diaspora community	3	15
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	Diaspora Community Trends	Uncovering the most prominent trends of the Diaspora community	3	16
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting	The Renaissance of Traditional Poetry and its Journey in Iraq	Unveiling the Renaissance and Journey of Traditional Poetry in Iraq	3	17

	the explanatory outlines of the course				
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	Pioneers of Traditional Poetry in Iraq	Introducing the most prominent pioneers of traditional poetry in Iraq	3	18
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	Free Poetry Movement (Activation Poetry, Conditions of Origin)	Illuminating the movement of free hair (activation poetry, conditions of origin)	3	19
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	The most prominent pioneers of activation poetry	Introducing the most prominent pioneers of activation poetry	3	20

Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	Modern Poetic Forms	Highlighting modern poetic forms	3	21
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	Interactive Literature	Statement of what interactive literature is	3	22
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	The reality of Arabic poetry now	Shedding light on the reality of Arabic poetry now	3	23
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting	Modern Arabic Prose Arts	Introducing Modern Arabic Prose Arts	3	24

	the explanatory outlines of the course				
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	The article, its development, and the most prominent of its writers	Article Highlights, Evolution and Highlights of its Authors	3	25
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	The Modern Arabic Story (Origin and Beginnings)	Introducing the Modern Arabic Story (Genesis)	3	26
Oral Questions and Answers and Written Tests	Presentation, discussion and clarification by presenting the explanatory outlines of the course	Modern Arabic Story (Technical Stage)	Introducing the Modern Arabic Story (Technical Stage)	3	27

<p>Oral Questions and Answers and Written Tests</p>	<p>Presentation, discussion and clarification by presenting the explanatory outlines of the course</p>	<p>Modern Arabic Story (Maturity Stage)</p>	<p>Introducing the Modern Arabic Story (Maturity Stage)</p>	<p>3</p>	<p>28</p>
<p>Oral Questions and Answers and Written Tests</p>	<p>Presentation, discussion and clarification by presenting the explanatory outlines of the course</p>	<p>The play and its stages of development (Beginnings)</p>	<p>Shedding light on the play and its stages of development (Beginnings)</p>	<p>3</p>	<p>29</p>
<p>Oral Questions and Answers and Written Tests</p>	<p>Presentation, discussion and clarification by presenting the explanatory outlines of the course</p>	<p>The play and its stages of development (maturity stage)</p>	<p>Shedding light on the play and its stages of development (maturity stage)</p>	<p>3</p>	<p>30</p>
<p>Course Evaluation</p>					
<p>Annual Pursuit Score 40 + 60 Marks for Final Exam</p>					
<p>Learning and Teaching Resources</p>					

	Required Textbooks (Methodology, if any)
<ul style="list-style-type: none"> 1- The Development of Modern Arabic Poetry in Iraq - Ali Abbas Alwan 2- In Modern Literature, Omar El-Desouki 3- Literary Trends in the Modern Arab World - Anis Al-Maqdisi 4- Contemporary Arabic Poetry : Dr. Ezz El-Din Ismail 5- Arabic Poetry in the Diaspora : Dr. Ihsan Abbas - Muhammad Youssef Najm 6- The Artistic Image in Poetic Criticism, Dr. Abdel Qader Al-Rubai. 7- Egyptian Poetry After Shawky Three Episodes : Mohamed Mandour 8- Studies in the Poetic Text (Modern Era): Dr. Abdo Badawi 9- Renewal in Diaspora Poetry: Dr. Anas Daoud 	Main References (Sources)
<p>Arabic Literature: A Study in His Poetry a Prose Dr. Salem Al-Hamdani, Dr. Faiq Mustafa Ahmed</p>	Recommended books and references (scientific journals, reports)
<p>Iraqi Academic Journals</p> <p>Comprehensive Library</p> <p>Iraqi Digital Repository</p> <p>Al-Kashaf website University dissertation base</p> <p>Websites concerned with literary affairs</p>	Electronic References, Websites

Course Description / Fourth/ Quranic Expression

Course Name	
Qur'anic Expression / Fourth Stage	
Course Code	
AQE420	
Semester/Year	
Annual (2025-2026)	
Date this description was prepared	
2025	
Available Forms of Attendance	
Describe my presence	
Number of Hours (Total) / Number of Credits (Total)	
48 hours / 96 units	
Course administrator name (if more than one name mentioned)	
Name: Prof. Shaker Mahmoud Hussein -1 الأيمل: shakerkk2015@gmail.com	
University Email: shaker.mahmud@imamaladham.edu.iq	
Course Objectives	
<p style="text-align: center;">The course aims to:</p> <ul style="list-style-type: none"> • The student should know what is meant by the Qur'anic expression. • He should know what is the benefit of studying the Qur'anic expression. 	Course Objectives

<ul style="list-style-type: none"> • The student should know the importance of studying the Qur'anic expression. • To know and understand the most prominent topics of Qur'anic expression. • To know the secrets of the miraculous Qur'anic expression. 	
---	--

Teaching and Learning Strategies

<p>Targeted learning outcomes are developed through the following teaching activities and strategies:</p> <p><u>First: Education Strategies:</u></p> <p>89- Lecture or lecture strategy. 90- Discussion strategy. 91- Problem-solving strategy. 92- Brainstorming strategy. 93- Exploratory Education (Research and Inquiry).</p> <p><u>Second : Learning Strategies:</u></p> <p>65- Studying. 66- Conclusion. 67- Exchange of ideas. 68- Provide examples.</p> <p><u>Third: Policies followed in the decision:</u></p> <p>72- Attendance and absence policy. 73- Absence from exams and delivery of assignments on time. 74- Safety and health prevention measures, vaccination against epidemics. 75- Cheating and deviating from the classroom system through the Student Discipline Law. 76- Giving grades. 77- The services available at the university that contribute to the study of the subject (libraries and research centers).</p>	<p>Strategy</p>
--	------------------------

Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
-------------------	-----------------	----------------------	----------------------------	---------	----------

Oral Questions	24- Lecture: Dialogue and discussion.	Course Description	Knowing the Expressions Qur'anic in general	2	The first
Written and oral tests	20- Lecture: Dialogue and discussion. 2- Duties 3- Reports	Structure in Qur'anic Expression/ Use of verb and noun	Knowledge of the Qur'an's method of using verbs and nouns	2	The second
Written and oral tests	24- Lecture: Dialogue and discussion. 25- Brainstorming 3. Duties 4. Reports	Structure in Qur'anic Expression/ Use of other buildings	Knowledge of the Qur'an's method of using other buildings	2	The third
Written and oral tests	26- Lecture: Dialogue and discussion. 27- Brainstorming 3. Duties 4. Reports	Submission and Delay / Section I	Knowledge of graphs From the submission and the delay	2	Fourth
Written and oral tests	24- Lecture: Dialogue and discussion. 25- Cooperative education. 26- Brainstorming 27- Duties	Submission and Delay / Section Two	Knowledge of graphs From the submission and the delay	2	Fifth
Writing a Summary	25- Lecture: Dialogue and discussion.		Review	2	Sixth
Exam Chapter One		Monthly exam		2	Seventh
Oral Tests	30- Lecture: Dialogue and discussion.	Dhikr and Omission - Part One	Knowledge of graphs From Dhikr and Omission	2	Eighth
Written and oral tests	Lecture: Dialogue and discussion.	Dhikr and omission - second section	Knowledge of graphs	2	Ninth

			From Dhikr and Omission		
Writing a Summary	29- Lecture: Dialogue and discussion. 30- Brainstorming 3. Duties 4. Reports	Review	Review	2	Tenth
Written and oral tests	36- Lecture: Dialogue and discussion. 2- Duties 3- Reports	Confirmation / First Section	Know the method of emphasis The miracle in the Qur'an	2	Eleventh
Written and oral tests	1. Lecture, Dialogue and Discussion. 2- Duties 3- Reports	Confirmation / First Section	Know the method of emphasis The miracle in the Qur'an	2	XII
Written and oral tests	1. Lecture, Dialogue and Discussion. 2- Duties 3- Reports	Emphasis / Sections Two, Third and Fourth	Know the method of emphasis The miracle in the Qur'an	2	Thirteenth
Writing a Summary	31- Lecture: Dialogue and discussion. 32- Brainstorming 3. Duties 4. Reports	Review	Review	2	Fourteenth
Written and oral tests	1. Lecture, Dialogue and Discussion. 2- Duties 3- Reports	Similarities and differences	Knowing the similarities And the differences between a The Noble Qur'an	2	Fifteenth
			Chapter Two		
Written and oral tests	- Lecture, Dialogue and Discussion. 2- Duties 3- Reports	Qur'anic Comma	Knowing the Secrets of the Chapter In the Qur'anic comma	2	The first
Writing a Summary	- Lecture, Dialogue and Discussion. -Brainstorming	Review	Review	2	The second

	- Duties - Reports				
Exam Chapter Two		Monthly exam		2	The third
			Application	2	Fourth
			Application	2	Fifth
			Application	2	Sixth
			Application	2	Seventh
			Application	2	Eighth
			Application	2	Ninth
Written and oral tests	- Lecture, Dialogue and Discussion. 2- Duties 3- Reports	Contextual Expressive Feature	Knowing the Expressive Traits Special Surah Quran	2	Tenth
Written and oral tests	- Lecture, Dialogue and Discussion. 2- Duties 3- Reports	Contextual Expressive Feature	Knowing the Expressive Traits Special Surah Quran	2	Eleventh
Written and oral tests	- Lecture, Dialogue and Discussion. 2- Duties 3- Reports	Artistic Crowd	Knowledge of the Technical Crowd Qur'anic	2	XII
Written and oral tests	- Lecture, Dialogue and Discussion. 2- Duties 3- Reports	Artistic Crowd	Knowledge of the Technical Crowd Qur'anic	2	Thirteenth
Written and oral tests	- Lecture, Dialogue and Discussion. 2- Duties 3- Reports	The Artistic Crowd in the Qur'anic Stories	Knowing the secrets of the crowd The Artistic in the Stories Qur'anic	2	Fourteenth
Writing a Summary	- Lecture, Dialogue and Discussion. -Brainstorming - Duties - Reports	Review	Review	2	Fifteenth

Course Description / Fourth / Modern Criticism

Course Name	
Criticism of modern literature	
Course Code	
Semester/Year	
First & Second / 2025-2026	
Date this description was prepared	
2025	
Available Forms of Attendance	
Direct	
Number of Hours (Total) / Number of Credits (Total)	
60 hours and 120 units	
Course administrator name (if more than one name mentioned)	
<p style="text-align: right;">Name: Yousef Tariq Jassim Hamoudi -1</p> <p>Email: yousif.tariq@imamaladham.edu.iq</p> <p>2- Name: Abdulrahman Khalaf Muttalib</p> <p>Email:</p> <p>3- Name:</p> <p>Email:</p>	
Course Objectives	
<p>This course aims to encourage students to explore creative texts and identify their different styles, such as what aims to explore literary genres, and to learn about art, beauty, literature, criticism theory, and literary and stylistic doctrines.</p>	<p>Course Objectives</p>

Teaching and Learning Strategies					
This course serves a clear strategy in preparing a conscious generation that interrogates creative texts and is aware of their doctrines, methods of analysis, and critical methods.					Strategy
Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Oral Exams	Delivery	Art		2	1
Oral Exams	Delivery	Beauty and literature		2	2
Oral Exams	Delivery	Style		2	3
Oral Exams	Delivery	Style		2	4
Oral Exams	Delivery	Classical Literary Doctrines		2	5
Oral Exams	Delivery	Realistic Romance		2	6
Oral Exams	Delivery	Surrealist Symbolism Doctrines of Arabic Literature		2	7
Oral Exams	Delivery	Theory of Literary Genres Types of Poetry		2	8

Oral Exams	Delivery	Poetry, prose and lyrical poetry	2	9
Oral Exams	Delivery	Epic poetry Representative Poetry	2	10
Oral Exams	Delivery	Educational Poetry	2	11
Oral Exams	Delivery	Types of prose	2	12
Oral Exams	Delivery	Story	2	13
Oral Exams	Delivery	The play and the article	2	14
Oral Exams	Delivery	Critical Approaches	2	15
Oral Exams	Delivery	Historical Method	2	16
Oral Exams	Delivery	Affective Approach	2	17
Oral Exams	Delivery	Psychosocial Curriculum	2	18
Oral Exams	Delivery	Structural Approach	2	19
Oral Exams	Delivery	Pause with Story Analysis	2	20
Oral Exams	Delivery	Pause with the analysis of the novel	2	21
Oral Exams	Delivery	Review	2	22
Oral Exams	Delivery	Exams	2	23
Oral Exams	Delivery	Exams	2	24
Course Evaluation				
Daily, monthly exams and final exams				
Learning and Teaching Resources				
In Modern Literary Criticism: Premises and Applications			Required Textbooks (Methodology, if any)	

<p style="text-align: center;">Modern Literary Criticism Rules of Literary Criticism - Lauder Eber Crombie</p>	<p>Main References (Sources)</p>
<p>The Concept of Criticism - Jaber Asfour Constructivist Theory – Salah Fadl</p>	<p>Recommended books and references (scientific journals, reports...)</p>
<p>Chatgbt</p>	<p>Electronic References, Websites</p>

Course Description / Fourth/ Memorization of the Quran

Course Name:	
Memorization of the Holy Qur'an / Fourth Stage.	
:Course Code	
EAQM 202	
Chapter/Year:	
Annual (2025-2026).	
Date this description was prepared	
2025	
Available Attendance Forms:	
Clear my attendance.	
Number of Hours (Total) / Number of Units (Total):	
(30) Hours/(60) Units.	
Course administrator name (if more than one name mentioned):	
.Name: Prof. Dr. My right is Ismail Mahmoud Email: kahi.ismail@imamaladham.edu.iq	
Course Objectives:	
<p>Instilling Islamic values and good morals in the hearts of students, and confirming the memorization of verses in study while mastering their recitation, as well as glorifying the words of God Almighty, developing students' skills, and educating them on a way of life derived from the Holy Qur'an, which contributes to the formation of a balanced and conscious Muslim personality.</p>	<p>Course Objectives</p>

Teaching and Learning Strategies:					
Working on memorizing the Holy Quran for students through intensive repetition, individual and group recitation, gradual memorization, and continuous periodic review to ensure consolidation.					Strategy
Course Structure					
Evaluation Method	Learning method	Unit or Subject Name	Required Learning Outcomes	Watches	The week
Oral test	Reading and Recitation	Surah Al-Imran, Reading from the Verse: 92-100.	theoretical	1	The first
Oral test	Reading and Recitation	Listening to memorization from verse: 92-100.	theoretical	1	The second
Oral test	Reading and Recitation	Reading from the verse: 101-109.	theoretical	1	The third
Oral test	Reading and Recitation	Listening to memorization from verse: 101-109.	theoretical	1	Fourth
Oral test	Reading and Recitation	Reading from the verse: 110-118.	theoretical	1	Fifth

Oral test	Reading and Recitation	Listening to memorization from verse: 110-118.	theoretical	1	Sixth
Oral test	Reading and Recitation	Reading from the verse: 119-127.	theoretical	1	Seventh
		Monthly exam		1	Eighth
Oral test	Reading and Recitation	Listening from the verse: 119-127.	theoretical	1	Ninth
Oral test	Reading and Recitation	Reading from the verse: 128-136.	theoretical	1	Tenth
Oral test	Reading and Recitation	Listening from the verse: 137-155.	theoretical	1	Eleventh
Oral test	Reading and Recitation	Reading from the verse: 156-164.	theoretical	1	XII
		Monthly exam		1	Thirteenth
	Reading and Recitation	Listening to memorization from verse: 156-164.	theoretical	1	Fourteenth
Oral test	Reading and Recitation	Reading from the verse: 165-173.	theoretical	1	Fifteenth
Oral test	Reading and Recitation	Listening to memorization from verse: 165-173.	theoretical	1	Sixteenth
Oral test	Reading and Recitation	Reading from the verse: 174-182.	theoretical	1	Seventeenth
Oral test	Reading and Recitation	Listening from the verse: 174-182.	theoretical	1	Eighteenth

Oral test	Reading and Recitation	Reading from verse: 193-2 of Surah An-Nisa.	theoretical	1	Nineteenth
Oral test	Reading and Recitation	Listening to memorization from verse: 193-2 of Surah An-Nisa.	theoretical	1	Twenty
		Monthly exam		1	Twenty first
Oral test	Reading and Recitation	Reading from verse: 3-11.	theoretical	1	Twenty two
Oral test	Reading and Recitation	Listening to memorization from verse: 3-11.	theoretical	1	Twenty Three
Oral test	Reading and Recitation	Reading from verse: 12-20.	theoretical	1	Quarter Twenty
Oral test	Reading and Recitation	Listening to memorization from verse: 21-23.	theoretical	1	Twenty Fifth
Oral test	Reading and Recitation	Reading from verse: 21-23.		1	Twenty sixth-
		Monthly exam		1	Twenty Seventh
Oral test	Reading and Recitation	Review	theoretical	1	Twenty Eight
Oral test	Reading and Recitation	Review	theoretical	1	Twenty Ninth
Oral test	Reading and Recitation	Review	theoretical	1	Thirty
Course Calendar:					

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

Assessment Methods and Course Requirements :

The achievement of the targeted learning outcomes is demonstrated by the following assessment methods and requirements:

- 58- The first semester: (20%) marks, distributed into: (5) marks on attendance and preparation, and (15) marks on the test.**
- 59- Second semester: (20%) marks, distributed into: (5) marks for attendance and preparation, and (15) marks for the test.**
- 60- Final Exam: (60%) Score.**

Learning and Teaching Resources

The Noble Qur'an.	Required Textbooks (Methodology , if any)
The Noble Qur'an.	Main Reference(s)
Ahh	Recommended books and references (scientific journals, reports...)
Websites and social media accounts that are concerned with reading and .memorizing the Holy Quran	References, Websites

