

**Republic of Iraq  
Ministry of Higher Education and  
Scientific Discussion  
Scientific supervision and  
evaluation system  
Department of Quality Assurance  
and Academic Trust**



**The reason for the  
description of the  
academic program  
and the academic**

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

# 2026-2025 For the academic year

:the introduction

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

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

This second edition of the guide includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments and changes in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, semester system), as well as adopting the generalized academic program description according to the Department of Studies' letter T M3/2906 dated 3/5/2023 with regard to programs that .as the basis for their work adopt the Bologna Process

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

:Concepts and terminology

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

This provides a concise summary of the course's key : Course description features and expected learning outcomes, demonstrating whether the

student has made the most of the available learning opportunities. It is  
.derived from the program description  
ambitious vision for the future of the academic An :Program Vision  
program to be a sophisticated, inspiring, motivating, realistic and  
.applicable program  
Briefly outlines the goals and activities necessary to :Program Mission  
achieve them, and identifies the program's development paths and  
.directions  
These are statements that describe what the academic :Program objectives  
program intends to achieve within a specific time period and are  
.measurable and observable  
the All courses/study materials included in :Curriculum structure  
academic program according to the approved learning system (semester,  
annual, Bologna track), whether required (Ministry, University, College  
.and Scientific Department), with the number of study units  
skills, and values ‘A consistent set of knowledge :Learning outcomes  
acquired by the student after the successful completion of the academic  
program. The learning outcomes for each course must be defined in a way  
.that achieves the program's objectives  
are the strategies used by faculty Teaching and learning strategies  
members to enhance student teaching and learning. They are plans followed  
to achieve learning objectives. In other words, they describe all classroom  
and extracurricular activities aimed at achieving the program's learning  
.outcomes

# Academic Program Description

**:Date File Completed**

2025/1/10

2025/10/10

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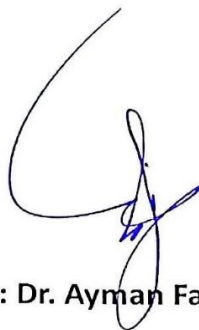
**Head of Department: Dr. Talib Naji Alwan**

**:Signature**



2025/10/10

**Date**



**Assistant Dean for Academic Affairs: Dr. Ayman Farouk Mohammed**

**:Date**

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**:File Reviewed by**

Quality Assurance and University Performance Department

:Director of Quality Assurance and University Performance Department

Dr. Hamid Younis Hamid

Date



Signature

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Dean's Approval



2025-10-10

### **Program Vision .1**

The Department of Fundamentals of Religion aspires to achieve leadership and •  
:excellence in

.Teaching Islamic sciences and moderate Islamic thought •

Achieving the highest standards of quality and academic accreditation in education, •  
training, and scientific research

Providing the local community with active and capable individuals •

. Combining authenticity and modernity, with a genuine middle approach •

### **Program message .2**

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

### **Objectives Program .3**

**Building quality academic programs at the undergraduate and graduate levels in accordance .1 with academic accreditation standards in order to create a stimulating educational environment .centered teaching philosophy-student s'that embodies the college**

**To provide the community with its needs in the field of various Islamic studies, and to prepare .2 scholars, guides and researchers who contribute to spreading noble values and deepening .moderate Islamic thought**

**good understanding of the course of Islamic sciences and its trends, keeping up with its A .3 development and human contributions, while promoting the etiquette of disagreement and . dealing objectively with the other opinion**

Program accreditation .4
underway on it Work is

Other external influences .5
Ministry of Higher Education and Scientific Research / Scientific Cooperation Application and / Diyala Mosul and of Anbar Agreements with the University and the Department of Religious Education observation with the Ministry of Education . and Islamic Studies

Program structure .6				
comments	Percentage	Study unit	Number of courses	Program structure
Core course	%11	14	6	Institutional requirements
essential	%17	27	9	College requirements
essential	%72	119	38	Department requirements
nothing				Summer training
	%8	8	A collaborative application with the Ministry of and Education the Department of Religious Education in schools	practical application

\* whether the notes may include the core course or elective .

Certificates and Accredited Hours	Curriculum for the primary : Program Description -7 of Fundamentals of Religion stages, Department 2026-for the year 2025				
	Credit hours and units	Course name	Course code	Academic stage	
degree Bachelor's credit unit (140) hours are required	prac tical	theor etical	First stage		
			Course code		
		2	Quranic Sciences	RQS115	First
		4	Interpretation	REX109	First
		4	Memorizing the Quran and Tajweed	EAQM101	First
		6	Grammar and Morphology	RGR111	First
		4	Jurisprudence	RWJ224	First
		2	English language	EAEL103	First
		2	Human rights and democracy	EARD107	First
		4	Islamic ethics	EAIE205	First
	2		computer	EACS105	First
		2	The Prophet's Biography	RPRO117	First
		4	Islamic doctrine	RDO116	First
		2	Educational Psychology	EAEP108	First
		1	Preserving Hadith	RHSC118	First
	Number of (39) units Number of (21) hours		the total		
Phase Two Course Code					

	3	Interpretation	REX210	Second
	4	Doctrine	RDO216	Second
	4	Tajweed and The Quran save	EAQM202	Second
	3	adith sciences Preserving Hadith+	RHSC118	Second
	5	And the exchange Grammar	RGR212	Second
	5	Jurisprudence	RPSJ322	Second
	2	English the language	EAEL206	Second
2		computer	EACS208	Second
	3	and calendar Measurement	EAME305	Second
	2	Freedom	/	Second
	2	Prophetic Biography	RPRO117	Second
	4	Religions	RRH218	Second
	2	Islamic thought	RCIT121	Second
	2	Baathist crimes	Ministerial mandate	Second
	<b>Number of (43) units Number of (25) hours</b>	<b>the total</b>		

### Code Phase Three Course

	3	And Hadith to explain preservation	RHE416	Third
	3	Interpretation	REX308	Third
	3	Grammar	RGR310	Third
	4	Logic	RL0221	Third
	4	Islamic sects	RIS316	Third
	4	Doctrine	RDO314	Third
	3	Rhetoric	RRH323	Third
	1	The generous The Quran save	EAQM301	Third
	3	Methodology + Library Search	EARM340	Third
	3	country A beautiful Curricula teaching	EAMT306	Third

		2	Hadith sciences	RHSC119	Third
		4	religions	RRH318	Third
		2	Biography of the Prophet's Family	/	Third
		<b>Number of (39) units</b>	<b>the total</b>		
		<b>Number of (22) hours</b>			

**Phase Four Course Code**

		4	The commentators Curricula	REM418	Fourth
		3	Grammar	RGR410	Fourth
		3	And preservation Hadith	RHE416	Fourth
		4	Jurisprudence Origins	RJAR324	Fourth
		4	Modernists Curricula	RMM321	Fourth
		2	Islamic Philosophy	RIPH414	Fourth
		1	The Quran save	EAQM401	Fourth
		1	Search project	EAGR406	Fourth
		4	Islamic Doctrine	EAID204	Fourth
		4	and the application Viewing	EAOP407	Fourth
		3	Hadith Graduation science	RHS223	Fourth
		4	Religions	RHH319	Fourth
		<b>Number of (37) units</b>	<b>the total</b>		
		<b>Number of (23) hours</b>			

**Expected learning outcomes of the program .8**

**Knowledge**

<p style="text-align: center;">Statement of Learning Outcomes 1</p> <p><b>of the The ability to define the concepts -1 sciences of the foundations of religion interpretation, hadith, creed, ) .(religions</b></p>	<p style="text-align: center;"><b>Learning Outcomes 1</b></p> <p><b>The student should become familiar .1 Islamic sciences and some with .auxiliary sciences analyze the should The student .2 religious texts and the ways of</b></p>
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Developing the ability to memorize -2 .legal rules <b>scientific principles and</b> Knowledge of the scientific sources for -3 the various fundamental sciences of . religion <b>to discuss and</b> Developing the ability -4 <b>refute intellectual and doctrinal doubts</b> of Islamic Understanding the principles -5 sciences and how to apply them in .practical life	<b>deriving values from them according</b> <b>.to a sound scientific methodology</b> <b>The student should learn about .3</b> <b>different religions and distinguish</b> <b>. Among them .between them</b> <b>The student should apply what he .4</b> <b>has learned of sciences and knowledge</b> <b>. in his daily and practical life</b> <b>The student should employ legal .5</b> <b>evidence in discussing intellectual and</b> <b>.doctrinal doubts</b>
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Skills

Statement of Learning Outcomes 2 Developing the ability to recite the Holy -1 .correctly Quran Preparing scientific research according to -2 .academic research standards Delivering lessons, lectures, and speeches -3 .in a clear and impactful manner Using modern technologies in education, -4 .research and advocacy	Learning Outcomes 2 That the student be able to recite the -1 correctly Holy Quran The student should be able to write -2 papers scientific research The student should be able to teach - 3 and deliver speeches and sermons, vary choose the most them, know how to appropriate method, and develop his .linguistic and technical capabilities Equipping him with the necessary - 4 skills in dialogue, discussion and . teamwork
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Values

Statement of Learning Outcomes 3 Adherence to the ethics of scientific -1 .research and scientific integrity Promoting a spirit of dialogue, tolerance, -2 .and respect for differing opinions working and Taking social responsibility -3 .serve religion and society To a team as	<b>Learning Outcomes 3</b> <b>Commitment to the ethics of .1</b> <b>scientific research and scientific</b> <b>.integrity</b>  <b>Promoting the values of moderation,</b> <b>.centrism, and dialogue</b>  <b>Contributing positively to serving the</b> <b>community and consolidating Islamic</b> <b>.values</b>
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learning strategies Teaching and .9

solving and brainstorming method - The problem -The lecture method (delivery) 4 -1  
 The deductive method -The inductive method 5 -2  
 The mind mapping method -The dialogue and discussion method 6 -3

Assessment Methods .10

monthly, term, and final tests Daily -1  
 Classroom discussion-2  
 Classwork-3  
 Graduation Project -4

.The grade distribution is as follows: 40% midterm exams, 60% final exams

Faculty .11

Faculty members

Faculty preparation		Requirements /ments Special skills (If found)		Specialization		Scientific rank	Teaching name
lecturer	angel			private	general		
	angel			jurisprudence	Islamic Sciences	assistant professor	Naji Alwan demanded
	angel			literature	Arabic language	teacher	Abduljabbar Saad Ahmed
	angel			jurisprudence	Islamic Studies	assistant professor	Ibrahim Nouri Yahya
	angel			The Hadith	Islamic Sciences	.Mr	Mishaan Muhi Alwan
	angel			Principles of Islamic	Islamic Sciences	assistant	Ghanem Hassan Hassan

				Jurisprudence		professor	
	angel			Jurisprudence	Jurisprudence and its principles	assistant professor	Khaled Maarouf Lafteh
	angel			explanation	Fundamentals of Religion	Assistant teacher	Radwan Hamid Muhammad
	angel			Islamic Studies	Islamic Sciences	teacher	Fouad Majbel, how
	angel			Islamic history	date the	teacher	Adnan Ahmed Saleh
	angel			Jurisprudence	Religious principles	teacher	Adel Khalil Azzawi
	angel			Jurisprudence and its principles	Islamic Sciences	Assistant teacher	Hussein Mahmoud Ali
	angel			<b>Jurisprudence</b>	<b>Islamic Sciences</b>	Assistant teacher	Mohammed Hussein Darwish
	angel			Arabic language	Arabic	Assistant teacher	Rafida Kwan Mohammed

Professional Development
Orienting new faculty members
<b>.procedures They were instructed to complete the commencement •</b>

- **Restriction of official working hours**
- **.Adherence to the course syllabi prescribed by the college deanship**
- **. Adherence to the study schedule**
- **.Collaborating with colleagues and management to achieve educational goals**

faculty members Professional development of

**The teaching staff were urged to participate in skills development workshops held by the Continuing Education Department at the college and other universities on an outside Iraq, ongoing basis, as well as to participate in conferences held inside and .and to write and publish scientific research within international databases**

**Admission Criteria .12**

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

**Key sources of information about the program .13**

**.Textbooks –1**

**.Scientific research on matter –2**

**. Comprehensive Library and the Noor Library Websites such as the –3**

**Program Development Plan .14**

**:It includes for faculty members development plan**

- 1 **Contributing to the development of the teaching staff's efficiency in the department in a manner that is consistent with the development of Islamic .contemporary sciences sciences and keeps pace with the development of**
- 2 **The professional development programs are diverse, including seminars .and workshops, to impart administrative and scientific skills**

**:Teaching and learning strategies**

- 1 **Adopting modern teaching and learning strategies in the field of .specialization**
- .Regularly reviewing the curriculum content**

**Diversifying teaching and learning strategies to achieve the greatest number -2  
.of outcomes**

**:Assessing the targeted learning outcomes**

**. the learning outcomes required by the program Prepare a plan of -1**

**Work on measuring and continuously reviewing the achievement of the -2  
.targeted learning outcomes**

**.Utilizing beneficiary surveys to achieve continuous improvement steps -3**

## Program Skills Plan

Learning outcomes required from the program

Values			Skills				Knowledge				Essential or optional	Course Name	Course code	Year / Level	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2					A1
		/	/			/	/			/	/	essential	<b>Quranic Sciences</b>	<b>RQS115</b>	the first
	/		/		/		/		/		/	essential	<b>Interpretation</b>	<b>REX109</b>	
		/	/			/	/			/	/	essential	<b>The Prophet's Biography</b>	<b>RPRO117</b>	
		/	/			/	/			/	/	essential	<b>Islamic doctrine</b>	<b>RDO116</b>	
		/	/			/	/			/	/	essential	<b>Preserving Hadith</b>	<b>RHSC118</b>	
	/		/		/		/		/		/	essential	<b>Interpretation</b>	<b>REX210</b>	
		/	/			/	/			/	/	essential	<b>Doctrine</b>	<b>RDO216</b>	
		/	/			/	/			/	/	essential	<b>Hadith Science + s Hadith Memorization</b>	<b>RHSC118</b>	
		/	/			/	/			/	/	essential	<b>Jurisprudence</b>	<b>RPSJ322</b>	
	/		/		/		/		/		/	essential	<b>Religions</b>	<b>RRH218</b>	

		/	/			/	/			/	/	essenti al	to explain And Hadith preservation	<b>RHE416</b>	the third
	/		/		/		/		/		/	essenti al	<b>Interpret ation</b>	<b>REX308</b>	
		/	/			/	/			/	/	essenti al	<b>Doctrine</b>	<b>RDO314</b>	
		/	/			/	/			/	/	essenti al	<b>Hadith sciences</b>	<b>RHSC119</b>	
	/		/		/		/		/		/	essenti al	<b>religions</b>	<b>RRH318</b>	
	/	/	/		/	/	/		/	/	/	essenti al	<b>Curricula The commentators</b>	<b>REM418</b>	Four th
	/	/	/		/	/	/		/	/	/	essenti al	<b>Curricula Modernists</b>	<b>RMM321</b>	
		/	/			/	/			/	/	essenti al	<b>Doctrine Islamic</b>	<b>EAID204</b>	
		/	/	/		/	/				/	essenti al	science Graduation Hadith		
	/		/		/		/		/		/	essenti al	<b>Religions</b>	<b>RHH319</b>	

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

# Description of the first stage course

Course Name	.1
Quranic Sciences	
Course code	.2
RQS115	
Semester/Year	.3
2026-2025	
Date this description was prepared	.4
2025/10/1	
Available forms of attendance	.5
My presence	
of units (total) Number of study hours (total) / Number	.6
hour / 2 units 1	
Name of the course coordinator (if there is more than one, please mention	.7
	.(it
Ibrahim Nouri Yahya .Dr :Name -1 ibrahim.nuri@imamaladham.edu.iq :tends A The letter	
objectives Course	.8

enable students to correctly understand the Holy Quran, promote contemplation, and develop 'Qur educational values based on sound scientific curricula in the reasons for revelation, Meccan and Medinan verses, 'anic readings' abrogating and abrogated verses, Qur clear and ambiguous verses, translation of the Holy an, and to prepare qualified teaching staff in 'Qur .schools

**Course objectives**

**Teaching and learning strategies .9**

Lecture method

**strategy**

method Discussion

**Course structure .10**

Evaluation Method	Learning method	Unit name or topic	Required learning outcomes	Hours	Week
Classroom -performance exams	-Lecture Discussion	Definition of the Holy Quran , its names and attributes	The student should understand what He received it through a .lecture	1	1
Classroom -performance exams	-Lecture Discussion	An introduction to the sciences of the Holy Quran and its most famous works	The student should understand what He received it through a .lecture	1	2
Classroom -performance exams	-Lecture Discussion	virtues of The the Quran and the etiquette of reciting it	The student should understand what He received it through a .lecture	1	3

Classroom -performance exams	-Lecture Discussion	The superiority of the Quran, its virtues, some of its chapters, and the most important works on the virtues of the Quran	The student should understand what He received it through a .lecture	<b>1</b>	<b>4</b>
Classroom -performance exams	-Lecture Discussion	Etiquette of reciting the Holy Quran	The student should understand what He received it through a .lecture	<b>1</b>	<b>5</b>
Classroom -performance exams	-Lecture Discussion	The revelation of the Holy Quran	The student should understand what He received it through a .lecture	<b>1</b>	<b>6</b>
Classroom -performance exams	-Lecture Discussion	Types and methods of revelation	The student should understand what He received it through a .lecture	<b>1</b>	<b>7</b>
Classroom -performance exams	-Lecture Discussion	The beginning of the revelation of the Holy Quran, its duration, and the gradual and piecemeal revelation of the .Quran	The student should understand what He received it through a .lecture	<b>1</b>	<b>8</b>
Classroom -performance exams	-Lecture Discussion	Definition of the reasons for revelation, its	The student should	<b>1</b>	<b>9</b>

		forms, and methods of understanding it	understand what He received it through a .lecture		
Classroom -performance exams	-Lecture Discussion	Meccan and Medinan	The student should understand what He received it through a .lecture	<b>1</b>	<b>10</b>
Classroom -performance exams	-Lecture Discussion	Compilation of the Holy Quran	The student should understand what He received it through a .lecture	<b>1</b>	<b>11</b>
Classroom - performance exams	-Lecture Discussion	The Quran was compiled during the caliphate of Abu Bakr (may God be pleased .(with him	The student should understand what He received it through a .lecture	<b>1</b>	<b>12</b>
Classroom -performance exams	-Lecture Discussion	Writing copies of the Quran during the caliphate of Uthman (may God be pleased (with him	The student should understand what He received it through a .lecture	<b>1</b>	<b>13</b>
Classroom -performance exams	-Lecture Discussion	The evolution of the Quran's form	The student should understand what He received it through a .lecture	<b>1</b>	<b>14</b>

Classroom -performance exams	-Lecture Discussion	The Seven Letters and Quranic Readings	The student should understand what He received it through a .lecture	1	15
					<b>-Mid year break</b>
Classroom -performance exams	-Lecture Discussion	Quranic readings and their relation to the seven letters	The student should understand what He received it through a .lecture	1	1
Classroom -performance exams	-Lecture Discussion	The meaning of interpretation and exegesis, and types of interpretation	The student should understand what He received it through a .lecture	1	2
Classroom -performance exams	-Lecture Discussion	The most famous approaches of the commentators	The student should understand what He received it through a .lecture	1	3
Classroom -performance exams	-Lecture Discussion	Interpretation in the modern era	The student should understand what He received it through a .lecture	1	4
Classroom -performance exams	-Lecture Discussion	Compact and similar	student The should	1	5

			understand what He received it through a .lecture		
Classroom -performance exams	-Lecture Discussion	Abrogation in the Holy Quran	The student should understand what He received it through a .lecture	<b>1</b>	<b>6</b>
Classroom -performance exams	-Lecture Discussion	The importance of knowing the abrogating and abrogated verses	The student should understand what He received it through a .lecture	<b>1</b>	<b>7</b>
Classroom -performance exams	-Lecture Discussion	Reflecting on the Holy Quran	The student should understand what He received it through a .lecture	<b>1</b>	<b>8</b>
Classroom -performance exams	-Lecture Discussion	Quranic stories	The student should understand what He received it through a .lecture	<b>1</b>	<b>9</b>
Classroom -performance exams	-Lecture Discussion	The benefits of stories in the Quran	The student should understand what He received it through a .lecture	<b>1</b>	<b>10</b>

Classroom -performance exams	-Lecture Discussion	The miraculous the nature of Holy Quran	The student should understand what He received it through a .lecture	<b>1</b>	<b>11</b>
Classroom -performance exams	-Lecture Discussion	The direction of scholars in the aspects of Qur'anic inimitability	The student should understand what He received it through a .lecture	<b>1</b>	<b>12</b>
Classroom -performance exams	-Lecture Discussion	Translation of the Holy Quran	The student should understand what He received it through a .lecture	<b>1</b>	<b>13</b>
Classroom -performance exams	-Lecture Discussion	Types of translation	The student should understand what He received it through a .lecture	<b>1</b>	<b>14</b>
			<b>review</b>	<b>1</b>	<b>15</b>

**Course evaluation .11**

Midterm exam

**Learning and teaching resources .12**

**A Summary of the Sciences of the Holy  
Quran**

**Required textbooks (methodology,  
(if applicable)**

	<b>Main references (sources)</b>
	<b>Recommended supporting books and references (scientific journals, (...reports</b>
<b>Comprehensive Library and Noor Library</b>	<b>Electronic references, websites</b>

<b>Fundamentals of Religion (First Stage) :Course Name</b>	<b>.1</b>
<b>Interpretation</b>	
<b>Course code</b>	<b>.2</b>
<b>REX109</b>	
<b>Semester/Year</b>	<b>.3</b>
<b>2026-2025</b>	
<b>Date this description was prepared</b>	<b>.4</b>
<b>2025/10/1</b>	
<b>Available forms of attendance</b>	<b>.5</b>
<b>Classroom lectures</b>	
<b>Number of study hours (total) / Number of units (total)</b>	<b>.6</b>
<b>hours / 120 units 60</b>	
<b>.(than one, please mention it Name of the course coordinator (if there is more</b>	<b>.7</b>
<b>M.M. Tariq Ahmed Hussein :Name</b>	
<b>:tends A The letter</b>	

<b>Course Objectives</b>	<b>-1</b>
<b>.The course aims to introduce the student to the subject of analytical interpretation</b>	<b>-1</b>

Almighty Introducing the student to how to interpret the words of God	-2
Introducing the student to the interpretation of the first part of the Holy Quran	-3
Understanding the meanings of unfamiliar words and rhetorical devices	-4
Introducing the student to the objectives of the Holy Quran	-5

<b>and learning methods, and assessment Learning outcomes, teaching</b>	<b>-2</b>
<p style="text-align: right;">Knowledge and understanding -A</p> <p style="text-align: right;">Enabling the student to understand the subject of interpretation -A1</p> <p>Enabling the student to be knowledgeable in what qualifies him to teach the interpretation of -A2 the Holy Qur'an</p> <p style="text-align: right;">Preparing him in a way that qualifies him to work in educational and religious institutions -A3</p> <p style="text-align: right;">Making the student love the Holy Quran -A4</p>	
<p style="text-align: right;">specific skills-b) Subject</p> <p>.The student must be able to present the interpretation of the Holy Quran correctly -B1</p> <p style="text-align: right;">That the student be able to defend the Holy Quran - B2</p> <p>The student must be able to teach and deliver sermons and lectures on the purposes of the -B3 Holy Quran</p> <p>.Equipping him with the necessary skills in dialogue, discussion and teamwork -B4</p>	
<b>learning methods Teaching and</b>	
The lecture method (delivery)	-1
brainstorming method	-2
Inductive method	-3
Method of dialogue and discussion	-4
<b>Assessment methods</b>	
Daily, monthly, term, and final tests	-1
Classroom discussion	-2
Classroom assignments	-3
Reports and Research	-4

## Structure Course .10

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom exams -performance	-Presentation Discussion	Welcome + Introduction to Science	2	October 1

Classroom exams -performance	-Presentation Discussion	Fatihah-Al Surah	2	October 2
Classroom exams -performance	-Presentation Discussion	-Introduction to Surah Al Baqarah	2	October 3
Classroom exams -performance	-Presentation Discussion	Interpretation of verses 8 to 11	2	October 4
Classroom exams -performance	-Presentation Discussion	Interpretation of verses 12 to 21	2	November 1
Classroom exams -performance	-Presentation Discussion	Interpretation of verses 21 to 26	2	November 2
Classroom exams -performance	discussion	of verses 26 to 30 Interpretation	2	November 3
Classroom exams -performance	-Presentation Discussion	Interpretation of verses 30 to 34	2	November 4
Classroom exams -performance	-Presentation Discussion	Interpretation of verses 34 to 40	2	December 1
Classroom exams -performance	-Presentation Discussion	45-Interpretation of verses 40	2	December 2
Classroom exams -performance	-Presentation Discussion	Interpretation of verses 45 to 49	2	December 3
Classroom exams -performance	- Delivery induction	review	2	December 4
Classroom exams -performance	-Presentation Discussion	Interpretation of verses 49 to 55	2	January 1
Classroom exams -performance	-Presentation Discussion	Interpretation of verses 55 to 60	2	January 2
Classroom exams -performance		First semester exams	2	3 January
Classroom exams -performance		First semester exams	2	January 4
Classroom exams -performance	-Presentation Discussion	vacation	2	February 1
Classroom exams -performance	-Presentation Discussion	vacation	2	February 2
Classroom exams -performance	-Presentation Discussion	Interpretation of verses 60 to 66	2	February 3
Classroom exams -performance	-Presentation Discussion	Interpretation of verses 66 to 75	2	February 4
Classroom exams -performance	discussion	Interpretation of verses 75 to 83	2	March 1
Classroom exams -performance	-Presentation Discussion	Interpretation of verses 83 to 87	2	March 2
Classroom exams -performance	-Presentation Discussion	Interpretation of verses 87 to 93	2	March 3
Classroom exams -performance	-Presentation Discussion	Interpretation of verses 93 to 99	2	March 4
Classroom exams -performance	discussion	Interpretation of verses 99 to 104	2	April 1
Classroom exams -performance	-Presentation Discussion	Interpretation of verses 104 to 111	2	April 2

Classroom exams -performance	-Presentation Discussion	Interpretation of verses 111 to 124	2	April 3
Classroom exams - performance	-Presentation Discussion	Interpretation of verses 124 to 130	2	April 4
Classroom exams -performance	-Presentation Discussion	Interpretation of verses 130 to 141	2	May 1
Classroom exams -performance		Review and test	2	May 2

<b>Course Name .1</b>
<b>Memorizing the Quran and the rules of Tajweed</b>
<b>Course code .2</b>
<b>EAQM101</b>
<b>Semester/Year .3</b>
<b>2026-2025</b>
<b>Date this description was prepared .4</b>
<b>2025/10/1</b>
<b>: Available attendance formats .5</b>
<b>My presence</b>
<b>Number of units (total) / Number of study hours (total) .6</b>

<b>hours 3</b>	
<b>than one name is More (if applicable) Name of course coordinator .7 (mentioned)</b>	
<b>M.D. Fouad Majbel Kaif :Name -1 fouad mejbel@imamaladham.edu.iq : Email</b>	
<b>Course objectives .8</b>	
the Holy Quran, and Memorizing the first part of mastering the recitation of the Holy Quran according to the .rules of Tajweed	<b>Course objectives</b>
<b>Teaching and learning strategies .9</b>	
<b>Lecture and discussion</b>	<b>strategy</b>

**Course structure .10**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Ora questions	and Lecture discussion	Fatihah -Al - and the first -page of Al Baqarah the - introduction Introductions and Principles How to recite the Holy Quran	Memorize one page from the first part of the Holy Quran, and learn how to recite the .Holy Quran	3	1
Ora questions	Lecture and discussion	Seeking refuge and saying " In the of God, name the Most Gracious, the	Memorize one page from the first part of the Holy Quran, mastering the recitation of the supplications	3	2

			Most "Merciful	for refuge (Istia'dha), the Basmala (Bismillah), and the phrases in .between		
Ora	questions	Lecture and discussion	Rules of Noon Sakinah and :Tanween -1 Demonstration	Memorizing one page of the first part of the Holy Quran, and knowing the rules of recitation .(Izhar)	3	3
Ora	questions	Lecture and discussion	-2 Assimilation	Memorizing one page of the first part of the Holy Quran, and understanding the rules of assimilation .(idgham)	3	4
Ora	questions	Lecture and discussion	Inversion -3	Memorizing one page of the first part of the Holy Quran and knowing the rules of Iqlab	3	5
Ora	questions	Lecture and discussion	-4 Concealment	Memorizing one page of the first part of the Holy Quran, and knowing the hidden meanings	3	6
Ora	questions	Lecture and discussion	Rules of the silent Meem	Memorize one the page from first part of the Holy Quran,	3	7

				and learn the rules of the silent Meem		
Ora	questions	Lecture and discussion	rules of the Madd	Memorize one page of the first part of the Holy Quran, and learn the rules of prolongation .(madd)	3	8
Ora	questions	Lecture and discussion	:Original tide Natural tide -1	Memorizing one page of the first part of the Holy Quran, and knowing the natural lengthening (of .(vowels	3	9
Ora	questions	Lecture and discussion	Extension -2 of the substitute	Memorize one page of the first part of the Holy Quran, and learn about the lengthening of the vowel sound -madd al) .(badal	3	10
Ora	questions	Lecture and discussion	Extending -3 compensation	Memorizing one page of the first part of the Holy Quran, and knowing the length of the compensation	3	11
Ora	questions	Lecture and discussion	Extending -4 the minor and major connections	Memorize one page of the first part of the Holy Quran, and learn the minor and major lengthening of	3	12

				the vowel .sound		
Ora	questions	Lecture and discussion	:tide-Sub	Memorize one page from the first part of the Holy Quran, and know the difference between the original and secondary madd referring to a ) specific type of . (debt	3	13
Ora	questions	Lecture and discussion	Obligatory -1 connected prolongation	Memorize one page of the first part of the Holy Quran, and know the connected obligatory .lengthening	3	14
Ora	questions	Lecture and discussion	Obligatory -1 connected prolongation	Memorize one page of the first part of the Holy Quran, and know the connected obligatory .lengthening	3	15
Ora	questions	Lecture and discussion	-2 Permissible separate prolongation	Memorize one page of the first part of the Holy Quran, and learn the permissible separate prolongation ja'iz -madd al) . (munfasil-al	3	16

Oral questions	and Lecture discussion	-3 Lengthening due to a pause, the necessary lengthening and its types	Memorize one page from the first part of the Holy Quran, and learn about the necessary prolongation and its .categories	3	17
Oral questions	Lecture and discussion	-3 Lengthening due to a pause, the necessary lengthening and its types	Memorize one page from the first part of the Holy Quran, and learn about the necessary prolongation and its .categories	3	18
Oral questions	Lecture and discussion	The -4 temporary lengthening due to a pause	Memorizing one page of the first part of the Holy Quran, and understanding the lengthening of the vowel .due to a pause	3	19
Oral questions	Lecture and discussion	The -4 temporary lengthening due to a pause	Memorizing one page of the part of the first Holy Quran, and understanding the lengthening of the vowel .due to a pause	3	20
Oral questions	Lecture and discussion	Extending -5 the soft vowel	Memorize one page of the first part of the Holy Quran, and learn the rules	3	21

				elongation of .(leen-madd al)		
Ora	questions	Lecture and discussion	Rules of the letter R	Memorize one page of the first part of the Holy Quran, and learn the rules of the letter ."ra"	3	22
Ora	questions	Lecture and discussion	Lamats	Memorize one page of the first part of the Holy Quran, and learn the different types ."of "lam	3	23
Ora	questions	Lecture and discussion	Assimilation of identical and homogeneous letters	Memorize one page from the first part of the Holy Quran, and learn about the assimilation of identical and homogeneous .letters	3	24

### Course evaluation .11

the total	Final exam	Monthly test	Daily oral tests, research papers, and reports	presence And class participation
100	60	30	5	5

### Learning and teaching resources .12

<b>The first part of the Holy Quran, and the Ghouthani-book of Tajweed rules by Al</b>	<b>if (methodology) Required textbooks (applicable</b>
	<b>( sources) Main references</b>
	<b>Recommended supporting books and journals, references (scientific (...reports</b>
<b>YouTube and Google, and the professor's .own YouTube channels for this</b>	<b>websites ( references</b>

Grammar and Morphology :Course Name	.1
RGR111 : of Religion Principles Course code	.2
Annual Course :Semester/Year	.3
2025/10/1 :this description was prepared Date	.4
Available attendance formats: Classroom lectures	.5
Total study hours: Total number of units: 90 hours	.6
Name of the course coordinator (if there is more than one, please mention (it	.7
A. (Note: The last line appears to be - M.M. Rafida Kwan Mohammed Al :Name (.a separate, unrelated entry and is not translated	

Course Objectives	-4
especially when reading ‘ Correcting the tongue and protecting it from error .an’the Qur	-6
and writing Teaching correct reading	-7
Preserving the language from deviation, change, and extinction	-8
Arabic speaking students (Kurds, Turkmen) to learn the -Enabling non language of the Quran and its grammar	-9

Learning outcomes, teaching and learning methods, and assessment	-5
<p>Knowledge and understanding -A  .and its rules the Arabic language Getting acquainted with -A1  the rules of Arabic grammar and morphology and apply  Introducing students to the semantic linguistic differences in grammatical and -A3  morphological expressions</p>	

specific skills-Subject (b)  
Correct pronunciation and writing –B1  
Learning the art of literary writing –B2  
.Studying and understanding the Arab heritage -B3

:Affective objectives -C  
the Holy as it is the language of Love for the language and belonging to it -A1  
Quran  
Recognizing the importance of learning Arabic to learn the correct – Part 2  
recitation of the Quran  
.Knowledge of the characteristics of the Arabic language -Q3

#### Teaching and learning methods

The inductive method - The lecture method (delivery) -4 -5

Standard method -6

Method of dialogue and discussion -7

#### Assessment methods

Daily, monthly, term, and final tests -5

Classroom discussion -6

Classroom assignments -7



Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom -performance exams	-Presentation Discussion	Speech and its components Morphology and its nature	3	1
Classroom -performance exams	-Presentation Discussion	Signs of nouns and verbs Morphological balance	3	2
Classroom -performance exams	-Induction Deduction	inflected and the The indeclinable Nouns, verbs, and particles	3	3
Classroom -performance exams	-Delivery Measurement	The six nouns and the dual	3	4
Classroom -performance exams	-Delivery Measurement	Masculine and feminine plural forms to and those attached them	3	5
Classroom -performance exams	-Induction Discussion	The indeclinable noun the five verbs -	3	6
Classroom -performance exams	-Presentation Discussion	-Defective nouns Defective verbs and their inflectional markers	3	7
Classroom -performance exams	-Presentation Discussion	Indefinite and definite Conscience and its divisions	3	8
Classroom -performance exams	-Presentation Discussion	<b>Conscience and its divisions</b>	3	9
Classroom -performance exams	-Presentation Discussion	Sound and weak verbs conjugation /	3	10
Classroom -performance exams	-Induction Deduction	Proper nouns	3	11

Classroom -performance exams	-Presentation Discussion	<b>Definite article with the definite article</b>	3	12
Classroom -performance exams	-Induction Deduction	relative	3	13
Classroom -performance exams	-Presentation Discussion	Verb conjugation with pronouns	3	14
		First semester exam	3	15
		<b>Spring break</b>		

## Chapter Two

Classroom performance exams	-Delivery Measurement	of the subject Types	3	16
Classroom -performance exams	-Delivery Measurement	The conditions of the subject	3	17
Classroom - performance exams	-Presentation Discussion	Verb conjugation with pronouns	3	18
Classroom -performance exams	-Presentation Discussion	News and its types	3	19
Classroom -performance exams	-Presentation Discussion	News presentation	3	20
Classroom -performance exams	-Presentation Discussion	Deletion of the subject	3	21
Classroom -performance exams	-Delivery Measurement	Delete the news	3	22
Classroom -performance exams	-Delivery Measurement	Abstract and more	3	23
Classroom -performance exams	-Presentation Discussion	News sections	3	24
Classroom -performance exams	-Presentation Discussion	Meanings of the augmentative forms	3	25
Classroom -performance exams	-Presentation Discussion	The inanimate and the dynamic	3	26
Classroom -performance exams	-Presentation Discussion	The active voice and the passive voice	3	27
Classroom -performance exams	-Presentation Discussion	Beginning with an indefinite noun	3	28
Classroom -performance exams	-Presentation Discussion	Beginning with an indefinite noun	3	29

Classroom -performance exams	-Presentation Discussion	Emphasize the verb with the nun and test Review	3	30
				Final exams

Infrastructure		-6
... on Ibn Malik's Alfiyya Ibn Aqil's commentary Sarf-Taraf fi 'Ilm al-and Ithaf al	Required books	-1
Urf fi -Shadha al ,Wafi-Nahw al-Al ,Nada-Qatr al Sarf-Fan al	Basic references	-2
The Comprehensive Library website and the Waqf Library website	Recommended books and sources such as scientific journals, reports, internet .links, etc	-3

<b>Course Name</b>	<b>.1</b>
<b>English language Department of Fundamentals of Religion For the first stage, the</b>	
<b>Course code</b>	<b>.2</b>
<b>EAEL103</b>	
<b>Semester/Year</b>	<b>.3</b>
<b>2025-2026</b>	
<b>Date this description was prepared</b>	<b>.4</b>
<b>1/10/2025</b>	
<b>:Available attendance formats</b>	<b>.5</b>
<b>My presence</b>	
<b>Number of study hours (total) / Number of units (total)</b>	<b>.6</b>
	<b>2</b>

<b>course coordinator (if more than one name is Name of the</b> .7 <b>(mentioned</b>	
<b>M.M. Muhammad Abdul Wahab Ahmad :Name -1</b> <b>: Email</b>	
<b>Course objectives</b> .8	
.Learn English, conversational skills, and social interaction	<b>Course objectives Study</b>
<b>Teaching and learning strategies</b> .9	
<b>Lecture and discussion</b>	<b>strategy</b>

<b>Course structure</b> .10
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<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Oral questions	Lecture and discussion	hello	Unit One	2	1
Oral questions	Lecture and discussion	How are you		2	2
Oral questions	Lecture and discussion	vocabulary		2	3
Oral questions	Lecture and discussion	Your world	Unit Two	2	4
Oral questions	Lecture and discussion	practice		2	5
Oral questions	Lecture and discussion	Where are they from?		2	6
Oral questions	Lecture and discussion	All about you	Unit Three	2	7
Oral questions	Lecture and discussion	Students walk for charity		2	8

Oral questions	Lecture and discussion	The charity walk		2	9
Oral questions	Lecture and discussion	Family and friends	Unit Four	2	10
Oral questions	Lecture and discussion	An American family		2	11
Oral questions	Lecture and discussion	practice		2	12
Oral questions	Lecture and discussion	The alphabet		2	13
Oral questions	Lecture and discussion	The way I live	Unit Five	2	14
Oral questions	Lecture and discussion	Practice		2	15
Oral questions	Lecture and discussion	Languages		2	16
Oral questions	Lecture and discussion	At a dinner party		2	17
Oral questions	Lecture and discussion	Times past	Unit Nine	2	18
Oral questions	Lecture and discussion	practice		2	19
Oral questions	Lecture and discussion	It is Jackson		2	20
Oral questions	Lecture and discussion	vocabulary		2	21
Oral questions	Lecture and discussion	We had a great time	Unit Ten	2	22
Oral questions	Lecture and discussion	practice		2	23
Oral questions	Lecture and discussion	My last holiday		2	24

**Course evaluation .11**

**to assigned The grade is distributed out of 100 according to the tasks :the student, as follows**

**Attendance, research papers, monthly test reports, final exam, total**

**100 60 30 5 5**

**resources Learning and teaching .12**

<b>New headway plus/beginner</b>	<b>Required textbooks (methodology, if applicable)</b>
	<b>Main references (sources)</b>
	<b>Recommended supporting books and references (scientific journals, (...reports</b>
<b>YouTube and Google</b>	<b>Electronic references, websites</b>

<b>Name Course .1</b>
<b>Human Rights, Children's Rights, and Democracy for the First Stage, Department of Fundamentals of Religion</b>
<b>Course code .2</b>
<b>EARD107</b>
<b>Semester/Year .3</b>
<b>2025-2026</b>
<b>Date this description was prepared .4</b>
<b>1/10/2025</b>
<b>:Available attendance formats .5</b>
<b>My presence</b>
<b>Number of study hours (total) / Number of units (total) .6</b>
<b>1</b>
<b>Name of the course coordinator (if more than one name is mentioned) .7</b>
<b>M.M. Saud Rasem Ali :Name -1 : Email</b>
<b>Course objectives .8</b>

.Course objectives  
 .its philosophical, historical and legal foundations about the concept of human rights and Learn -1  
 classifications of human rights, such as civil and political rights, and economic, social and cultural rights .2  
 Universal Declaration of Human Rights and Familiarity with international conventions and agreements .3  
 .the two International Covenants  
 familiar with the mechanisms for protecting human rights at the international, regional and national levels .4  
 s of the importance of respecting human dignity and establishing the values of justice, equality, and non .5  
 Enabling students to apply human rights principles in their academic and professional lives -6  
 values of tolerance, peaceful coexistence, and respect for cultural, religious, and social diversity Promoting .7

<b>Teaching and learning strategies .9</b>	
<b>Lecture and discussion</b>	<b>strategy</b>

**Course structure .10**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Oral questions	Lecture and discussion	Human rights in Greek and Egyptian civilizations	Human rights in ancient civilizations	1	1
Oral questions	Lecture and discussion	Overview	Human rights in ancient Egyptian civilization	1	2
Oral questions	Lecture and discussion	Code of Hammurabi	Human rights in ancient Iraqi civilizations	1	3
Oral questions	Lecture and discussion	Human rights in Christianity and Judaism	Human rights in divine laws and religions	1	4
Oral questions	Lecture and discussion	Overview and citations Quranic	Human rights in Islam	1	5

Oral questions	Lecture and discussion	International sources: The Universal Declaration of Human Rights	Human rights sources	1	6
Oral questions	Lecture and discussion	French Constitutions and Declarations of 1789	National sources for human rights	1	7
Oral questions	Lecture and discussion	Constitutional and judicial guarantees	Guarantees of human rights at the domestic level	1	8
Oral questions	Lecture and discussion	Adoption of the principle of duality Responsibility in Islamic society	Human rights guarantees in Islam	1	9
Oral questions	Lecture and discussion	Some Islamic systems are in the interest of the individual and the ruling authorities	The religious character of Islamic law	1	10
Oral questions	Lecture and discussion	United Nations Charter and United Nations General Assembly	International human rights guarantees	1	11
Oral questions	Lecture and discussion	The European and American agreements the and African Charter	The role of regional organizations in protecting human rights	1	12

Oral questions	Lecture and discussion	Overview	The future of human rights	1	13
Oral questions	Lecture and discussion	Political parties and human rights: The role of and media socialization	Technological progress and its impact on rights and freedoms	1	14
Oral questions	Lecture and discussion	Privacy and human rights, domination and human rights	Globalization and Human Rights	1	15
Oral questions	Lecture and discussion	The emergence and development of children's rights	In children's rights	1	16
Oral questions	Lecture and discussion	Children's rights in different nations and civilizations, children's rights in Islam	The historical development of children's rights	1	17
Oral questions	Lecture and discussion	Basic principles of the Convention on the Rights of the Child	Children's rights in the 1989 International Convention	1	18
Oral questions	Lecture and discussion	The roots and development of the concept of democracy	The concept of democracy its ) definition, development, and (dimensions	1	19

Oral questions	Lecture and discussion	Direct and indirect democracy	Forms of democracy	1	20
Oral questions	Lecture and discussion	the representative system and its legal nature	Representative democracy	1	21
Oral questions	Lecture and discussion	The concept of elections and its legal adaptation	The mechanism of the representative (parliamentary) system: elections	1	
Oral questions	and Lecture discussion	Defining electoral districts, electoral lists, candidates	Organizing the election process	1	22
Oral questions	Lecture and discussion	Individual elections and list-party elections	Election system	1	23

**Course evaluation .11**

**to the assigned The grade is distributed out of 100 according to the tasks :student, as follows**

**Attendance, research, reports, monthly test, final exam, total  
100 60 30 5 5**

**Learning and teaching resources .12**

<p>Works on democracy and human rights  The ‘Sayegh-Dr. Muhammad Yunus Al  .Book of Human Rights and Democracy  .Human rights websites</p>	<p><b>Required textbooks (methodology, if applicable)</b></p>
	<p><b>Main references (sources)</b></p>
	<p><b>Recommended supporting books and references (scientific journals, (...reports</b></p>
<p><b>YouTube and Google</b></p>	<p><b>Electronic references, websites</b></p>

<p><b>Course Name .1</b></p>
<p><b>Islamic ethics .2</b></p>
<p><b>Course code .3</b></p>
<p><b>EAIE205 .4</b></p>
<p><b>Semester/Year .5</b></p>
<p><b>Annual course .6</b></p>
<p><b>Date this description was prepared .7</b></p>
<p><b>2025/10/1 .8</b></p>

**Available forms of attendance .9**

**Classroom lectures.10**

**Number of study hours (total) / Number of units (total).11**

**hours 60.12**

**there is more than one, please mention Name of the course coordinator (if.13  
.it**

**M.M. Saad Mutashar Saad :Name  
:tends A The letter**

**objectives Course .14**

The course aims to introduce the student to the most important .1  
.qualities and morals of the righteous predecessors  
To teach the student how to emulate and adopt good character. .2  
.With the morals of the righteous  
of applying these with the importance To familiarize the student .3  
.virtuous qualities  
.principles in people's hearts Islamic

**Course objectives**

**strategies Teaching and learning .15**

The lecture method (delivery) .1  
solving and brainstorming methods-Problem .2  
Inductive method .3  
Method of dialogue and discussion .4

**strategy.16**

**Course structure .17**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
October 1		delivery	Welcome + Introduction to Science	2	October 1

October 2	Classroom -performance exams	Presentation Discussion -	Defining Sufism, its importance, and its derivation	2	October 2
October 3	Classroom -performance exams	Presentation Discussion -	The scientific approach in Sufism	2	October 3
October 4	Classroom -performance exams	Presentation Discussion -	Among them are companionship and its effects	2	October 4
November 1	Classroom -performance exams	Presentation Discussion -	Science and related matters	2	November 1
November 2	Classroom -performance exams	Presentation Discussion -	Remembrance of God, its virtues and importance	2	November 2
November 3	Classroom - performance exams	Presentation Discussion -	The path to God repentance -	2	November 3
November 4	Classroom -performance exams	Presentation Discussion -	Accounting: Its Importance and Effects	2	November 4
1 December	Classroom -performance exams	Presentation Discussion -	Sincerity, its effects and consequences	2	December 1
December 2	Classroom -performance exams	Presentation Discussion -	Patience, its signs and importance	2	December 2
December 3	Classroom -performance exams	Presentation Discussion -	Asceticism and attaining it	2	December 3

December 4	Classroom –performance exams	Presentation Discussion –	its .Trust in God categories, its virtues, and its divisions	2	December 4
January 1	Classroom –performance exams	–Induction Deduction	One of the fruits of Sufism is .divine love	2	January 1
January 2	Classroom –performance exams		levels Signs and of love	2	January 2
January 3	Classroom –performance exams	Presentation Discussion –	Miracles of the saints and their proof	2	January 3
January 4	Classroom –performance exams	Presentation Discussion –	The wisdom behind miracles performed by saints	2	January 4
February 1	Classroom –performance exams	Presentation Discussion –	The difference between dignity and enticement	2	February 1
February 2	Classroom –performance exams	Presentation Discussion –	Correcting misconceptions about Sufism	2	February 2
February 3	Classroom –performance exams	Presentation Discussion –	Sufis adhere to the Quran and Sunnah	2	February 3
February 4	Classroom –performance exams	Presentation Discussion –	Review and test	2	February 4
March 1	Classroom –performance exams	Presentation Discussion –	Sufi jurists	2	March 1

March 2	Classroom -performance exams	Presentation Discussion -	Between Sufism and those who falsely claim to be Sufis	2	March 2
March 3	Classroom -performance exams	Presentation Discussion -	Testimonies of scholars Islamic	2	March 3
March 4	Classroom -performance exams	Presentation Discussion -	Imam Abu Hanifa	2	March 4

**Course evaluation .13**

- Daily, monthly, term, and final tests -1**  
**Discussion and dialogue -2**  
**Classroom assignments -3**  
**Preparing reports -4**

**Learning and teaching resources .14**

<b>Facts about Sufism, by Sheikh Abdul Qadir Issa</b>	<b>Required textbooks (methodology, (if applicable)</b>
<b>Various books about Sufism</b>	<b>Main references (sources)</b>
<b>nothing</b>	<b>Recommended supporting books and references (scientific journals, (...reports</b>
<b>The Comprehensive Library website and the Waqf Library website</b>	<b>Electronic references, websites</b>

<b>Course Name .1</b>	
<b>Computer 1</b>	
<b>Course code .2</b>	
<b>EACS105</b>	
<b>Semester/Year .3</b>	
<b>2026-2025</b>	
<b>was prepared Date this description .4</b>	
<b>2025/10/1</b>	
<b>: Available attendance formats .5</b>	
<b>My presence: theoretical and practical</b>	
<b>Number of study hours (total) / Number of units (total) .6</b>	
<b>One hour</b>	
<b>than one name is More (if applicable) Name of course coordinator .7</b>	
<b>(mentioned</b>	
<b>Mohamed Abdelwahab Ahmed / Lecturer .M.M :Name -1</b>	
<b>: Email</b>	
<b>Course objectives .8</b>	
<b>Enabling the student to use</b>	<b>Course objectives</b>
<b>Teaching and learning strategies .9</b>	
<b>Lecture and practical application</b>	<b>strategy</b>

**Course structure .10**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
ral and practical questions	Lecture and practical application	Chapter One: An Overview of the Computer and its Components	Identifying computer components	1	1
ral and practical questions	Lecture and practical application	Definition of a computer, advantages and disadvantages of using a computer (p. (3	Getting to know the computer, its advantages and disadvantages	1	2
ral and practical questions	Lecture and practical application	Computer :components hardware and memory (p. (4	Understanding the physical components, memory, and their functions	1	3
ral and practical questions	Lecture and practical application	Data measurement units (p. 6)	Identifying the data measurement unit	1	4
ral and practical questions	Lecture and practical application	-The non physical components (software) (p. (6	Understanding software and its functions	1	5
ral and practical questions	Lecture and practical application	Chapter Two: The Windows 10 Operating System	Understanding the Windows operating system environment and the function	1	6

			Environment (p. 10)	of each part within it		
ral and practical questions	Lecture and practical application	Desktop (p. 13)	Getting to know the desktop and its contents	<b>1</b>	<b>7</b>	
ral and practical questions	Lecture and practical application	Icons (p. 15)	Identifying icons, their types and shapes	<b>1</b>	<b>8</b>	
ral and practical questions	Lecture and practical application	Task View button (p. 18)	Understanding the function of the Task View button	<b>1</b>	<b>9</b>	
ral and practical questions	Lecture and practical application	Start menu (p. 21)	Getting to know the Start menu and its contents	<b>1</b>	<b>10</b>	
ral and practical questions	Lecture and practical application	Start Menu (p. 21) and Windows Search Bar (p. 24)	Learn about the Start menu and its contents, and the function of the search bar	<b>1</b>	<b>11</b>	
ral and practical questions	Lecture and practical application	Operating system settings (p. 24)	Understanding system settings and the function of each part	<b>1</b>	<b>12</b>	
ral and practical questions	Lecture and practical application	Operating system settings (p. 24)	Understanding settings system and the function of each part	<b>1</b>	<b>13</b>	
ral and practical questions	Lecture and practical application	Operating system settings (p. 24)	Understanding system settings and the function of each part	<b>1</b>	<b>14</b>	
ral and practical questions	Lecture and practical application	Windows 10 windows (p. 29)	Understanding Windows windows and their types	<b>1</b>	<b>15</b>	
ral and practical questions	Lecture and practical application	Windows 10 .windows (p. 29)	Understanding Windows	<b>1</b>	<b>16</b>	

				windows and their types		
ral and practical	questions	Lecture and practical application	Window arrangement (p. 31)	Learn how to arrange windows	1	17
ral and practical	questions	Lecture and practical application	Window arrangement (p. 31)	Learn how to arrange windows	1	18
ral and practical	questions	Lecture and practical application	Computer operation terminated (p. 32)	Learn how to shut down your computer and the other shutdown .options	1	19
ral and practical	questions	Lecture and practical application	Computer operation terminated (p. 32)	Learn how to shut down your computer and the other shutdown .options	1	20
ral and practical	questions	Lecture and practical application	Files and folders in a Windows 10 environment	Learn the difference between files and folders, and how to create .and open them	1	21
ral and practical	questions	Lecture and practical application	Files and folders in a Windows 10 environment	Learn the difference between files and folders, and how to create .and open them	1	22
ral and practical	questions	<b>Lecture and practical application</b>	Files and folders in a Windows 10 environment	Learn the difference between files and folders, and how to create .and open them	1	23
ral and practical	questions	<b>Lecture and practical application</b>	Files and folders in a	Learn the difference between files	1	24

		Windows 10 environment	and folders, and how to create .and open them		
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<b>Course evaluation .11</b>				
<b>the total</b>	<b>Final exam</b>	<b>Monthly test</b>	<b>Research and reports</b>	<b>presence And class participation</b>
<b>100</b>	<b>60</b>	<b>30</b>	<b>5</b>	<b>5</b>
<b>Learning and teaching resources .12</b>				
<b>The textbook, prepared by a group of college professors</b>		<b>if (methodology) Required textbooks (applicable (sources) Main references</b>		
		<b>Recommended supporting books and references (scientific journals, reports...)</b>		
<b>YouTube and Google, and the professor's .own YouTube channels for this</b>		<b>websites (references</b>		

Course Name .1
Jurisprudence of the Prophet's Biography with a Summary of the History of the Rightly Guided Caliphate
Course code .2
RPRO117
Semester/Year .3
2026-2025
Date this description was prepared .4
2025/10/1
Available forms of attendance .5
My presence
Number of study hours (total) / Number of units (total) .6

One hour per week, 30 hours per year					
.course coordinator (if there is more than one, please mention it) Name of the .7					
M.D. Adnan Ahmed Saleh :Name -1 adnan ahmid@imamaladham.edu.iq :tends A The letter					
objectives Course .8					
blessi An introduction to the biography of the Prophet (peace and ngs be upon him) from his birth to his death It also includes an introduction to his noble lineage, an explanatio n of the stages he went through before and during the mission, an d the most important lessons and wisdom that can be derived fro .m the different stages of his life				Course objectives	
Teaching and learning strategies .9					
Scientific lecture and discussion				strategy	
Course structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
			Introduction with a on the statement of importance studying biography	1	11/12 .1
questions Oral	Lecture and discussion	The importance of the Prophet's biography	Understanding the importance of the Prophet's biography	1	11/19 .2
questions Oral	Lecture and discussion	The scientific approach to studying the Prophet's biography	Learning about methods of studying the Prophet's biography	1	11/26 .3
questions Oral	discussion Lecture and	The Prophet's biography in light of modern methodologies	Getting acquainted with the modern study method	1	12/3 .4

questions Oral	Lecture and discussion	How do we study biography	Identifying the best way to study	1	12/10 .5
questions Oral	Lecture and discussion	The secret behind the choosing Arabian Peninsula	Understanding the geographical significance of the location of the Prophet's mission	1	12/17 .6
questions Oral	Lecture and discussion	Muhammad is the Seal of the Prophets	the Emphasizing need to know who the Seal of the Prophets is	1	12/24 .7
questions Oral	Lecture and discussion	of monotheism that remained in it	To know if there were any remnants -Islam in pre of Islamic society	1	12/31 .8
		exam		1	1/7 .9
questions Oral	Lecture and discussion	His lineage his birth, and his breastfeeding	Getting to know your lover	1	1/14 .10
questions Oral	Lecture and discussion	His journey to the Levant	the most Knowing important milestones of his life as a young man	1	1/21 .11
questions Oral	and discussion Lecture	His trade with Khadija's money and his marriage to her	Knowing the truthfulness and trustworthiness of the Messenger	1	1/28 .12
questions Oral	Lecture and discussion	His participation in the building of the Kaaba	Knowing the extent of the Prophet's wisdom while he was young	1	2/4 .13
questions Oral	Lecture and discussion	His seclusion in the cave of Hira	Understanding the Prophet's psychological state rejection and his of idol worship	1	2/11 .14
questions Oral	Lecture and discussion	Revelation began	Knowing the hardship involved in receiving revelation	1	2/18 .15
		exam		1	2/25 .16
			Spring break		3/4
questions Oral	Lecture and discussion	From mission to migration	Understanding the Prophet's suffering during his secret preaching	1	3/11 .17

questions Oral	Lecture and discussion	Publicly proclaiming the call		1	3/18 .18
questions Oral	Lecture and discussion	abuse	Understanding the suffering endured by the Prophet and his ﷺ companions when they openly proclaimed the message	1	3/25 .19
questions Oral	Lecture and discussion	Negotiation policy	Getting to know the wisdom of the ﷺ Prophet	1	4/1 .20
questions Oral	Lecture and discussion	economic blockade	and his companions went ﷺ through	1	4/8 .21
questions Oral	Lecture and discussion	First migration in Islam	Knowing ways to get rid of suffering	1	4/15 .22
questions Oral	Lecture and discussion	The first delegation to the Messenger of God, the year of sorrow	Recognizing the first signs of the spread of divine light	1	4/22 .23
		exam		1	4/29 .24
questions Oral	Lecture and discussion	The Prophet's migration to Ta'if	Knowing the harm that the Prophet in ﷺ suffered spreading the message	1	5/6 .25
questions Oral	Lecture and discussion	The miracle of Isra and Mi'raj	Knowing God's mercy towards His ﷺ Prophet	1	5/13 .26
		exam		1	5/20 .27
questions Oral	Lecture and discussion	The Prophet presented himself to the tribes	Recognizing the Prophet's to ﷺ dedication spreading his message	1	5/27 .28
questions Oral	Lecture and discussion	Sale of the second obstacle	Successive attempts to spread Islam	1	6/3 .29
		review		1	6/10 .30
		review		1	.31

Course evaluation .11

daily (oral questions) and monthly (students are tested The assessment is done several times each semester, each time the test is out of 15, then it is added and divided by the number of tests to help students raise their grades, in addition to 5 .(points added from the daily assessment and attendance

Learning and teaching resources .12	
Jurisprudence of the Prophet's Biography with a Summary of the History of the Rightly Guided Caliphate Bouti-Author : Dr. Muhammad Saeed Ramadan Al	Required textbooks (methodology, if applicable)
Various biographical works, for example, the biography of Ibn Hisham and others	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
<a href="https://search.yahoo.com/search?fr2">https://search.yahoo.com/search?fr2</a> The Prophet's Biography by Dr. Tariq Suwaidan <a href="https://search.yahoo.com/sea">https://search.yahoo.com/sea</a> Awadi-Biography Nabawiyya Nabil Al	Electronic references, websites

<b>Name Course .1</b>
<b>Educational Psychology</b>
<b>Course code .2</b>
<b>EAEP108</b>
<b>Semester/Year .3</b>
<b>2025-2026</b>
<b>Date this description was prepared .4</b>
<b>1/10/2025</b>
<b>:Available attendance formats .5</b>
<b>My presence</b>
<b>Number of study hours (total) / Number of units (total) .6</b>
<b>2</b>
<b>coordinator (if more than one name is Name of the course .7</b>
<b>(mentioned</b>

**Ahmed Khalaf / Lecturer M.D. Suad :Name -1  
: Email**

**Course objectives .8**

Achieving the goals of understanding and controlling educational phenomena

**Course objectives**

**Teaching and learning strategies .9**

**Lecture and discussion**

**strategy**

**Course structure .10**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Oral questions	Lecture and discussion	Psychology topics	Unit One	2	25
Oral questions	Lecture and discussion	Goals and importance of psychology		2	26
Oral questions	Lecture and discussion	Research Methods		2	27
Oral questions	Lecture and discussion	The concept and principles of growth	Unit Two	2	28
Oral questions	Lecture and discussion	Growth aspects		2	29
Oral questions	Lecture and discussion	of Stages growth		2	30
Oral questions	Lecture and discussion	What is intelligence	Unit Four	2	31
Oral questions	Lecture and discussion	measuring intelligence		2	32
Oral questions	Lecture and discussion	Heredity and intelligence		2	33
Oral questions	Lecture and discussion	The concept of motivation	Unit Five	2	34
Oral questions	Lecture and discussion	Classification of motives		2	35

Oral questions	Lecture and discussion	Learning motivation		2	36
Oral questions	and Lecture discussion	Thinking and learning	Unit Six	2	37
Oral questions	Lecture and discussion	Thinking patterns		2	38
Oral questions	Lecture and discussion	thinking skills		2	39
Oral questions	Lecture and discussion	critical thinking		2	40
Oral questions	Lecture and discussion	Definition and characteristics of problem solving	Unit Seven	2	41
Oral questions	Lecture and discussion	Types of problems		2	42
Oral questions	Lecture and discussion	-Problem solving obstacles		2	43
Oral questions	Lecture and discussion	Information processing trend	Unit Eight	2	44
Oral questions	Lecture and discussion	Forms of memory		2	45
Oral questions	Lecture and discussion	Forgetting and its theories		2	46
Oral questions	Lecture and discussion	Strategies to improve memory		2	47
Oral questions	Lecture and discussion	Applications		2	48

### Course evaluation .11

**to the assigned The grade is distributed out of 100 according to the tasks :student, as follows**

**Attendance, research, reports, monthly test, final exam, total  
100 60 30 5 5**

### Learning and teaching resources .12

<b>Educational Psychology: Theory and Application</b>	<b>Required textbooks (methodology, if applicable)</b>
<b>Evolutionary psychology in favor of Abu Jadu</b>	<b>Main references (sources)</b>
	<b>Recommended supporting books and (...journals, reports references (scientific</b>
<b>YouTube and Google</b>	<b>Electronic references, websites</b>

<b>: Course Name .1</b>	
<b>Jurisprudence/Choice for the Explanation of the Chosen</b>	
<b>Course code .2</b>	
<b>RWJ224</b>	
<b>: Chapter/Year .3</b>	
<b>2026-2025 First semester, academic year</b>	
<b>: Date this description was prepared .4</b>	
<b>AD 2025/10/1</b>	
<b>: Available attendance formats .5</b>	
<b>Safi</b>	
<b>: Total number of units / : Total number of study hours .6</b>	
<b>unitsFour Two hours</b>	
<b>Name of the course coordinator (if there is more than one, please mention .7</b>	
<b>.(it</b>	
<b>Dr. Talib Naji Alwan :Name -1</b>	
<b>dr.taLib.naje@imamaladham.edu.iq :tends A The letter</b>	
<b>objectives Course .8</b>	
<b>:After studying this course, the student should be able to</b>	<b>Course objectives</b>
<p>Islamic jurisprudence, the To become familiar with schools of jurisprudence, terminology and prominent figures .</p> <p>acts of worship, their concept, To become familiar with categories, evidence, and the wisdom behind their legitimacy .</p> <p>. it and the rulings related to To learn about purity .</p> <p>. and the rulings related to it To learn about prayer .</p> <p>.To love jurisprudence and acts of worship</p>	

.To link the legal ruling with its evidence  
To link the legal ruling with the wisdom behind its  
.legitimacy

**Teaching and learning strategies .9**

the lecture Giving  
Dialogue and discussion  
Question and Answer  
Summary of the lecture  
**strategy**

**Course structure .10**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
classroom - performance Exams	-Presentation Discussion	Introduction to science of the jurisprudence	Knowledge and understanding	2	the first
classroom - performance Exams	-Presentation Discussion	Introduction to the Hanafi School of Thought	Knowledge and understanding	2	the second
classroom - performance Exams	-Presentation Discussion	Definition of purification and its categories	Knowledge and understanding	2	the third
classroom - performance Exams	-Presentation Discussion	Rulings on ablution: its obligatory acts, recommended acts, and nullifiers	Knowledge and understanding	2	Fourth
classroom - performance Exams	-Presentation Discussion	Rulings on Ghusl (ritual bath): its obligatory acts and recommended practices	Knowledge and understanding	2	Fifth
classroom - performance Exams	-Presentation Discussion	S A Water, the purity of R A dead skins	Knowledge and understanding	2	Sixth
classroom - performance Exams	-Presentation Discussion	Tayammum, wiping over the socks	Knowledge and understanding	2	Seventh

classroom – performance Exams	–Presentation Discussion	Menstruation, postpartum bleeding, people with valid excuses	Knowledge and understanding	2	Eight
classroom – performance Exams	–Presentation Discussion	Impurity and its purification	Knowledge and understanding	2	Ninth
classroom – performance Exams	–Presentation Discussion	Definition of prayer, and the times of the five daily prayers	Knowledge and understanding	2	tenth
classroom – performance Exams	–Presentation Discussion	The preferred times for prayer, and the times when prayer is .disliked	Knowledge and understanding	2	eleventh
classroom – performance Exams	–Presentation Discussion	Adhan and Iqama	Knowledge and understanding	2	twelfth
classroom – performance Exams	– Presentation Discussion	What to do before prayer	Knowledge and understanding	2	thirteenth
classroom – performance Exams	–Presentation Discussion	Acts of Prayer	Knowledge and understanding	2	fourteenth
classroom – performance Exams	–Presentation Discussion	Witr prayer	Knowledge and understanding	2	fifteenth
classroom – performance Exams	–Presentation Discussion	Congregational prayer	Knowledge and understanding	2	Sixteenth
classroom – performance Exams	–Presentation Discussion	Making up missed prayers	Knowledge and understanding	2	seventeenth
classroom – performance Exams	–Presentation Discussion	Voluntary and prayers Tarawih prayers	Knowledge and understanding	2	eighteenth
classroom – performance Exams	–Presentation Discussion	Eclipse prayer prayer for and rain	Knowledge and understanding	2	nineteenth
classroom – performance Exams	–Presentation Discussion	Prostration of ' forgetfulness and	Knowledge and understanding	2	Twenty

		prostration of recitation			
classroom – performance Exams	– Presentation Discussion	Friday and Eid prayers	Knowledge and understanding	2	first-Twenty
classroom – performance Exams	–Presentation Discussion	Prayer of the sick, and prayer of the traveler	Knowledge and understanding	2	-Twenty second
classroom – performance Exams	–Presentation Discussion	Prayer of fear	Knowledge and understanding	2	-Twenty third
classroom – performance Exams	–Presentation Discussion	Funerals	Knowledge and understanding	2	-Twenty fourth

**Course evaluation .11**

**to assigned The grade is distributed out of 100 according to the tasks :the student, as follows**  
**Attendance, research, reports, monthly test, final exam, total**  
**100 60 30 5 5**

**Learning and teaching resources .12**

	<b>Required textbooks (methodology, if applicable)</b>
<b>Hanafi jurisprudence for Explaining the Chosen</b> <b>-Author: Abdullah ibn Mahmud ibn Mawdud al Mawsili</b>	<b>Main references (sources)</b>
<b>jurisprudence Hanafi</b> <b>The book: Guidance in explaining the beginning of the beginner</b> <b>-Jalil al-Abi Bakr ibn Abd al Author: Ali ibn Hasan Burhan -Marghinani , Abu al-Farghani al Din (d. 593 AH)-al</b> <b>Hanafi jurisprudence</b> <b>The Book: Jurisprudence of Worship According to the Hanafi School</b> <b>Halabi-Author: Hajja Najah Al</b>	<b>Recommended supporting books and references (scientific journals, reports...)</b>
<b>The Comprehensive Library website and the Waqf Library website</b>	<b>Electronic references, websites</b>

<b>Course Name .1</b>	
<b>Memorizing Hadith / First Stage</b>	
<b>Course code .2</b>	
<b>RHSC118</b>	
<b>Semester/Year .3</b>	
<b>2025 - 2026</b>	
<b>Date this description was prepared .4</b>	
<b>2025/10/1</b>	
<b>Available forms of attendance .5</b>	
<b>daily</b>	
<b>study hours (total) / Number of units (total) Number of .6</b>	
<b>2/2</b>	
<b>Name of the course coordinator (if there is more than one, please mention .7</b>	
<b>.(it</b>	
<b>M.M. Ghazi Faisal Mohammed :Name -1</b>	
<b>:tends A The letter</b>	
<b>objectives Course .8</b>	
<p>to aims</p> <ul style="list-style-type: none"> <li>• Introducing students to the noble Prophetic Hadith and its importance</li> <li>• Memorizing the sayings of the Prophet, peace and blessings be upon him</li> <li>• To learn about the relics of the Prophet, peace and blessings be upon him</li> <li>• Following the example of the Prophet, may God bless him and grant him peace, through understanding the noble Prophetic Hadith</li> </ul>	<b>Course objectives</b>
<b>Teaching and learning strategies .9</b>	

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Chapter One</b>					
Daily test Monthly test	a lecture discussion	Introduction to the Noble Prophetic Hadith	Definitions	4	.1
Daily test Monthly test	a lecture discussion	Reading, explaining and listening to the two hadiths (1 (and 2	Preservation		.2
Daily test Monthly test	a lecture discussion	Reading explaining and listening to Hadiths (3 (and 4	Preservation	4	.3
Daily test Monthly test	a lecture discussion	Reading, explaining and listening to Hadiths (5 (and 6	Preservation	4	.4
Daily test Monthly test	a lecture discussion	Reading, explaining and listening to Hadiths (7 (and 8	Preservation	4	.5
Daily test Monthly test	a lecture discussion	Reading, explaining and listening to Hadiths (9 (and 10	Preservation	4	.6
		Test 10 Hadiths	Preservation	4	.7
Daily test Monthly test	a lecture discussion	Reading explaining	Preservation	4	.8

			and listening to Hadiths (11 (and 12			
Daily test Monthly test	a lecture discussion	Reading, explaining and listening to Hadiths (13 (and 14	Preservation	4	.9	
Daily test Monthly test	a lecture discussion	Reading, explaining and listening to Hadiths (15 (and 16		4	.10	
Daily test Monthly test	a lecture discussion	Reading, explaining and listening to the two hadiths (17 (and 18	Preservation	4	.11	
Daily test Monthly test	a lecture discussion	Reading, explaining and listening to the two hadiths (19 (and 20	Preservation	4	.12	
Daily test Monthly test	a lecture discussion	Reading, explaining and listening to the two hadiths (21 (and 22	Preservation	4	.13	
Daily test Monthly test	a lecture discussion	Reading, explaining and listening to the two hadiths (23 (and 24	Preservation	4	.14	
		a test		4	.15	

			<b>Chapter Two</b>			
<b>Daily test</b> <b>Monthly test</b>	<b>a lecture</b> <b>discussion</b>	<b>Reading,</b> <b>explaining</b> <b>and listening</b> <b>to the two</b> <b>hadiths (25</b> <b>(and 26</b>	<b>Essential sciences</b> <b>for the</b> <b>interpreter</b>	<b>4</b>	<b>.1</b>	
<b>Daily test</b> <b>Monthly test</b>	<b>a lecture</b> <b>discussion</b>	<b>Reading,</b> <b>explaining</b> <b>and listening</b> <b>to the two</b> <b>hadiths (27</b> <b>(and 28</b>	<b>Qualities and</b> <b>manners of the</b> <b>interpreter</b>	<b>4</b>	<b>.2</b>	
<b>Daily test</b> <b>Monthly test</b>	<b>a lecture</b> <b>discussion</b>	<b>Reading,</b> <b>explaining</b> <b>and listening</b> <b>to the two</b> <b>hadiths (29</b> <b>(30 and</b>	<b>Qualities and</b> <b>manners of the</b> <b>interpreter</b>	<b>4</b>	<b>.3</b>	
<b>Daily test</b> <b>Monthly test</b>	<b>a lecture</b> <b>discussion</b>	<b>Reading,</b> <b>explaining</b> <b>and listening</b> <b>to Hadiths</b> <b>(and 32 31)</b>	<b>Methods of</b> <b>interpretation</b>	<b>4</b>	<b>.4</b>	
<b>Daily test</b> <b>Monthly test</b>	<b>a lecture</b> <b>discussion</b>	<b>Reading,</b> <b>explaining</b> <b>and listening</b> <b>to Hadiths</b> <b>(and 34 33)</b>	<b>Methods of</b> <b>interpretation</b>	<b>4</b>	<b>.5</b>	
		<b>a test</b>			<b>.6</b>	
<b>Daily test</b> <b>Monthly test</b>	<b>a lecture</b> <b>discussion</b>	<b>Reading,</b> <b>explaining</b> <b>and listening</b> <b>to the two</b> <b>hadiths (35</b> <b>(and 36</b>	<b>Methods of</b> <b>interpretation</b>	<b>4</b>	<b>.7</b>	
<b>Daily test</b> <b>Monthly test</b>	<b>a lecture</b> <b>discussion</b>	<b>Reading,</b> <b>explaining</b> <b>and listening</b> <b>to the two</b> <b>hadiths (37</b> <b>(and 38</b>	<b>Methods of</b> <b>interpretation</b>	<b>4</b>	<b>.8</b>	
<b>Daily test</b> <b>Monthly test</b>	<b>a lecture</b> <b>discussion</b>	<b>Reading,</b> <b>explaining</b> <b>and listening</b>	<b>Methods of</b> <b>interpretation</b>	<b>4</b>	<b>.9</b>	

			to Hadiths (and 40 39)			
Daily test Monthly test	a lecture discussion	Reading, explaining and listening to the two hadiths (41 (and 42	Methods of interpretation	4	.10	
Daily test Monthly test	a lecture discussion	Reading, explaining and listening to the two hadiths (43 (and 44	the Reasons for differences among the interpreters	4	.11	
		a test			.12	
Daily test Monthly test	a lecture Discussion	Reading, explaining and listening to the two hadiths (45 (and 46	the Reasons for differences among the interpreters	4	.13	
Daily test Monthly test	a lecture Discussion	Reading, explaining and listening to the two hadiths (47 (and 48	the Reasons for differences among the interpreters	4	.14	
Daily test Monthly test	a lecture Discussion	Reading, explaining and listening to the two hadiths (49 (and 50	the Reasons for differences among the interpreters	4	.15	
<b>General review</b>						
<b>Course evaluation</b>					<b>.1</b>	
5 : Attendance					•	
5 : Research and reports					•	
30 : Monthly test					•	
60 : Final exam					•	
100 : Total					•	
<b>Learning and teaching resources</b>					<b>.2</b>	

Memorizing 50 selected hadiths (approved by .(the college deanship	<b>Required textbooks (methodology, if applicable)</b>
	<b>Main references (sources)</b>
Sahih	<b>Recommended supporting books and references (scientific (...journals, reports</b>
	<b>Electronic references, websites</b>

<b>Course Name .1</b>
<b>Doctrine</b>
<b>code Course .2</b>
<b>Rdo116</b>
<b>Semester/Year .3</b>
<b>2026/2025</b>
<b>Date this description was prepared .4</b>
<b>2025/11/1</b>
<b>Available forms of attendance .5</b>
<b>Number of study hours (total) / Number of units (total) .6</b>
<b>hours 60</b>
<b>Name of the course coordinator (if there is more than one, please .7 .(mention it</b>
<b>M.M. Hussein Mahmoud Ali :Name -1 husainmahmud@imamaladham.edu.iq :tends A The letter</b>
<b>objectives Course .8</b>

Teaching students the principles of creedal science and .the study of hearsay	<b>Course objectives</b>
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**Teaching and learning strategies .9**

<b>Presenting the scientific material in a simplified manner -1</b> <b>Read the topic in the assigned book -2</b> <b>Explanation of the terms mentioned in the material -3</b> <b>Explanation of the scientific material according to its -4</b> <b>sections</b>	<b>strategy</b>
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**Course structure .10**

<b>Evalu ation Metho d</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Req uire d lear ning outc ome s</b>	<b>H o u r s</b>	<b>We ek</b>
		<b>Definition of doctrine</b>		<b>2</b>	<b>2025/9/28</b>
		<b>Names of the science of creed</b>		<b>2</b>	<b>10/5</b>
		<b>Characteristics of the doctrine</b>		<b>2</b>	<b>10/12</b>

		<b>Evidence for proving the doctrine</b>		<b>2</b>	<b>10/19</b>
		<b>The Quran's approach to presenting doctrine</b>		<b>2</b>	<b>10/26</b>
		<b>The state of beliefs during the time of the Prophet</b>		<b>2</b>	<b>11/2</b>
		<b>The need to believe in the Day of Judgment</b>		<b>2</b>	<b>11/9</b>
		<b>The Day of Judgment according to Muslims-non</b>		<b>2</b>	<b>11/16</b>
		<b>The meaning the Last of Day</b>		<b>2</b>	<b>11/23</b>
		<b>End of works</b>		<b>2</b>	<b>11/30</b>
		<b>The ruling on wishing for death</b>		<b>2</b>	<b>12/7</b>
		<b>The grave and the questioning</b>		<b>2</b>	<b>12/14</b>
		<b>The Resurrection</b>		<b>2</b>	<b>12/21</b>
		<b>The clock and its accessories</b>		<b>2</b>	<b>12/28</b>
		<b>Images and swarms</b>		<b>2</b>	<b>26/1/4</b>
		<b>Display and calculation</b>		<b>2</b>	<b>1/11</b>
		<b>The basin and its dependencies</b>		<b>2</b>	<b>2/1</b>

		<b>The scale and the weighed</b>		<b>2</b>	<b>2/8</b>
		<b>Hell and the descriptions of its inhabitants</b>		<b>2</b>	<b>2/15</b>
		<b>Descriptions of Hell and its state Her family</b>		<b>2</b>	<b>2/22</b>
		<b>Descriptions of the people of Paradise</b>		<b>2</b>	<b>3/1</b>
		<b>Description of Paradise and the state of its inhabitants</b>		<b>2</b>	<b>3/8</b>
		<b>The meaning of disbelief and its types</b>		<b>2</b>	<b>3/15</b>
		<b>Ruling on the perpetrator of a major sin</b>		<b>2</b>	<b>3/22</b>

**Course evaluation .11**

<b>the total</b>	<b>Final exam</b>	<b>Monthly test</b>	<b>Research and reports</b>	<b>presence</b>
<b>100</b>	<b>60</b>	<b>30</b>	<b>5</b>	<b>5</b>

**Learning and teaching resources .12**

<b>Douri-Islamic Creed / Dr. Qahtan Al</b>	<b>Required textbooks (methodology, (if applicable)</b>
<b>Nasafi's Creed-Commentaries on al</b>	<b>Main references (sources)</b>
<b>Explanation of the Jewel of Monotheism Laqqani-by Ibrahim Al</b>	<b>Recommended supporting books journals, and references (scientific (...reports</b>
<b>--</b>	<b>Electronic references, websites</b>

# Course description second stage for the

<b>.1 Course Name</b>
<b>Nasafi's Interpretation of the Revelation and the Realities–Al : Interpretation –Barakat Abdullah ibn Ahmad ibn Mahmud al–by Abu al ,of Interpretation Part Two – Nasafi</b>
<b>.2 Course code</b>
<b>REX210</b>
<b>.3 Semester/Year</b>
<b>2026/2025</b>
<b>.4 : Date this description was prepared</b>
<b>2025/10/1</b>
<b>.5 : Available attendance formats</b>
<b>My presence</b>
<b>.6 : Number of study hours (total) / Number of units (total)</b>
<b>2</b>
<b>.7 : Name of the course coordinator (if there is more than one, please state)</b>
<b>M.M. Tariq Ahmed Hussein / Lecturer :Name -1 :tends A The letter</b>
<b>.8 objectives Course</b>

<p style="text-align: center;">-Introducing students to Imam Al • s approach to interpretation, and 'Nasafi highlighting its linguistic, jurisprudential, and .doctrinal features</p> <p style="text-align: center;">To enable the student to understand the • -second part (Al prescribed verses from the .Baqarah) correctly</p> <p style="text-align: center;">Explaining the meanings of unfamiliar • vocabulary and Quranic terms used in the .interpretation</p> <p style="text-align: center;">Explaining the reasons for the revelation of • the verses and their importance in .understanding the text and discussing the statements Identifying • of the interpreters, and linking them to the . approved interpretive rules</p>	<p><b>Course objectives</b></p>
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<b>Teaching and learning strategies .9</b>	
<p>Layered " :through : Strategies for enabling understanding of verses the interpretation of the verse into by dividing : " analysis of the text overall , reason for revelation , grammar , Vocabulary : layers . interpretive rule , doctrinal/jurisprudential issue , meaning . This method prevents superficial reading starting This involves : based learning – Question s that' And that : the lesson with questions such as</p>	<p><b>strategy</b></p>

• ?Why was this restriction introduced  
 • ?Is this verse general or specific  
 • What impact did the reason for revelation have on the  
 • . with a direct explanation Let's start ?interpretation

**structure Course .10**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
	Classroom test	Presentation – Discussion	Welcome + Introduction to Science	4	the first
	Classroom test	Presentation – Discussion – Storytelling	-Surah Al Baqarah, interpretation -142 of verses 153	4	the second
	Classroom test	Presentation – Discussion	Interpretation -of verses 154 166	4	the third
	Classroom test	Presentation – Discussion	Welcome + Introduction to Science	4	the first
	Classroom test	Presentation – Discussion – Storytelling	-Surah Al Baqarah, interpretation -142 of verses 153	4	the second

	Classroom test	Presentation – Discussion	Interpretation –167 of verses 175	4	Fourth
	Classroom test	Presentation – Discussion	Interpretation of –verses 176 188	4	Fifth
	Classroom test	Presentation – Discussion	Interpretation -of verses 189 199	4	Sixth
	Questions, answers, and a scientific report		Review and test	4	Seventh
	Classroom test	Presentation – Discussion	Interpretation of –verses 200 211	4	Eighth
	Classroom test	The storytelling	Interpretation of –verses 212 220	4	Ninth
	Classroom test	The storytelling	Interpretation -of verses 222 235	4	tenth
	Classroom test	Presentation – Discussion	Interpretation -of verses 236 247	4	eleventh
	Classroom test	Presentation – Discussion	Interpretation -of verses 248 255	4	twelfth

	Classroom test	Presentation – Discussion	Interpretation -of verses 256 271	4	thirteenth
	Questions and Answers		Review and test	4	fourteenth
	test Term		Term test	4	fifteenth
					Chapter Two
	Classroom test	Presentation – Discussion	Interpretation of –verses 271 277	4	Sixteenth
	Classroom test	Presentation – Discussion	Interpretation of –verses 278 281	4	seventeenth
	Classroom test	Presentation – Discussion	Interpretation -of verses 282 286	4	eighteenth
	Classroom test	Presentation – Discussion	Surah Al Imran, interpretation 10-of verses 1	4	nineteenth
	Classroom test	Presentation – Discussion	Interpretation of 20–verses 11	4	Twenty
	Questions, answers, and a scientific report		Review and test	4	one–Twenty

	Classroom test	Presentation – Discussion	Interpretation –167 of verses 175	4	Fourth
	Classroom test	Presentation – Discussion	Interpretation of –verses 176 188	4	Fifth
	Classroom test	Presentation – Discussion	Interpretation -189 of verses 199	4	Sixth
	Questions, answers, and a scientific report		Review and test	4	Seventh
	Classroom test	Presentation – Discussion	Interpretation of –verses 200 211	4	Eighth
	Classroom test	The storytelling	Interpretation of –verses 212 220	4	Ninth
	Classroom test	The storytelling	Interpretation -of verses 222 235	4	tenth
	Classroom test	Presentation – Discussion	Interpretation -of verses 236 247	4	eleventh
	Classroom test	Presentation – Discussion	Interpretation -of verses 248 255	4	twelfth

	Classroom test	Presentation – Discussion – Storytelling	Interpretation -of verses 21 28	4	–Twenty second
	Classroom test	Presentation – Discussion – Storytelling	Interpretation of 35–verses 29	4	–Twenty third
	Classroom test	Presentation – Discussion – Storytelling	Interpretation of 45–verses 36	4	–Twenty fourth
	Classroom test	Presentation – Discussion – Storytelling	Interpretation -of verses 46 55	4	fifth–Twenty
	Classroom test	Presentation – Discussion	Interpretation -of verses 56 66	4	–Twenty sixth
	Classroom test	Presentation – Discussion	Interpretation -of verses 67 78	4	–Twenty seventh

	Classroom test	Presentation – Discussion	Interpretation of 92–verses 78	4	–Twenty eighth
	Questions and Answers		Review and test	4	–Twenty ninth
	Term test		Term test	4	thirty
	Classroom test	Presentation – Discussion – Storytelling	Interpretation -of verses 21 28	4	–Twenty second
	Classroom test	Presentation – Discussion – Storytelling	Interpretation of 35–verses 29	4	–Twenty third
	Classroom test	Presentation – Discussion – Storytelling	Interpretation of 45–verses 36	4	–Twenty fourth
	Classroom test	Presentation – Discussion – Storytelling	Interpretation -of verses 46 55	4	fifth–Twenty

	Classroom test	Presentation – Discussion	Interpretation -of verses 56 66	4	–Twenty sixth
	Classroom test	Presentation – Discussion	Interpretation -of verses 67 78	4	–Twenty seventh
	Classroom test	Presentation – Discussion	Interpretation of 92–verses 78	4	–Twenty eighth
	Questions and Answers		Review and test	4	–Twenty ninth
	Term test		Term test	4	thirty
	Classroom test	Presentation – Discussion – Storytelling	Interpretation -of verses 21 28	4	–Twenty second
	Classroom test	Presentation – Discussion – Storytelling	Interpretation of 35–verses 29	4	–Twenty third
	Classroom test	Presentation – Discussion	Interpretation of 45–verses 36	4	–Twenty fourth

		– Storytelling			
	Classroom test	Presentation – Discussion – Storytelling	Interpretation -of verses 46 55	4	fifth–Twenty
	Classroom test	Presentation – Discussion	Interpretation -of verses 56 66	4	–Twenty sixth
	Classroom test	Presentation – Discussion	Interpretation -of verses 67 78	4	–Twenty seventh
	Classroom test	Presentation – Discussion	Interpretation of 92–verses 78	4	–Twenty eighth
	Questions and Answers		Review and test	4	–Twenty ninth
	Term test		Term test	4	thirty
	Questions and Answers		Review and test	4	–Twenty ninth

### Course evaluation .11

the total	Final exam	Monthly test	Daily tests and activities	presence
100	60	30	5	5

### resources Learning and teaching .12

Nasafi's Interpretation of the Quran, –Al .Ta'wil–al Tanzil wa Haqa'iq–Madarik al	Required textbooks (methodology, (if applicable)
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<b>Barakat Abdullah ibn Ahmad –by Abu al Part Two – Nasafi–ibn Mahmud al</b>	
<b>Interpretation , Tabari–Al explanation The Interpretation , Razi–Al The big one Zuhayli–Al Gift For the doctor Illuminator</b>	<b>Main references (sources)</b>
<b>Books of interpretation and research –of Surah Al related to the interpretation Baqarah</b>	<b>Recommended supporting books and references (scientific journals, (...reports</b>
<b>The Comprehensive Library website and the Waqf Library website</b>	<b>Electronic references, websites</b>

<b>Course Name .1</b>
<b>Jurisprudence and Inheritance for the Second Stage</b>
<b>Course code .2</b>
<b>RPSJ322</b>
<b>Semester/Year .3</b>
<b>2026-2025</b>
<b>description was prepared Date this .4</b>
<b>2025/10/1</b>
<b>Available forms of attendance .5</b>

**Classroom lectures****Number of study hours (total) / Number of units (total) .6****Number of hours: 23 / Number of units: 38****Name of the course coordinator (if there is more than one, please .7  
.(mention it****Dr. Ibrahim Nouri Yahya :Name -1  
ibrahim.nuri@imamaladham.edu.iq : A'a- Al****objectives Course .8**

he course aims to introduce the student to the importance of Islamic jurisprudence  
 on family law related to marriage, divorce, The course aims to educate the student  
 .and inheritance  
 This material aims to highlight the most significant obstacles that hinder the life  
 .of the Muslim family

**Course objectives****Teaching and learning strategies .9**

Knowledge and understanding -A  
 the student to understand the subject of family Enabling -A1  
 jurisprudence  
 To enable the student to be familiar with the details of each -A2  
 part of the jurisprudence related to marriage, divorce and  
 .inheritance  
 specific skills-b) Subject  
 le to know the Sharia rulings related to The student must be -B1  
 . the subject  
 The student must be able to prepare scientific reports in the -B2  
 .subject of Islamic jurisprudence  
 That the student be able to teach the subject of jurisprudence -B3

**strategy**

## Course structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom -performance exams	–Presentation –Discussion Listening	Welcome + Introduction to Science	<b>Encouraging the pursuit of knowledge</b>	2	the first
Classroom -performance exams	–Presentation –Discussion Listening	Definition of the marriage contract and its provisions	<b>Identifying the material</b>	2	the second
Classroom -performance exams	–Presentation –Discussion Listening	Sermon introductions	<b>Statement of the ruling on sermon</b>	2	the third
Classroom -performance exams	–Presentation –Discussion Listening	Reasons for inheritance	<b>Definition of the reasons for inheritance</b>	2	Fourth
Classroom - performance exams		Review and test	<b>Review previous information</b>	2	Fifth
Classroom -performance exams	–Presentation –Discussion Listening	Contract elements and conditions	<b>Definition of the elements of a contract</b>	2	Sixth
Classroom -performance exams	–Presentation – Discussion Listening	Male and female heirs	<b>Introducing the heirs (male and female)</b>	2	Seventh
Classroom -performance exams	–Presentation –Discussion Listening	Review and test	<b>Confirming previous information</b>	2	Eighth
Classroom -performance exams	–Presentation –Discussion Listening	Guardianship and agency in the contract	<b>Statement of Guardianship Provisions</b>	2	Ninth
Classroom -performance exams	–Presentation –Discussion Listening	Blocking and its types	<b>Knowing the rules of hijab</b>	2	tenth
Classroom -performance exams	–Presentation –Discussion Listening	Dowry and its rulings	<b>Knowing the rulings on dowry</b>	2	eleventh

Classroom -performance exams	–Presentation –Discussion Listening	Alimony and its rulings	<b>Understanding the rules of alimony</b>	2	twelfth
Classroom -performance exams	–Presentation –Discussion Listening	Alimony and its rulings	<b>Understanding the rules of alimony</b>	2	thirteenth
Classroom - performance exams	–Presentation –Discussion Listening	Issues related to inheritance	<b>Introduction to general issues in inheritance</b>	2	fourteenth
		First semester exams	<b>Save previous information</b>	2	fifteenth
Classroom -performance exams	–Presentation –Discussion Listening	Rights of husband and wife	<b>Statement of the wife's rights</b>	2	Sixteenth
Classroom -performance exams	–Presentation –Discussion Listening	Marriage differences	<b>A statement of the types of differences between spouses</b>	2	seventeenth
Classroom -performance exams	–Presentation –Discussion Listening	Wills and their provisions	<b>Statement of the most important issues of the will</b>	2	eighteenth
Classroom -performance exams	–Presentation –Discussion Listening	Divorce and its rulings	<b>Divorce rulings</b>	2	nineteenth
Classroom -performance exams	–Presentation –Discussion Listening	Types of divorce	<b>Types of divorce</b>	2	Twenty
Classroom -performance exams	–Presentation –Discussion Listening	Review and test	<b>Confirming previous information</b>	2	one-Twenty
Classroom -performance exams	–Presentation –Discussion Listening	Inheritance by agnatic kinship	<b>Statement of types of nerves</b>	2	-Twenty second
Classroom -performance exams	–Presentation –Discussion Listening	Separation by court order	<b>Statement of separation effected by the judiciary</b>	2	-Twenty third

Classroom -performance exams	-Presentation -Discussion Listening	The waiting period and its rulings, and the rulings on lineage	<b>Statement of the rules of the waiting period</b>	2	-Twenty fourth
Classroom -performance exams	-Presentation -Discussion Listening	Review and test	<b>Information installation</b>	2	fifth-Twenty
Classroom -performance exams	-Presentation -Discussion Listening	Review and test	<b>Information installation</b>	2	-Twenty sixth
Classroom -performance exams	-Presentation -Discussion Listening	Review and test	<b>Information installation</b>	2	-Twenty seventh
Classroom -performance exams		Review and test	<b>Information installation</b>	2	-Twenty eighth
Classroom -performance exams		Review and test	<b>Information installation</b>	2	-Twenty ninth
		Review and test	<b>Information installation</b>	2	thirty

**Course evaluation .11**

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

**Daily, monthly, term, and final tests -1**  
**Classroom discussion -2**  
**Classroom assignments -3**  
**Scientific reports -4**

**Learning and teaching resources .12**

Personal Status in Jurisprudence, Judiciary, Kubaisi, -and Law, Part One, by Ahmad al Mardani-Rahbiyya , by al-Explanation of al	<b>Required textbooks (methodology, (if applicable</b>
<b>The selection for explaining the chosen Hanafi -Mawsili al-one by Abdullah al and the commentaries on the book, and Rahbiyya by Dr. -the explanation of al Rawi-Mukhlis Mawlud al</b>	<b>(sources) Main references</b>

The Comprehensive Library website and the Waqf Library website	<b>Recommended supporting books and references (scientific journals (...reports</b>
The Comprehensive Library website and the Waqf Library website	<b>Electronic references, websites</b>

<b>Course Name .1</b>	
<b>English language</b>	
<b>Fundamentals of Religion For the second stage, the Department of</b>	
<b>Course code .2</b>	
<b>EAEL206</b>	
<b>Semester/Year .3</b>	
<b>2025-2026</b>	
<b>Date this description was prepared .4</b>	
<b>1/10/2025</b>	
<b>:Available attendance formats .5</b>	
<b>My presence</b>	
<b>Number of study hours (total) / Number of units (total) .6</b>	
<b>2</b>	
<b>if more than one name is ) Name of the course coordinator .7</b>	
<b>(mentioned</b>	
<b>M.M. Mohamed Abdelwahab Ahmed / Lecturer :Name -1</b>	
<b>: Email</b>	
<b>Course objectives .8</b>	
<b>.Learn English, conversational skills, and social interaction</b>	<b>Course objectives</b>
<b>Teaching and learning strategies .9</b>	
<b>discussion Lecture and</b>	<b>strategy</b>

**Course structure .10**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Oral questions	Lecture and discussion	Getting to know you	Unit One	2	1
Oral questions	Lecture and discussion	practice		2	2
Oral questions	Lecture and discussion	vocabulary		2	3
Oral questions	Lecture and discussion	The way we live	Unit Two	2	4
Oral questions	Lecture and discussion	practice		2	5
Oral questions	Lecture and discussion	vocabulary		2	6
Oral questions	Lecture and discussion	It all went wrong	Unit Three	2	7
Oral questions	Lecture and discussion	practice		2	8
Oral questions	Lecture and discussion	practice		2	9
Oral questions	Lecture and discussion	Let's go shopping	Unit Four	2	10
Oral questions	Lecture and discussion	vocabulary		2	11
Oral questions	Lecture and discussion	practice		2	12
Oral questions	Lecture and discussion	practice		2	13
Oral questions	Lecture and discussion	Tell me what it's like	Unit Six	2	14
Oral questions	Lecture and discussion	Practice		2	15
Oral questions	Lecture and discussion	vocabulary		2	16

Oral questions	Lecture and discussion	practice		2	17
Oral questions	Lecture and discussion	fame	Unit Seven	2	18
Oral questions	Lecture and discussion	practice		2	19
Oral questions	Lecture and discussion	practice		2	20
Oral questions	Lecture and discussion	vocabulary		2	21
Oral questions	Lecture and discussion	Units One and Two	review	2	22
Oral questions	Lecture and discussion	Units three and four		2	23
Oral questions	Lecture and discussion	Units six and seven		2	24

**Course evaluation .11**

**to the assigned The grade is distributed out of 100 according to the tasks :student, as follows**

**Attendance, research papers, monthly test reports, final exam, total  
100 60 30 5 5**

**Learning and teaching resources .12**

<b>New headway plus/beginner</b>	<b>Required textbooks (methodology, if applicable)</b>
	<b>Main references (sources)</b>
	<b>Recommended supporting books and references (scientific journals, (...reports</b>
<b>YouTube and Google</b>	<b>Electronic references, websites</b>

**Course Name .1**

**Computer 2**

**Course code .2**

<b>EACS208</b>	
<b>Semester/Year .3</b>	
<b>2026-2025</b>	
<b>Date this description was prepared .4</b>	
<b>2025/10/1</b>	
<b>: Available attendance formats .5</b>	
<b>My presence: theoretical and practical</b>	
<b>of units (total) Number of study hours (total) / Number .6</b>	
<b>One hour</b>	
<b>than one name is More (if applicable) Name of course coordinator .7</b>	
<b>(mentioned</b>	
<b>M.M. Mohamed Abdelwahab Ahmed / Lecturer :Name -1</b>	
<b>: Email</b>	
<b>Course objectives .8</b>	
and Microsoft 2019 Enabling the student to use both Microsoft Word .Presentations 2019	<b>Course objectives</b>
<b>Teaching and learning strategies .9</b>	
<b>Lecture and practical application</b>	<b>strategy</b>

**Course structure .10**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
ral and practical questions	Lecture and practical application	Word 2010 word : processor Application concept	Understanding concept of the the Microsoft Word application, how to run it,	<b>1</b>	<b>1</b>

			Run the application Tapes and tools Title bar Quick Access Toolbar	and its .environment		
ral and practical questions	Lecture and practical application		Tabs File tab scroll bar Status bar ruler	Understanding tabs, scroll bars, and the ruler	1	2
ral and practical questions	Lecture and practical application		Working with the Word 2010 :application Create a new document Change document name Inserting text into the document Save document Close the app Document display methods Adjust page zoom level	Learn how to create a new document, how to write in it, how to save it, and how to close view and .the document	1	3
and Oral practical questions	Lecture and practical application		Text :processing Text selection Text replacement Copying texts Text transfer Delete texts	Learn how to select, replace, copy, move, and delete text, and how to .undo and redo	1	4

			withdrawal and redo			
ral and practical questions	Lecture and practical application	Text :formatting Change font size Change font type Change font color	Learn how to change font size, type, and color	<b>1</b>	<b>5</b>	
ral and practical questions	Lecture and practical application	Adjusting text height Copy format Remove formatting	Learn how to raise text, and how to copy remove and .formatting	<b>1</b>	<b>6</b>	
ral and practical questions	Lecture and practical application	character case Insert code Text alignment	Learn how to change character case, insert symbols, .and align text	<b>1</b>	<b>7</b>	
ral and practical questions	Lecture and practical application	Digital lists Bullet lists	Learn how to insert numbered and bulleted lists	<b>1</b>	<b>8</b>	
ral and practical questions	Lecture and practical application	Add borders around text or a page Add text shading Search and replace	Learn how to add borders and shading around text and the page, and how to search and .replace text	<b>1</b>	<b>9</b>	
ral and practical questions	Lecture and practical application	:Tables Insert table Enter text about a table Insert rows and columns Delete rows and columns	Understanding how to handle the schedule in all its details	<b>1</b>	<b>10</b>	

			Moving the table Selecting cells in the table Merge table cells			
ral and practical questions	Lecture and practical application	Print document	Learn how to print the document	1	11	
ral and practical questions	Lecture and practical application	Microsoft PowerPoint What is presentation software PowerPoint Features Uses of PowerPoint	Learn about Microsoft PowerPoint, its features and uses	1	12	
ral and practical questions	Lecture and practical application	Getting started with the app PowerPoint window components Insert elements into the slide Slide design Slide preview Spelling check Save presentation Close the app	Learn how to get started with the application, how to insert, design, and preview elements in a slide, and how to save and close the presentation.	1	13	
ral and practical questions	Lecture and practical application	Keyboard shortcuts	Learning keyboard shortcuts	1	14	
ral and practical questions	Lecture and practical application	Fundamentals :learning-of e	Learn how to create an email	1	15	

		Create an email account Send messages	account and send emails		
ral and practical questions	Lecture and practical application	Dealing with the classroom	Learn how to use the classroom	1	16
ral and practical questions	Lecture and practical application	Artificial intelligence vocabulary	Understanding artificial intelligence vocabulary	1	1

**evaluation Course .11**

<b>the total</b>	<b>Final exam</b>	<b>Monthly test</b>	<b>Research and reports</b>	<b>presence And class participation</b>
<b>100</b>	<b>60</b>	<b>30</b>	<b>5</b>	<b>5</b>

**Learning and teaching resources .12**

<b>The first part of the Holy Quran, and the Ghouthani-rules by Al book of Tajweed</b>	<b>if (methodology) Required textbooks (applicable</b>
	<b>( sources) Main references</b>
	<b>Recommended supporting books and references (scientific journals, (...reports</b>
<b>YouTube and Google, and the professor's .own YouTube channels for this</b>	<b>websites ( references</b>

**Course Name .1**

**right to freedom in the world The**

**Course code .2**

		/
<b>Semester/Year</b>		<b>.3</b>
		<b>2026-2025</b>
<b>Date this description was prepared</b>		<b>.4</b>
		<b>2025/10/1</b>
<b>Available forms of attendance</b>		<b>.5</b>
		<b>My presence</b>
<b>Number of study hours (total) / Number of units (total)</b>		<b>.6</b>
		<b>hour / 2 units 1</b>
<b>course coordinator (if there is more than one, please Name of the</b>		<b>.7</b>
		<b>.(mention it</b>
<b>Khaled Maarouf Lafteh .A.M.D Name -1</b>		
<b>dr.kalid.marouf@imamaladham.edu.iq :tends A The letter</b>		
<b>objectives Course</b>		<b>.8</b>
<p>the right to of studying the importance The student should know .freedom</p> <p>The student should understand the meaning of freedom, its .development, and its limitations</p> <p>Islamic law The student should differentiate between freedom in .and Western thought</p> <p>.of freedoms in Islam the types The student should know</p> <p>The student should learn about the rulings concerning certain .public and private freedoms</p> <p>The student should value his religion in the completeness of .its sources and the absence of distortion of the Holy Quran</p>	<b>Course objectives</b>	
<b>Teaching and learning strategies</b>		<b>.9</b>
	Lecture method	<b>strategy</b>
	Discussion method	
<b>Course structure</b>		<b>.10</b>

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance	Discussion-Lecture	Welcoming and providing students with curriculum vocabulary	The student should understand what He received it through a .lecture	<b>1</b>	<b>1</b>
Classroom performance	Discussion-Lecture	Freedom, the inseparable link between freedom and equality, the legislative value of freedom	The student should understand what He received it through a .lecture	<b>1</b>	<b>2</b>
Classroom performance	Discussion-Lecture	The meaning of freedom, the relativity of freedom	The student should understand what He received it through a .lecture	<b>1</b>	<b>3</b>
Classroom performance	Discussion-Lecture	The concept of freedom has evolved in the modern .era	The student should understand what He received it through a .lecture	<b>1</b>	<b>4</b>
Classroom performance	Discussion-Lecture	Protecting freedoms and in Islam rights guidelines ‘ for exercising freedoms	The student should understand what	<b>1</b>	<b>5</b>

			He received it through a .lecture		
Classroom s -performance	Discussion-Lecture	Guarantees of freedom, legally and religiously	The student should understand what He received it through a .lecture	<b>1</b>	<b>6</b>
Classroom s -performance	Discussion-Lecture	of Types freedoms	The student should understand what He received it through a .lecture	<b>1</b>	<b>7</b>
Classroom s -performance	Discussion-Lecture	Characteristics and types of freedom	The student should understand what He received it through a .lecture	<b>1</b>	<b>8</b>
Classroom s -performance	Discussion-Lecture	Types of freedom and their importance	The student should understand what He received it through a .lecture	<b>1</b>	<b>9</b>
Classroom s -performance	Discussion-Lecture	The nature of freedoms in Islam	The student should understand what He received it through a .lecture	<b>1</b>	<b>10</b>
Classroom s -performance	Discussion-Lecture	The implications of recognizing	The student should	<b>1</b>	<b>11</b>

			personal freedom in Islam	understand what received it He through a .lecture		
Classroom s -performance	Discussion-Lecture		law Islamic remain silent on the permissibility of slavery	The student should understand what He received it through a .lecture	<b>1</b>	<b>12</b>
Classroom s -performance	Discussion-Lecture		Political freedom: its manifestations and types	The student should understand what He received it through a .lecture	<b>1</b>	<b>13</b>
Classroom s -performance	Discussion-Lecture		Restrictions on this freedom	The student should understand what He received it through a .lecture	<b>1</b>	<b>14</b>
			<b>review</b>		<b>1</b>	<b>15</b>
Classroom s -performance	Discussion-Lecture		The reality of freedom of opinion in Islamic eras	The student should understand what He received it through a .lecture	<b>1</b>	<b>1</b>
Classroom s -performance	Discussion-Lecture		Freedom of publication and the press, freedom of assembly and association,	The student should understand what	<b>1</b>	<b>2</b>

			the right to dissent	He received it through a .lecture		
Classroom s -performance	Discussion-Lecture		Freedom of belief and the granting of this freedom, freedom of religion	The student should understand what He received it through a .lecture	<b>1</b>	<b>3</b>
Classroom s -performance	Discussion-Lecture		Regulations for exercising freedom of belief and worship	student The should understand what He received it through a .lecture	<b>1</b>	<b>4</b>
Classroom s -performance	Discussion-Lecture		Freedom of political participation	The student should understand what He received it through a .lecture	<b>1</b>	<b>5</b>
Classroom s -performance	Discussion-Lecture		and Islam political despotism	The student should understand what He received it through a .lecture	<b>1</b>	<b>6</b>
Classroom s -performance	Discussion-Lecture		Freedoms in the general sense	The student should understand what He received it through a .lecture	<b>1</b>	<b>7</b>
Classroom s -performance	Discussion-Lecture		Environmental protection in Islamic law	The student should	<b>1</b>	<b>8</b>

				understand what He received it through a .lecture		
Classroom s -performance	Discussion-Lecture	Humans and the environment		The student should understand what He received it through a .lecture	<b>1</b>	<b>9</b>
Classroom s -performance	Discussion-Lecture	law on Islamic environmental protection		The student should understand what He received it through a .lecture	<b>1</b>	<b>10</b>
Classroom s -performance	Discussion-Lecture	Freedoms with a specific meaning, freedom of interpretation		The student should understand what He received it through a .lecture	<b>1</b>	<b>11</b>
Classroom s -performance	Discussion-Lecture	Women's freedom		The student should understand what He received it through a .lecture	<b>1</b>	<b>12</b>
Classroom s -performance	Discussion-Lecture	Women's rights in Islam		The student should understand what He received it through a .lecture	<b>1</b>	<b>13</b>

Classroom s -performance	Discussion-Lecture	Balancing the three trends in the right to freedom	The student should understand what He received it through a .lecture	1	14
		review		1	15

**Course evaluation .11**

Midterm exam

**Learning and teaching resources .12**

<b>Dr. -The Right to Freedom in the World Zuhayli-Wahba Al</b>	<b>Required textbooks (methodology, (if applicable</b>
	<b>Main references (sources)</b>
	<b>Recommended supporting books references (scientific journals, and (...reports</b>
	<b>Electronic references, websites</b>

**Course Name .1**

**Baathist crimes**

**Course code .2**

<b>Ministerial mandate</b>	
<b>Semester/Year</b> .3	
<b>2026-2025</b>	
<b>Date this description was prepared</b> .4	
<b>2025/10/1</b>	
<b>Available forms of attendance</b> .5	
<b>My presence</b>	
<b>Number of study hours (total) / Number of units (total)</b> .6	
<b>hour / 2 units</b> 1	
<b>Name of the course coordinator (if there is more than one, please mention</b> .7	
<b>.(it</b>	
<b>M.M. Hussein Mahmoud Ali :Name -1</b> <b>husainmahmud@imamaladham.edu.iq :tends A The letter</b>	
<b>objectives Course</b> .8	
<p>The student will become aware of the negative effects of the authoritarian policies of the defunct Ba'ath Party regime</p> <p>The student should be able to identify the negative .Party regime effects left behind by the defunct Baath</p> <p>.I practice dialogue based on respect for others</p> <p>To show respect and interest in religious rites</p>	<b>Course objectives</b>
<b>Teaching and learning strategies</b> .9	
<b>Lecture method</b> <b>Method of dialogue and discussion</b>	<b>strategy</b>

## Course structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom -performance exams	-Lecture Discussion	Definition of crime	The student should understand what He received it through a .lecture	1	the first
Classroom -performance exams	-Lecture Discussion	Types of international crimes	The student should understand what He received it through a .lecture	1	<b>the second</b>
Classroom -performance exams	-Lecture Discussion	Decisions issued by the Supreme Court Criminal	The student should understand what He received it through a .lecture	1	<b>the third</b>
Classroom -performance exams	-Lecture Discussion	Psychological crimes	The student should understand what He received it through a .lecture	1	<b>Fourth</b>
Classroom -performance exams	-Lecture Discussion	The Ba'athist regime's stance on religion	The student should understand what received it He through a .lecture	1	<b>Fifth</b>
Classroom -performance exams	-Lecture Discussion	Images of human rights violations and crimes of authority	The student should understand what	1	<b>Sixth</b>

			He received it through a .lecture		
Classroom -performance exams	-Lecture Discussion	Images of human rights violations and crimes of authority	The student should understand what He received it through a .lecture	1	<b>The Saie</b>
Classroom -performance exams	-Lecture Discussion	Some decisions regarding the political and military violations of the Ba'ath regime	The student should understand what He received it through a .lecture	1	<b>Eighth</b>
Classroom -performance exams	-Lecture Discussion	Some decisions regarding the political and military violations of the Ba'ath regime	The student should understand what received it He through a .lecture	1	<b>Ninth</b>
Classroom -performance exams	-Lecture Discussion	Environmental crimes	The student should understand what He received it through a .lecture	1	<b>tenth</b>
Classroom -performance exams	-Lecture Discussion	destruction of cities and villages	The student should understand what He received it through a .lecture	1	<b>eleventh</b>
Classroom -performance exams	-Lecture Discussion	draining the marshes	The student should understand what He received it through a .lecture	1	<b>twelfth</b>
Classroom -performance exams	-Lecture Discussion	Clearing palm groves, trees and crops	The student should	1	<b>thirteenth</b>

			understand what He received it through a .lecture		
		review	The student should understand what He received it through a .lecture	1	<b>fourteenth</b>
		review	The student should understand what He received it through a .lecture	1	<b>fifteenth</b>
					<b>End of Chapter One</b>
Classroom -performance exams	-Lecture Discussion	mass graves	The student should understand what He received it through a .lecture	1	the first
Classroom -performance exams	-Lecture Discussion	Genocide graves for the events of 1963	The student should understand what He received it through a .lecture	1	<b>the second</b>
Classroom -performance exams	-Lecture Discussion	Mass graves of genocide committed by the Ba'ath regime	The student should understand what He received it through a .lecture	1	<b>the third</b>
Classroom -performance exams	-Lecture Discussion	Genocide graves of victims of the uprising	The student should understand what	1	<b>Fourth</b>

		Sha'baniyah of 1991	He received it through a .lecture		
		review	The student should understand what He received it a through .lecture	1	<b>Fifth</b>
		review	The student should understand what He received it through a .lecture	1	<b>Sixth</b>
		review	The student should understand what He received it through a .lecture	1	<b>The Saie</b>
					<b>Eighth</b>
					<b>Ninth</b>
					<b>tenth</b>
					<b>eleventh</b>
					<b>twelfth</b>
					<b>thirteenth</b>
					<b>fourteenth</b>
					<b>fifteenth</b>

**Course evaluation .11**

Classroom discussion  
Term exams

**Learning and teaching resources .12**

<b>Ministerial mandate</b>	<b>Required textbooks (methodology, (if applicable)</b>
	<b>Main references (sources)</b>
	<b>Recommended supporting books and references (scientific journals, (...reports</b>
	<b>Electronic references, websites</b>

<b>Course Name</b>	<b>.1</b>
<b>Recitation and Memorization / Stage Two</b>	
<b>Course code</b>	<b>.2</b>
<b>EAQM202</b>	
<b>Semester/Year</b>	<b>.3</b>
<b>2025 - 2026</b>	
<b>Date this description was prepared</b>	<b>.4</b>
<b>2025/10/1</b>	
<b>Available forms of attendance</b>	<b>.5</b>
<b>daily</b>	
<b>Number of study hours (total) / Number of units (total)</b>	<b>.6</b>
<b>2/2</b>	
<b>Name of the course coordinator (if there is more than one, please mention</b>	<b>.7</b>
<b>.(it</b>	
<b>M.M. Radwan Hamid Muhammad :Name -1 radwan.hamid@imamaladham.edu.iq :tends A The letter</b>	
<b>objectives Course</b>	<b>.8</b>

<p>Introducing students to the importance of the science of Tajweed and the method of memorizing the Holy Quran</p> <ul style="list-style-type: none"> <li>• Learning the rules of Tajweed at this level</li> <li>• Applying the rules of Tajweed to the verses that need to be memorized</li> <li>• Supporting secondary schools, universities and the next generation</li> </ul> <p>With skilled teachers to educate the next generation</p>	<p>to aims</p> <p><b>Course objectives</b></p>
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**Teaching and learning strategies .9**

<p>Learning and teaching methods used</p> <ul style="list-style-type: none"> <li>-1 Lecture and presentation method</li> <li>-2 Inductive method</li> <li>-3 Discussion method</li> <li>-4 How to use modern technology</li> </ul> <p>Evaluation methods</p> <ul style="list-style-type: none"> <li>-1 Daily tests</li> <li>-2 Monthly tests</li> <li>-3 Preparing scientific research and reports by the student</li> </ul>	<p><b>strategy</b></p>
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**Course structure .10**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
<b>Chapter One</b>					
Classroom –performance exams	–Presentation –Discussion Listening	Welcoming the students and an introduction to the articulation of letters		2	the first
Classroom –performance exams	–Presentation –Discussion Listening	Cavity + Throat + Application		2	the second
Classroom –performance exams	–Presentation –Discussion Listening	Tongue + App		2	the third

Classroom –performance exams	–Presentation – Discussion Listening	Tongue + Review		2	Fourth
Classroom –performance exams	–Presentation –Discussion Listening	Lips + Application		2	Fifth
Classroom –performance exams	–Presentation –Discussion Listening	The gill + application		2	Sixth
Classroom –performance exams	–Presentation –Discussion Listening	review		2	Seventh
Classroom –performance exams	–Presentation –Discussion Listening	Written + Oral Exam		2	Eighth
Classroom –performance exams	–Presentation – Discussion Listening	Introduction to the characteristics of letters		2	Ninth
Classroom –performance exams	–Presentation –Discussion Listening	Contrasting qualities + whispering + voicing		2	tenth
Classroom –performance exams	–Presentation –Discussion Listening	Severity + laxity + arrogance		2	eleventh
Classroom –performance exams	–Presentation –Discussion Listening	App + Review		2	twelfth
Classroom –performance exams	–Presentation –Discussion Listening	Independence		2	thirteenth
Classroom –performance exams	– Presentation –Discussion Listening	Closure + Opening		2	fourteenth
–	–	First semester exams		2	fifteenth
<b>Chapter Two</b>					
Classroom –performance exams	–Presentation –Discussion Listening	The slip + the deafness		2	Sixteenth
Classroom –performance exams	– Presentation –Discussion Listening	review		2	seventeenth

Classroom -performance exams	-Presentation -Discussion Listening	The adjective that has no opposite: whistling		2	eighteen
Classroom -performance exams	-Presentation -Discussion Listening	Qalqalah		2	nineteen
Classroom -performance exams	-Presentation -Discussion Listening	Softness + Deviation + Refining		2	Twenty
Classroom -performance exams	-Presentation -Discussion Listening	Outbreak + Elongation		2	one-Twenty
Classroom -performance exams	-Presentation -Discussion Listening	Review + Application		2	-Twenty second
Classroom -performance exams	-Presentation -Discussion Listening	Pausing and Resuming Recitation and the Ruling on Learning It		2	-Twenty third
Classroom -performance exams	-Presentation -Discussion Listening	Introduction to some definitions and categories of endowments		2	-Twenty fourth
Classroom -performance exams	- Presentation -Discussion Listening	Rules regarding the opening verses of the chapters + memorization (-126) of verses (135		2	fifth-Twenty
Classroom -performance exams	-Presentation -Discussion Listening	Complete, sufficient, good, and bad pauses		2	-Twenty sixth
Classroom -performance exams	-Presentation -Discussion Listening	Voluntary suspension + Forced suspension + Arbitrary suspension		2	-Twenty seventh
Classroom -performance exams	-Presentation -Discussion Listening	How to stand correctly, with the sounds of		2	-Twenty eighth

		the mouth and the nasal sound			
Classroom –performance exams	–Presentation –Discussion Listening	Review and test		2	-Twenty nint
–	–	Second semester exams		2	thirty
General review					

### Course evaluation .3

- 5 : Attendance •
- 5 : Research and reports •
- 30 : Monthly test •
- 60 : Final exam •
- 100 : Total •

### Learning and teaching resources .4

Ghouthani-Al -Rules of Tajweed	<b>Required textbooks (methodology, if applicable)</b>
The ultimate goal of the seeker in the science of Tajweed •	<b>Main references (sources)</b>
	<b>Recommended supporting books and references (scientific (...journals, reports</b>
	<b>Electronic references, websites</b>

### Course Name .1

**Introduction to the Study of Islamic Thought for the Second Stage,  
Department of Fundamentals of Religion**

### Course code .2

**RCIT121**

### Semester/Year .3

**2025-2026**

<b>prepared Date this description was</b> .4	
1/10/2025	
<b>:Available attendance formats</b> .5	
My presence	
<b>Number of study hours (total) / Number of units (total)</b> .6	
2	
<b>Name of the course coordinator (if more than one name is</b> .7 <b>(mentioned</b>	
<b>M.M. Saad Mutashar Saad / Lecturer :Name -1</b> <b>... : Email</b>	
<b>Course objectives</b> .8	
<p>To become familiar with the concept of Islamic thought and s 'an and the Prophet'its basic sources from the Holy Qur .Sunnah</p> <p>Understanding the foundations of Islamic doctrine and the .2 .which Islam is based values and principles upon</p> <p>Recognizing the role of Islamic thought in building human .3 civilization and its scientific and cultural contributions .throughout the ages</p> <p>Developing the ability to analyze and critique contemporary .4 .intellectual issues in light of the Islamic approach</p> <p>Strengthening Islamic identity and cultural and civilizational .5 .belonging</p> <p>Correcting misconceptions and doubts that may be raised .6 .about Islam</p> <p>To consolidate the values of moderation and centrism and to .7 .fanaticism reject extremism and</p> <p>Developing skills in dialogue, tolerance, respect for other .8 .opinions, and peaceful coexistence</p> <p>Linking the principles of Islam to the reality of contemporary .9 .life and applying them in various fields of life</p> <p>Building a conscious moral character based on .10 responsibility and commitment to human values</p>	<b>Course objectives</b>
<b>Teaching and learning strategies</b> .9	

<b>Lecture and discussion</b>	<b>strategy</b>
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<b>Course structure .10</b>
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<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Oral questions	Lecture and discussion	Definition of thought, linguistically and technically	Definition of Islamic thought	2	1
Oral questions	Lecture and discussion	Definition of the mind, linguistically and technically	Thought and mind	2	2
Oral questions	Lecture and discussion	The role of reason in the Quran	The role of reason in Islam	2	3
Oral questions	Lecture and discussion	The role of reason in the Sunnah	The role of reason in Islam	2	4
Oral questions	Lecture and discussion	The status of reason among scholars	The role of reason in Islam	2	5
Oral questions	Lecture and discussion	The Holy Quran and the purified Sunnah of the Prophet	Sources of Islamic thought	2	6
Oral questions	Lecture and discussion	Divine purpose: moderation, comprehensiveness, balance	Characteristics of Islamic thought	2	7
Oral questions	Lecture and discussion	Kharijites and Mu'tazilites Ash'ari Shi'a	Factors influencing the formation of Islamic thought	2	8
Oral questions	Lecture and discussion	What are the challenges	Modern Islamic thought	2	9
Oral questions	Lecture and discussion	Intellectual invasion, inciting fanaticism and racism, casting doubt on the Holy Quran, terrorism	The most prominent challenges facing Islamic thought	2	10

Oral questions	Lecture and discussion	Definition and origins of pluralism	Pluralism in Islamic thought	2	11
Oral questions	Lecture and discussion	Its general concept	Pluralism in Islam	2	12
Oral questions	Lecture and discussion	The stance towards those who are different, the stance democracy, towards the stance towards violence	Trends of transformation in the Islamic movement	2	13
Oral questions	Lecture and discussion	Overview	The Islamic world's stance on the new world order	2	14
Oral questions	and Lecture discussion	Malik Bennabi and his methodology	Islamic thought has transformed	2	15
Oral questions	Lecture and discussion	Overview	Islamic thought in the third millennium	2	16
Oral questions	Lecture and discussion	Definition of ethics, linguistically and technically	Ethical doctrines in Islamic thought	2	17
Oral questions	Lecture and discussion	Farabi as a model-Al	Ethics in traditional philosophy	2	18
Oral questions	Lecture and discussion	Good and evil in the philosophy of Islamic theology	Ethics in the school of Kalam Islamic ) (theology	2	19
Oral questions	Lecture and discussion	Definition of Sufism linguistically and technically; Sufi philosophy of ethics	Sufism Ethics in	2	20
Oral questions	Lecture and discussion	Striving against one's desires, relinquishing them and acquiring .them	The relationship between the self and God Almighty	2	21
Oral questions	Lecture and discussion	Asceticism, fear of God Almighty,	Maqamat	2	22

		reliance on God Almighty			
Oral questions	Lecture and discussion	Overview	Sufi Philosophy of Ethics	2	23
Oral questions	Lecture and discussion	Pure of heart, .altruism	The relationship between oneself and others	2	24

**Course evaluation .11**

**to the assigned The grade is distributed out of 100 according to the tasks :student, as follows**

**final exam, total Attendance, research papers, monthly test reports**  
**100 60 30 5 5**

**Learning and teaching resources .12**

<b>An Introduction to the Study of Islamic Thought</b>	<b>Required textbooks (methodology, if (applicable</b>
	<b>Main references (sources)</b>
	<b>Recommended supporting books and references (scientific journals, (...reports</b>
<b>YouTube and Google</b>	<b>Electronic references, websites</b>

**Course Name .1**

**for the Second Stage, to Measurement and Evaluation Introduction  
Department of Fundamentals of Religion**

**Course code .2**

**EAME305**

**Semester/Year .3**

<b>2025-2026</b>	
<b>Date this description was prepared .4</b>	
1/10/2025	
<b>:Available attendance formats .5</b>	
My presence	
<b>Number of study hours (total) / Number of units (total) .6</b>	
2	
<b>Name of the course coordinator (if more than one name is .7 (mentioned</b>	
<b>Salem Mandeel Khalaf / Lecturer :Name -1 @imamaladham.edu.iq : Email</b>	
<b>Course objectives .8</b>	
<p>The study of measurement and evaluation aims to enable .1 students to understand the foundations of measuring and performance in a evaluating educational achievement and scientific and objective manner, thereby contributing to the improvement of the teaching and learning process. It also focuses on developing skills in preparing appropriate measurement tools, analyzing and interpreting their results, and using them to make sound educational decisions. Furthermore, the course aims to instill the principles of fairness, transparency, and adherence to the ethics of evaluation, and to utilize its results to improve student performance and enhance the educational process. It also aims to introduce the quality of students to the concepts of measurement, evaluation, and .assessment, and to differentiate between them</p> <p>Understanding the importance of measurement and .2 role in evaluation in the educational process and their This includes .and teaching improving the quality of learning assessment, -familiarity with types of assessment such as pre and ◦ formative (continuous), and summative assessment recognizing the characteristics of good measurement tools such .as validity, reliability, and objectivity</p> <p>Acquiring the skill of preparing achievement tests .3 the ability to and sound scientific principles according to</p>	<b>Course objectives</b>

formulate different types of questions (objective and essay ) in .a correct manner		
<b>learning strategies Teaching and</b>		<b>.9</b>
<b>Lecture and discussion</b>	<b>strategy</b>	

<b>Course structure .10</b>
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<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Oral questions	Lecture and discussion	Definition, linguistically and technically	Definition of counting, estimation, and measurement	2	1
Oral questions	Lecture and discussion	Assessment lists, assessment scales, school guidance card	Estimation tools	2	2
Oral questions	Lecture and discussion	Activities and steps of the evaluation process	The difference between normal school measurement and educational psychometric measurement	2	3
Oral questions	Lecture and discussion	Evaluation of the educational system	Assessment and its role in the educational process	2	4
Oral questions	Lecture and discussion	Difficulties facing measurement and evaluation	Objectives of psychological and educational measurement programs	2	5
Oral questions	Lecture and discussion	Curriculum, teacher, student	Measurement and matching fields	2	6

Oral questions	Lecture and discussion	Setting educational goals, specific learning objectives, term -short behavioral goals	Planning for test preparation	2	7
Oral questions	Lecture and discussion	The cognitive, affective, psychomotor domain	Classification of teaching objectives	2	8
Oral questions	Lecture and discussion	Content concept, content selection	Content analysis	2	9
Oral questions	Lecture and discussion	oral classroom achievement tests	Tests	2	10
Oral questions	Lecture and discussion	Objective tests and their forms	Tests	2	11
Oral questions	Lecture and discussion	Essay tests	Tests	2	12
Oral questions	Lecture and discussion	Performance tests	Tests	2	13
Oral questions	Lecture and discussion	Comparison between objective and essay tests	Tests	2	14
Oral questions	Lecture and discussion	Methods of preparing tests, improving exams	Tests	2	15
Oral questions	Lecture and discussion	The most important characteristics of a good test are: validity, objectivity, .and reliability	Good test specifications	2	16
Oral questions	Lecture and discussion	Definition of ethics, linguistically and technically	Ethical in doctrines Islamic thought	2	17
Oral questions	Lecture and discussion	Farabi as a model-AI	Ethics in traditional philosophy	2	18
Oral questions	Lecture and discussion	Definition of tests intelligence	Intelligence tests	2	19
Oral questions	Lecture and discussion	Individual performance tests, group tests	The most famous measurement	2	20

			and evaluation tests used to measure intelligence		
Oral questions	Lecture and discussion	Definitions of of abilities, types abilities tests	Aptitude tests	2	21
Oral questions	Lecture and discussion	Statistics, linguistically and technically	Definition of the science of statistics	2	22
Oral questions	Lecture and discussion	Its multiple types	Variables	2	23
Oral questions	Lecture and discussion	Tables, rectangles, lines Broken, curved line , circle, image display	Data display methods	2	24

**Course evaluation .11**

**to the assigned The grade is distributed out of 100 according to the tasks :student, as follows**

**Attendance, research papers, monthly test reports, final exam, total**

**100 60 30 5 5**

**Learning and teaching resources .12**

<b>Introduction to Educational and Psychological Measurement and Evaluation Alwani-Dr. Nouri Abbas Al</b>	<b>Required textbooks (methodology, if (applicable</b>
	<b>Main references (sources)</b>
	<b>Recommended supporting books and references (scientific journals, (...reports</b>
<b>YouTube and Google</b>	<b>Electronic references, websites</b>

<b>Course Name .1</b>	
<b>The Prophet's Biography</b>	
<b>Course code .2</b>	
<b>RPRO117</b>	
<b>Semester/Year .3</b>	
<b>annual</b>	
<b>Date this description was prepared .4</b>	
<b>2025/10/1</b>	
<b>Available forms of attendance .5</b>	
<b>My presence</b>	
<b>Number of study hours (total) / Number of units (total) .6</b>	
<b>Number of hours: 30</b>	
<b>one, please Name of the course coordinator (if there is more than .7</b>	
<b>.(mention it</b>	
<b>Adnan Ahmed Saleh .Name : M.D -1</b>	
<b><a href="mailto:adnin_ahmid@imamaladham.edu.iq">adnin_ahmid@imamaladham.edu.iq</a> : Email</b>	
<b>objectives Course .8</b>	
<ul style="list-style-type: none"> <li>• : ﷺ Following the example of the Prophet</li> <li>• Understanding his character and actions so that the Muslim may take them as a guiding light in his life</li> <li>• Understanding Islam: Comprehending the rulings practical and doctrines of the religion through the application of divine revelation</li> <li>• Learning methods of Da'wah: Extracting the correct approaches to educating societies and guiding people</li> <li>• Strengthening love and certainty: Increasing faith by reflecting on the signs of his prophethood , his miracles, and his patience</li> </ul>	<b>objectives Course</b>
<b>Teaching and learning strategies .9</b>	
<b>.Lecture method</b>	-
<b>.The method of discussion</b>	-
<b>.solving method-Problem</b>	-
<b>strategy</b>	

**Course structure .10**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Classroom performance and exams</b>	<b>Lecture + Discussion</b>	<b>– Welcome Course Introduction</b>		<b>1</b>	Week 1 9/ 6 1
<b>Classroom performance and exams</b>	<b>Lecture + Discussion</b>	<b>The foundations of the new society</b>		<b>1</b>	Week 2 9/24
<b>Classroom performance and exams</b>	<b>+ Lecture Discussion</b>	<b>The Battle of Badr</b>		<b>1</b>	Week 3 10/1
<b>Classroom performance and exams</b>	<b>Lecture + Discussion</b>	<b>The Banu Qaynuqa and the first Jewish betrayal of the Muslims</b>		<b>1</b>	Week 4 10/8
<b>Classroom performance exams and</b>	<b>Lecture + Discussion</b>	<b>Battle of Uhud</b>		<b>1</b>	Week 5 10/15
<b>Classroom performance and exams</b>	<b>Lecture + Discussion</b>	<b>Day of the Return</b>		<b>2</b>	Week 6 10/22
<b>Classroom performance and exams</b>	<b>Lecture + Discussion</b>	<b>The Battle of 'Riqa-Dhat al</b>		<b>1</b>	Week 7 10/29
<b>Classroom performance and exams</b>	<b>Lecture + Discussion</b>		<b>First test</b>	<b>1</b>	Week 8 11/5

Classroom performance and exams	Lecture + Discussion	The Battle of -Banu al Mustaliq and the story of the slander		1	Week 9 11/12
Classroom performance exams and	Lecture + Discussion	The Battle of – the Trench The Conquest		1	Week 10 11/19
Classroom performance and exams	Lecture + Discussion	The Battle of Banu Qurayza for breaking the covenant		1	Week Eleven 11/26
Classroom performance and exams	Lecture + Discussion	The Treaty of Hdaybiyyah, the Pledge of Ridwan		1	Week Twelve 12/3
Classroom performance and exams	Lecture + Discussion	The Battle of Khaybar		1	Week 13 12/10
Classroom performance and exams	Lecture + Discussion	Saraya to the tribes		1	Week Fourteen 12/17
Classroom performance and exams	Lecture + Discussion		Second test		Week fifteen 12/24
					<b>Spring break</b> - 2025/1/5) (2025/1/18)
Classroom performance and exams	Lecture + Discussion	Letters to the Kings		1	Week 16 1/28
Classroom performance and exams	Lecture + Discussion	-Umrah al Qada		1	Week 17 2/4
Classroom performance and exams	Lecture + Discussion	Battle of Mu'tah		1	Week 18 2/11

Classroom performance and exams	Lecture + Discussion	Conquest of Mecca		1	Week 19 2/18
Classroom performance and exams	Lecture + Discussion	The rulings specific to the Sacred Mosque in Mecca		1	Week 20 2/25
Classroom performance and exams	Lecture + Discussion	Battle of Hunayn		1	Week 21 3/3
Classroom performance and exams	Lecture + Discussion		Third test	1	Week 22 3/10
Classroom performance and exams	Lecture + Discussion	The Battle of Tabuk		1	Week 23 3/17
Classroom performance and exams	Lecture + Discussion	Abu Bakr, may God be pleased with him, led the people in Hajj		1	Week 24 3/24
Classroom performance and exams	Lecture + Discussion	Farewell Pilgrimage		1	Week 25 3/31
Classroom performance and exams	Lecture + Discussion	The Prophet's complaint, may God bless him and grant him peace		1	Week 26 4/7
Classroom performance and exams	Lecture + Discussion	The Messenger of God, may God bless him and grant him peace, and the agony of death		1	Week 27 4/14

Classroom performance and exams	Lecture + Discussion	A conclusion regarding some of his (peace and blessings be upon him) attributes		1	Week 28 4/21
Classroom performance exams and	Lecture + Discussion		Test 4	1	Week 29 4/28
					year -of-End exams (May - 2025 '4 May 18, (2025

**Course evaluation .11**

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

**Learning and teaching resources .12**

Jurisprudence of the Prophet's Biography	Required textbooks (methodology, (applicable if
Ishaq Biography of Ibn - Biography of Ibn Hisham - around the Prophet Men Understanding the knowledge of - the companions	Main references (sources)
Jurisprudence of the Prophet's Biography Ghazali-by Sheikh Muhammad al The Prophet's Biography (Presenting Facts and Analyzing Events) by Dr. Ali Sallabi-Muhammad al -Rahman al-ur-The Sealed Nectar by Safi Mubarakpuri	Recommended supporting books scientific journals, ) and references (...reports
Comprehensive Library	Electronic references, websites

<b>Course Name .1</b>	
<b>Stage Two --Hadith and Memorization</b>	
<b>Course code .2</b>	
<b>RHSC118</b>	
<b>Semester/Year .3</b>	
<b>annual</b>	
<b>Date this description was prepared .4</b>	
<b>2025-10-1</b>	
<b>Available forms of attendance .5</b>	
<b>My presence</b>	
<b>study hours (total) / Number of units (total) Number of .6</b>	
<b>Hours: 60</b>	
<b>Name of the course coordinator (if there is more than one, please mention .7</b>	
<b>.(it</b>	
<b>Majbel Kaif Name: Dr. Fouad -1</b>	
<b><a href="mailto:fouad.mejbel@imamaladham.edu.iq">fouad mejbel@imamaladham.edu.iq</a> : Email</b>	
<b>objectives Course .8</b>	
Developing the student's ability to understand the -1 .terminology of Hadith with knowledge	<b>Course objectives</b>
Knowing which hadiths are acceptable and which are -2 rejected	
understanding the Imitating modern methods in -3 material	
<b>Teaching and learning strategies .9</b>	
<b>The lecture (delivery) method -1</b>	<b>strategy</b>
<b>The inductive method -2</b>	
<b>The method of dialogue and discussion -3</b>	

**Course structure .10**

	<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
attendance and participation during the lecture	Oral tests .1 Research .2 assignments Student .3	<b>Lecture + Discussion</b>	<b>Preliminary definitions of the most important hadith terms</b> <b>Hadith - Qudsi</b> <b>The frequently narrated hadith</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week 1 9/ 6 1
attendance and participation during the lecture	Oral tests .1 Research .2 assignments Student .3	<b>Lecture + Discussion</b>	<b>-The well known hadith of a single narrator</b> <b>-Hadith al Ahad is rare the strange –</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week 2 9/24
attendance and participation during the lecture	Oral tests .1 Research .2 assignments Student .3	<b>Lecture + Discussion</b>	<b>Categories of Hadith according to the chain of transmission</b> <b>'Marfu – Hadith</b> <b>Detainee off-The cut</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week 3 10/1
attendance and participation during the lecture	Oral tests .1 Research .2 assignments Student .3	<b>Lecture + Discussion</b>	<b>Categories of Hadith in terms of acceptance and rejection</b> <b>Sahih – (authentic)</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and	2	Week 4 10/8

			its –Hadith definition Sections of Sahih	prepared to transfer this knowledge to .others		
Oral tests .1 Research .2 assignments Student .3 attendance and participation during the lecture	<b>Lecture + Discussion</b>	<b>The ranks of the authentic The most authentic chains of transmission Memorizing Hadith</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week 5 10/15	
Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture	<b>+ Lecture Discussion</b>	<b>Ruling on acting upon authentic hadith The good its –hadith definition</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week 6 10/22	
Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture	<b>Lecture + Discussion</b>	<b>Types of rulings regarding acting upon a sound hadith Memorizing Hadith</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this to knowledge .others	2	Week 7 10/29	
Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture	<b>+ Lecture Discussion</b>	<b>Tirmidhi -Al said, "It is good and ".authentic The terms used in accepting hadith Memorizing Hadith</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week 8 11/5	

Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture	<b>Lecture + Discussion</b>	<b>The rejected hadith (weak (hadith</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this to knowledge .others	2	Week 9 11/12
Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture	<b>Lecture + Discussion</b>	<b>The transmitted hadith Memorizing Hadith</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week 10 11/19
Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture	<b>Lecture + Discussion</b>	<b>Memorizing Hadith Written exam</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week Eleven 11/26
Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture	<b>Lecture + Discussion</b>	<b>Disconnected Hadith Memorizing Hadith</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to this transfer knowledge to .others	2	Week Twelve 12/3
Oral tests .1 Research .2 assignments	<b>Lecture + Discussion</b>	<b>The problematic hadith,</b>	Students should master this subject, understand it	2	Week 13 12/10

Student .3 attendance and participation during Lecture		<b>preserving the hadith</b>	theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others		
Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture	<b>Lecture + Discussion</b>	<b>The fabricated hadith Memorizing Hadith</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week Fourteen 12/17
Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture	<b>Lecture + Discussion</b>	<b>The defective the hadith inverted hadith Memorizing Hadith</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week fifteen 12/24
					<b>Spring break - 2025/1/5) (2025/1/18</b>
Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture	<b>Lecture + Discussion</b>	<b>Disturbed speech Memorizing Hadith</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	16 Week 1/28
Oral tests .1 Research .2 assignments	<b>Lecture + Discussion</b>	<b>The anomalous - hadith</b>	Students should master this subject,	2	Week 17 2/4

attendance and participation during Lecture	Student .3		<b>Memorizing Hadith</b>	understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others		
attendance and participation during Lecture	Oral tests .1 Research .2 assignments Student .3	<b>Lecture + Discussion</b>	<b>The rejected hadith Memorizing Hadith</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week 18 2/11
attendance and participation during Lecture	Oral tests .1 Research .2 assignments Student .3	<b>Lecture + Discussion</b>	<b>The abandoned -hadith memorizing hadith</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week 19 2/18
attendance and participation during Lecture	Oral tests .1 Research .2 assignments Student .3	<b>+ Lecture Discussion</b>	<b>Weakness Memorizing Hadith</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week 20 2/25
attendance and participation during Lecture	Oral tests .1 Research .2 assignments Student .3	<b>Lecture + Discussion</b>	<b>The fabricated hadith Memorizing Hadith</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and	2	Week 21 3/3

	Lecture			prepared to transfer this to knowledge .others		
Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture	<b>Lecture + Discussion</b>	<b>- Caller Commentator</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week 22 3/10	
Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture	<b>Lecture + Discussion</b>	<b>The one who is named And the believers</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week 23 3/17	
Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture	<b>Lecture + Discussion</b>	<b>High and low</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week 24 3/24	
Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture	<b>Lecture + Discussion</b>	<b>- The series The Quran and the Distorted</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week 25 3/31	

Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture	<b>Lecture + Discussion</b>	<b>runway</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week 26 4/7
Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture	<b>Lecture + Discussion</b>	<b>Increase confidence Memorizing Hadith</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week 27 4/14
Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture	<b>Lecture + Discussion</b>	<b>Witness and follower Memorizing Hadith</b>	Students should master this subject, understand it theoretically and practically, absorb be it, and prepared to transfer this knowledge to .others	2	Week 28 4/21
Oral tests .1 Research .2 assignments Student .3 and attendance participation during Lecture	<b>Lecture + Discussion</b>	<b>Review and exam</b>		2	Week 29 4/28
					<b>year -of-End exams (May – 2025 4 May 18, (2025</b>

**Course evaluation .11**

<b>Daily, monthly, term, and final tests</b> -1	
<b>Classroom discussion</b> -2	
<b>Classroom assignments</b> -3	
<b>Reports</b> -4	
<b>Learning and teaching resources</b> .12	
<b>Lectures on Simplifying the Sciences of the Prophet's Sunnah</b>	<b>textbooks (methodology, Required (if applicable</b>
<b>The Science -1 of Hadith by Salah-Ibn al -Nuzhat al -2 Nazar by Ibn Hajar</b>	<b>Main references (sources)</b>
<b>Library of the Noble Prophetic Hadith and its Sciences</b>	<b>Recommended supporting books journals, and references (scientific (...reports</b>
<b>Comprehensive Library</b>	<b>Electronic references, websites</b>

<b>Course Name</b> .1
<b>Islamic doctrine</b>
<b>Course code</b> .2
<b>RDO216</b>
<b>Semester/Year</b> .3
<b>2026/2025</b>
<b>Date this description was prepared</b> .4
<b>2025/10/1</b>
<b>Available forms of attendance</b> .5
<b>Number of study hours (total) / Number of units (total)</b> .6

<b>hours 60</b>						
<b>Name of the course coordinator (if there is more than one, please mention .7</b>						
<b>.(it</b>						
<b>Mohammed Jassim Abbas / Lecturer :Name -1</b>						
<b>@imamaladham.edu.iq :tends A The letter</b>						
<b>objectives Course .8</b>						
Teaching students the doctrinal topics related to theology .prophethood, and matters of faith, in a concise manner ‘					<b>Course objectives</b>	
<b>Teaching and learning strategies .9</b>						
<b>material in a simplified manner Presenting the scientific -5</b> <b>Read the topic in the assigned book -6</b> <b>Explanation of the terms mentioned in the material -7</b> <b>Explanation of the scientific material according to its -8</b> <b>sections</b>					<b>strategy</b>	
<b>Course structure .10</b>						
<b>Evalu ation Metho d</b>	<b>Learning method</b>	<b>or Unit topic name</b>	<b>Req uire d lear ning outc</b>	<b>H o u r s</b>	<b>We ek</b>	

			ome s		
		<b>Principles of monotheism</b>		2	2025/9/28
		<b>Belief in angels</b>		2	10/5
		<b>Holy books</b>		2	10/12
		<b>noble messengers</b>		2	10/19
		<b>Resurrection after death</b>		2	10/26
		<b>Belief in destiny</b>		2	11/2
		<b>and Intrinsic actual qualities</b>		2	11/9
		<b>The absence of attributes of God</b>		2	11/16
		<b>The eternal attributes of God</b>		2	11/23
		<b>The Holy Quran is the word of .God</b>		2	11/30
		<b>The contradiction between the attributes of God and the attributes of created beings</b>		2	12/7
		<b>Meaning of something</b>		2	12/14
		<b>Similar verses</b>		2	12/21
		<b>Combining similar things</b>		2	12/28
		<b>The meaning of God's anger and pleasure</b>		2	26/1/4
		<b>Will and satisfaction</b>		2	1/11
		<b>The Preserved Tablet</b>		2	2/1
		<b>Fate and destiny</b>		2	2/8

		<b>and Success failure</b>		2	2/15
		<b>The actions of the servants</b>		2	2/22
		<b>The infallibility of the prophets</b>		2	3/1
		<b>The virtues of the Caliphs</b>		2	3/8
		<b>Disobedience does not negate . faith</b>		2	3/15
		<b>Miracles of the Saints</b>		2	3/22
<b>Course evaluation</b>					<b>.11</b>
		monthly, term, and final tests	·Daily	-1	
			Classroom discussion	-2	
			Classroom assignments	-3	
			Scientific reports	-4	
30 : Monthly test					<b>.12</b>
<b>Akbar: by -Fiqh Al-Explanation of Al Sheikh Muhammad Yasin</b>				60 : Final exam	
<b>Nasafi's Creed-Commentaries on al</b>				100 : Total	
<b>Explanation of the Jewel of Monotheism Laqqani-by Ibrahim Al</b>			<b>Recommended supporting books and references (scientific journals, (...reports</b>		
--			<b>Electronic references, websites</b>		

<b>Course Name .1</b>
<b>Logic</b>

<b>Course code</b> .2	
<b>RLO221</b>	
<b>Semester/Year</b> .3	
<b>2026/2025</b>	
<b>Date this description was prepared</b> .4	
<b>2025/11/1</b>	
<b>Available forms of attendance</b> .5	
<b>Number of study hours (total) / Number of units (total)</b> .6	
<b>hours 60</b>	
<b>Name of the course coordinator (if there is more than one, please mention</b> .7	
<b>.(it</b>	
<b>Abdullah/Lecturer M.D. Kathir Najm :Name -1</b>	
<b>@imamaladham.edu.iq :tends A The letter</b>	
<b>objectives Course</b> .8	
Teaching students how to arrive at an understanding of the unknown, whether conceptual or propositional, .through definition and measurement	<b>Course objectives</b>
<b>learning strategies Teaching and</b> .9	
<b>Presenting the scientific material in a simplified manner -9</b>	<b>strategy</b>
<b>Read the topic in the assigned book -10</b>	
<b>Explanation of the terms mentioned in the material -11</b>	
<b>Explanation of the scientific material according to its -12</b>	
<b>sections</b>	

<b>structure Course .10</b>						
<b>Evalu ation Metho d</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Req uire d lear ning outc ome s</b>	<b>H o u r s</b>	<b>We ek</b>	
		<b>The Origins of Logic</b>		<b>2</b>	<b>2025/9/28</b>	
		<b>Divisions of Science</b>		<b>2</b>	<b>10/5</b>	
		<b>The subject of logic and its usefulness</b>		<b>2</b>	<b>10/12</b>	
		<b>Divisions of conception and belief</b>		<b>2</b>	<b>10/19</b>	
		<b>Divisions of meaning</b>		<b>2</b>	<b>10/26</b>	
		<b>Sections of verbal semantics</b>		<b>2</b>	<b>11/2</b>	
		<b>Parts of speech</b>		<b>2</b>	<b>11/9</b>	
		<b>Categories of words according to their meaning</b>		<b>2</b>	<b>11/16</b>	
		<b>The whole, considering the existence of its</b>		<b>2</b>	<b>11/23</b>	

		<b>individual parts</b>			
		<b>The Five Colleges</b>		2	11/30
		<b>The Five Colleges</b>		2	12/7
		<b>The identifier and its divisions</b>		2	12/14
		<b>ID requirements</b>		2	12/21
		<b>Definition Sections</b>		2	12/28
		<b>The case and its sections</b>		2	26/1/4
		<b>Parts of the case</b>		2	1/11
		<b>Sections of the Pregnancy Case</b>		2	2/1
		<b>Surahs and their sections</b>		2	2/8
		The division of the case based on the presence of individuals involved		2	2/15
		<b>The conditional case and its parts</b>		2	2/22
		<b>Conditional clauses connected ) and (disconnected</b>		2	3/1
		<b>Police departments based on the circumstances</b>		2	3/8

		<b>of the officer in charge</b>			
		<b>contradiction</b>		<b>2</b>	<b>3/15</b>
		<b>The opposite</b>		<b>2</b>	<b>3/22</b>

**Course evaluation .11**

The grade out of 100 is distributed according to the tasks assigned to the student,  
.oral, monthly, and written exams, reports, etc ‘such as daily preparation, daily  
Daily, monthly, term, and final tests -1  
Classroom discussion -2  
Classroom assignments -3  
Scientific reports -4

**Learning and teaching resources .12**

<b>Muhammad Ramadan .Logic: Dr</b>	<b>Required textbooks (methodology, (if applicable</b>
<b>Kalnbawi Burhan / Explanation of the Ladder</b>	<b>Main references (sources)</b>
	<b>Recommended supporting books and references (scientific journals, (...reports</b>
--	<b>Electronic references, websites</b>

# Description of the course third stage

<b>Course Name .1</b>	
<b>Explanation of the Hadith and Memorization</b>	
<b>Course code .2</b>	
<b>RHE416</b>	
<b>Semester/Year .3</b>	
<b>Annual course</b>	
<b>Date this description was prepared .4</b>	
<b>2025/10/1</b>	
<b>Available forms of attendance .5</b>	
<b>Classroom lectures</b>	
<b>units (total) Number of study hours (total) / Number of .6</b>	
<b>hours 60</b>	
<b>.Name of the course coordinator (if there is more than one, please mention it) .7</b>	
<b>Dr. Ibrahim Nouri Yahya :Name -1 ibrahim.nuri@imamaladham.edu.iq :tends A The letter</b>	
<b>objectives Course .8</b>	
<p>about the importance of sales and The student should learn .1 .dealing with people</p> <p>Informing the student about some prohibited sales .2 transactions</p> <p>Enabling the student to analyze hadith and extract legal .3 rulings</p> <p>Islamic -Identifying the types of sales that were common in pre .4 times, such as selling years or selling the offspring of an .unborn child, and the like</p>	<b>Course objectives</b>

The student should be familiar with some transactions related .5 .to crops and land rental	
<b>Teaching and learning strategies .9</b>	
solving and -Problem - The lecture method (delivery) -3 -1 brainstorming method Inductive method -2 The method of dialogue and discussion - 4	<b>strategy</b>
<b>Course structure .10</b>	

Learning method	Unit or topic name	Required learning outcomes	Hours	Week
-	-Presentation Discussion	Welcome + Course Introduction	2	1
Classroom -performance exams	-Presentation Discussion	Chapter: The invalidity of sales by touch and by throwing Chapter: The invalidity of selling pebbles	2	2
Classroom -performance exams	-Presentation Discussion	Chapter: Prohibition of Selling the Offspring of a	2	3

		Pregnant Woman Chapter: Prohibition of a man selling on top of his ...brother's sale		
Classroom -performance exams	- Presentation Discussion	Chapters: 1) Prohibition of receiving goods Prohibition of (2 selling city dwellers to Bedouins Ruling on (3 selling a pregnant animal	2	4
Classroom -performance exams	Individual recitation	First month test of the first semester Memorize (5) hadiths	2	5
Classroom -performance exams	- Presentation Discussion	Chapters: 1) Proof of the council's option Honesty in (2 selling and explanation Someone who (3 cheats in a sale	2	6

Classroom -performance exams	- Presentation Discussion	Chapter: The prohibition of selling fruits before they are ...ripe	2	7
Classroom -performance exams	Individual recitation	Memorize (6) -Hadiths Review	2	8
Classroom -performance exams	- Presentation Discussion	Chapter: Prohibition of selling fresh dates for dried dates except in the case of araya (a ' specific type of .(sale	2	9
Classroom -performance exams	- Presentation Discussion	Chapters: 1) Whoever sells a palm tree with fruit on it Prohibition of (2 unripe dates and ...unripe dates	2	10
Classroom - performance exams	-Presentation Discussion	Second month test of the first semester Chapter: Renting Land	2	11
		Doors: 1) Renting land in	2	12

		<p>exchange for food</p> <p>Renting land (2 in gold and paper (3</p> <p>Sharecropping and leasing</p> <p>The land (4 grants</p>		
Classroom -performance exams	-Presentation Discussion	Memorize (5) hadiths for review and testing	2	13
Classroom -performance exams	-Presentation Discussion	Book of The Irrigation / Chapter on Irrigation and Transactions involving a Share of the Fruit and Crops	2	14
classroom activity		Review and test	2	15
Classroom -performance exams	-Presentation Discussion	Chapters: 1) The virtue of planting and sowing Pandemic (2 situation	2	16
Classroom -performance exams	-Presentation Discussion	Memorize (3) hadiths	2	17

		Chapter: The desirability of reducing debt		
		Chapters: 1) If someone finds out about what sold to the he buyer, and the buyer has gone bankrupt, he has the right to .reclaim it The virtue of (2 giving respite to the insolvent person	2	18
Classroom -performance exams	-Presentation Discussion	Chapters: 1) Prohibition of delaying payment by a wealthy person, and the validity ...of the transfer Prohibition of (2 selling water at a ...surplus price	2	19
Classroom -performance exams	-Presentation Discussion	Chapters: 1) Prohibition of the price of a dog, and the priest's ...fee	2	20

		The order to (2 kill dogs and the statement of its ...abrogation		
Classroom -performance exams	-Presentation Discussion	Chapters: 1) Solution to the fee for cupping Prohibition of (2 selling alcohol Prohibition of (3 selling alcohol, carrion, pork, and idols	2	21
		First month test of the second	2	22

**Course evaluation .11**

Classroom		Usury Exchange (2 and sale of gold	<b>Daily, monthly, term, and final tests</b> <b>Discussion and dialogue</b> <b>Classroom assignments</b> <b>Preparing reports</b>	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
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**Learning and teaching resources .12**

exams by ' Hajjaj-Minhaj Sharh Sahih Muslim ibn al-A Nawawi-al Muhyiddin	Prohibition of (3 selling paper	Required textbooks (methodology, if (applicable		
Jurisprudence of the Sunnah by Sayyid Saqq Islamic Jurisprudence and its Evidences by Zuhayli-Wahba al	Money for gold on credit	Main references (sources)		
nothing		Recommended supporting books and references (scientific journals, reports...)		
The Comprehensive Library website and the Waqf Library website		websites Electronic references		

**: Course Name .1**

**Nasafi's Interpretation of the Sciences of Revelation and –Al : Interpretation  
Barakat Abdullah ibn Ahmad ibn –by Abu al of Interpretation the Realities  
Three Part – Nasafi–Mahmud al**

**Course code .2**

**REX308**

**Semester/Year .3**

**2026/2025**

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

**2025/10/1**

**: Available attendance formats .5**

**My presence**

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

**2**

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

**Lahibi–Prof. Dr. Ihsan Alou Hussein Al :Name -1**

**ihsan.alao@imamaladham.edu.iq :A'a - Al**

**Name -2**

**:tends A The letter**

**:Name -3**

**:tends A The letter**

**objectives Course .8**

**–Introducing students to Imam Al •  
s approach to interpretation, and 'Nasafi  
highlighting its linguistic, jurisprudential, and  
.doctrinal features**

**To enable the student to understand the•  
–prescribed verses from the second part (Al  
.Baqarah) correctly**

**Explaining the meanings of unfamiliar •  
vocabulary and Quranic terms used in the  
.interpretation**

**Course objectives**

**Explaining the reasons for the revelation of** •  
**the verses and their importance in**  
**.understanding the text**  
**Identifying and discussing the statements** •  
**of the interpreters, and linking them to the**  
**. approved interpretive rules**

**Teaching and learning strategies .9**

Layered " :through : Strategies for enabling understanding of verses  
 the interpretation of the verse into by dividing : " analysis of the text  
 overall , reason for revelation , grammar , Vocabulary : layers  
 . interpretive rule , doctrinal/jurisprudential issue , meaning  
 . This method prevents superficial reading  
 starting This involves : based learning – Question s that' And that  
 : the lesson with questions such as  
 • ?Why was this restriction introduced  
 • ?Is this verse general or specific  
 • ?What impact did the reason for revelation have on the interpretation  
 . with a direct explanation Let's start

**strategy**

**Course structure .10**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
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Oral questions and answers	Presentation and discussion	Introducing –Imam al Nasafi and his book	Getting acquainted with the book Nasafi's –Al Interpretation	2	the first
Oral questions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of the first two (254–verses (253 –of Surah Al Baqarah	2	the second
Oral Questions answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (258–verses (255 –from Surah Al Baqarah	2	the third
Oral questions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (261–verses (259 –Al from Surah Baqarah	2	Fourth
Oral questions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (265–verses (262 –from Surah Al Baqarah	2	Fifth
Oral Questions answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (270–verses (266 –from Surah Al Baqarah	2	Sixth
			First test	2	Seventh

Oral questions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (276–271) verses –From Surah Al Baqarah	2	Eighth
Oral Questions answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (279–277) verses –From Surah Al Baqarah	2	Ninth
			Second test	2	tenth
Oral questions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (282–280) verses –From Surah Al Baqarah	2	eleventh
Oral Questions answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (286–verses (283 –from Surah Al Baqarah	2	twelfth
Oral questions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of from (7–verses (1 Surah Al Imran	2	thirteenth
Oral questions and answers	Presentation and discussion	Explanation of word meanings and overall	Interpretation of (15–verses (8 from Surah Al Imran	2	fourteenth

			interpretation of the verse			
Ora	Questions answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (22-verses (16 from Surah Al Imran	2	fifteenth
			General review		2	Sixteenth
						Chapter Two
ral qu	estions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (29-23) verses -From Surah Al Baqarah	2	the first
Ora	Questions answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (32-verses (30 -from Surah Al Baqarah	2	the second
ral qu	estions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (38-verses (33 from Surah Al Imran	2	the third
ral qu	estions and answers	Presentation and discussion	Explanation of word meanings and overall	Interpretation of (43-39) verses from Surah Al Imran	2	Fourth

			interpretation of the verse			
Ora	Questions answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (49-verses (44 from Surah Al Imran	2	Fifth
				First test	2	Sixth
Ora	Questions answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (55-verses (50 -from Surah Al Baqarah	2	Seventh
ral qu	estions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (61-verses (56 from Surah Al Imran	2	Eighth
ral qu	estions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (69-62) verses from Surah Al Imran	2	Ninth
Ora	Questions answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (75-verses (70 from Surah Al Imran	2	tenth
estio	s and Oral answers	Presentation and discussion	Explanation of word	Interpretation of (78-76) verses	2	eleventh

			meanings and overall interpretation of the verse	-From Surah Al Baqarah		
				Second test	2	twelfth
Oral questions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Explanation of word meanings and overall interpretation of the verse	Interpretation of (85-verses (79 from Surah Al Imran	2	thirteenth
Oral questions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Explanation of word meanings and overall interpretation of the verse	Interpretation of (88-verses (86 from Surah Al Imran	2	fourteenth
Oral Questions answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Explanation of word meanings and overall interpretation of the verse	Interpretation of (91-verses (89 from Surah Al Imran	2	fifteenth
			General review		2	Sixteenth

### Course evaluation .1

the total	Final exam	Monthly test	Daily tests and activities	presence
100	60	30	5	5

### and teaching resources Learning .2

Nasafi's Interpretation of the Quran, -Al Ta'wil-al Tanzil wa Haqa'iq-Madarik al Barakat Abdullah ibn Ahmad -by Abu al Part Two - Nasafi-ibn Mahmud al	Required textbooks (methodology, (if applicable
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<p><b>Interpretation , Tabari–Al explanation</b>  <b>The Interpretation , Razi–Al The big one</b>  <b>Zuhayli–Al Gift For the doctor Illuminator</b></p>	<p><b>Main references (sources)</b></p>
<p><b>Books of interpretation and research</b>  <b>–interpretation of Surah Al related to the</b>  <b>Baqarah</b></p>	<p><b>Recommended supporting books</b>  <b>and references (scientific journals,</b>  <b>(...reports</b></p>
<p><b>The Comprehensive Library website and</b>  <b>the Waqf Library website</b></p>	<p><b>Electronic references, websites</b></p>

:Course name .1	
Grammar	
: code .2	
RGR310	
: Year /Chapter .3	
annual	
: description was prepared Date this .4	
2025/10/1	
: forms of attendance Available .5	
daily	
: Number of study hours (total) / Number of units (total) .6	
hours 32	
if there is more than one, please mention ) Name of the course coordinator .7	
.(it	
Dr. Abduljabbar Saad Ahmed :Name	
dr.abdaljabar,saad@imamaladham.edu.iq :tends A The letter	
objectives Course .8	
<p><b>Enabling the student to speak or write in</b> •</p> <p><b>. Arabic fluently</b></p> <p><b>.Identifying the different schools of grammar</b> •</p>	<p><b>Course objectives</b></p>

.Understanding religious texts accurately •					
strategies Teaching and learning .9					
based -Project -Discussion. 3 -2 . Lecture -Teaching strategies: 1 -E -Brainstorming. 7 -6 . learning Cooperative -learning. 5 . learning Learning strategies: 1. Identifying or defining important Highlighting, emphasizing, or .information. 2. Taking notes. 3 underlining important information. 4. Retrieving relevant prior knowledge. 5. Organizing. 6. Summarizing. 7. Monitoring .comprehension. 8. Cognitive control					strategy
Course structure .10					
Evaluation Method	Learning method	topic name Unit or	Required learning outcomes	Hours	Week
<b>Chapter One</b>					
al questions and answers	Presentation and discussion	absolute object	definition of the absolute object, its agent, and its types	2	the first
al questions and answers		absolute object	What substitutes for the absolute and when object is its agent omitted	2	the second
al Questions answers	Presentation and discussion	The effect of it	Definition of the object of the verb and its conditions	2	the third
		The effect of it	The agent in the object of the verb and its conditions	2	Fourth
		The object in it	Definition of the object and the agent	2	Fifth

		<b>The object in it</b>	<b>Conditions for the function of the object in</b>	<b>2</b>	<b>Sixth</b>
		<b>The object in it</b>	<b>Various supplementary discussions related to the object of the .verb</b>	<b>2</b>	<b>Seventh</b>
		<b>The object with it</b>	<b>Definition of the object of accompaniment and explanation of the agent governing it</b>	<b>2</b>	<b>Eighth</b>
		<b>The object with it</b>	<b>Deleting the agent from the object and completing its various topics</b>	<b>2</b>	<b>Ninth</b>
		<b>a test</b>		<b>2</b>	<b>tenth</b>
		<b>Exception</b>	<b>Definition of exception, its elements and types</b>	<b>2</b>	<b>eleventh</b>
		<b>Exception</b>	<b>Complete and incomplete exception</b>	<b>2</b>	<b>twelfth</b>
		<b>Exception</b>	<b>Exception repetition</b>	<b>2</b>	<b>thirteenth</b>
		<b>Exception</b>	<b>The exception "غير"، "ليس"، with is "لا" and</b>	<b>2</b>	<b>fourteenth</b>
		<b>Exception</b>	<b>The exception is stinginess, and it</b>	<b>2</b>	<b>fifteenth</b>

			is impossible for it to be a promise .or a plea		
		General review		2	Sixteenth
<b>Chapter Two</b>					
al Questions answers	Presentation discussion and	The situation	Definition of the circumstantial clause and its conditions	2	the first
		The situation	Justifications for the subject of the circumstantial clause being indefinite	2	the second
		The situation	Types of adverbial phrases	2	the third
		The situation	Multiple controls in the chapter on state the present	2	Fourth
		Discrimination	Definition of discrimination and its types	2	Fifth
		Discrimination	distinction–Self	2	Sixth
		Discrimination	Proportional discrimination	2	Seventh
		Discrimination	Miscellaneous topics in the chapter on discrimination	2	Eighth
		a test		2	Ninth
		prepositions	Introduction to Prepositions	2	tenth
		prepositions	The genitive case is perhaps, even more so than the .one in question	2	eleventh

		<b>prepositions</b>	<b>Meanings of prepositions</b>	<b>2</b>	<b>twelfth</b>
		<b>Addition</b>	<b>Definition of addition and its types</b>	<b>2</b>	<b>thirteenth</b>
		<b>Addition</b>	<b>Nouns that are always in the genitive case and nouns that are not in the genitive case</b>	<b>2</b>	<b>fourteenth</b>
		<b>Addition</b>	<b>Addition to sentences, to when, and to the person –first singular pronoun</b>	<b>2</b>	<b>fifteenth</b>
		<b>General review</b>		<b>2</b>	<b>Sixteenth</b>

**Course evaluation .11**

<b>the total</b>	<b>Final exam</b>	<b>Monthly test</b>	<b>Research and reports</b>	<b>presence</b>
<b>100</b>	<b>60</b>	30	<b>5</b>	<b>5</b>

**Learning and teaching resources .12**

.Ibn Aqil's explanation	Required textbooks (methodology, if applicable)
Commentaries on Ibn Malik's Alfiyya	(sources) Main references
	Recommended supporting books and references (scientific (...journals, reports
Aqil's commentaries by eminent • .scholars	Electronic references, websites

<b>Course Name .1</b>	
<b>sectarian differences</b>	
<b>code Course .2</b>	
<b>RIS316</b>	
<b>Semester/Year .3</b>	
<b>( 2026_2025) and second semesters First</b>	
<b>Date this description was prepared .4</b>	
<b>2025/10/1</b>	
<b>Available forms of attendance .5</b>	
<b>My presence</b>	
<b>Number of study hours (total) / Number of units (total) .6</b>	
<b>the second semester hours for the first semester and 60</b>	
<b>Name of the course coordinator (if there is more than one, please mention .7</b>	
<b>.(it</b>	
<b>Dr. Khaled Maarouf Lafteh :Name -1</b>	
<b>dr.kaIid.marroof@imamaladham.edu.iq :A'a - Al</b>	
<b>objectives Course .8</b>	
<b>of sect and school of Introducing students to the concept thought, and the reasons for the emergence of sects in .Islamic history</b>	<b>Course objectives</b>
<b>A statement on the origin of theological sects and the .2 .development of doctrinal thought throughout the ages according to the Establishing the correct Islamic doctrine -3 methodology of Ahlus Sunnah wal Jama'ah</b>	
<b>Teaching and learning strategies .9</b>	

.and development of theology origin  
**An introduction to the most important ancient sects: the Kharijites, the  
 .Shiites, the Murji'ites, and the Qadariyyah  
 study of the Jahmiyyah and Mu'tazilah doctrines and an explanation of A  
 .their intellectual principles  
 The position of Ahlus Sunnah wal Jama'ah on this**

strategy

Course structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
		The emergence of Islamic schools of thought	First lecture		24/9/2025
		Hadith on the division of the nation	Second lecture		25/9/2025
		The most important Islamic schools of thought in doctrine	First lecture		1/10/2025 2/10/2025
		The Kharijites: Their Names and Views	lecture Second		
		The Ibadiyya, their leaders, and their separation from the Kharijites	First lecture		8/10/2025 9/10/2025
		Shiites and Shiite sects	Second lecture		
		Zaydi sects Zaydism and	First lecture		15/10/2025
		Ismaili Imamism and their beliefs	Second lecture		16/10/2025
		The Twelver Shi'a and their views	First lecture		22/10/2025
		The Murji'ah: Their Origins and Sects	Second lecture		23/10/2025
		reason for their being The Qadariyyah, the called Qadariyyah	First lecture		29/10/2025 30/10/2025
		The Qadariyyah: Their Effects and Opinions	Second lecture		
		Algebra and the meaning of ink	First lecture		5/11/2025
		The most famous men of Jabriya	Second lecture		6/11/2025
		Opinions of Ja'd ibn Dirham	First lecture		12/11/2025
		Mu'tazila	Second lecture		13/11/2025
		The Five Principles of the Mu'tazila	First lecture		19/11/2025
		.The first principle is monotheism	Second lecture		20/11/2025
		attributes and impossibility of Denial of vision	First lecture		26/11/2025
		The second principle: justice	Second lecture		27/11/2025
		Explaining God's actions	First lecture		3/12/2025
		Creating the actions of servants	Second lecture		4/12/2025

obligation of God Almighty to send The messengers	First lecture	10/12/2025 11/12/2025
The third principle: promise and threat	Second lecture	
Denial of intercession	First lecture	17/12/2025
The fourth principle: the intermediate position between two positions	Second lecture	18/12/2025
The difference between the two positions .is based on their status	First lecture	24/12/2025 25/12/2025
The fifth principle is enjoining good and .forbidding evil	Second lecture	
The Mu'tazila sect	First lecture	30/12/2025
Review of the material	lecture Second	31/12/2025
First semester exam		
year break-Mid		
Ash'arites	First lecture	4/2/2026
The Sheikh of the school of thought, his birth and death	Second lecture	5/2/2026
theological school Ash'ari	First lecture	11/2/2026
His stance on interpretation	Second lecture	12/2/2026
Maturidi	First lecture	18/2/2026
The Sheikh of the School and his works	Second lecture	19/2/2026
His school of thought is that of Imam Abu .Hanifa	First lecture	25/2/2026 26/2/2026
AhluSunnah wal Jama'ah	Second lecture	
The disagreement between the Ash'arites and the Maturidites	First lecture	4/3/2026 5/3/2026
Maturidi-Imam Abu Mansur al	Second lecture	
meaning of Salaf Salafism, the	First lecture	11/3/2026
Prohibition of supplication to the dead	Second lecture	12/3/2026
Scholars' response to Ibn Taymiyyah	First lecture	18/3/2026
Unification of Names and Attributes	Second lecture	19/3/2026
material Review of the	First lecture	25/3/2026
The fundamentals of religion according to Islamic schools of thought	Second lecture	26/3/2026
The fundamentals of religion according to the Sunnis	First lecture	1/4/2026 2/4/2026
The fundamentals of religion according to Twelver Shi'a the	Second lecture	
The fundamentals of religion according to the Twelver Shi'a	First lecture	8/4/2026

The foundations of religion according to the Mu'tazilites	Second lecture	9/4/2026
sectarian origin Religious origin and	First lecture	15/4/2026
The fundamental principles of religion upon which they agreed	Second lecture	16/4/2026
The fundamental principles of religion about which they differed	First lecture	22/4/2026
In summary, regarding those principles	Second lecture	23/4/2026
A comparison between the principles they agreed upon	First lecture	29/4/2026
A comparison of the points of disagreement among them regarding fundamental principles	Second lecture	30/4/2026
Chapter 1 Review	First lecture	6/5/2026
Chapter 1 Review	Second lecture	7/5/2026
Chapter Two Review	First lecture	13/5/2026
Chapter Two Review	Second lecture	5/2026 14

**Course evaluation .11**

**Content: A study of the origins of sects (Mu'tazilites, Ash'arites, Shiites, Kharijites, etc.) and reasons for their political and doctrinal differences the**

**Objective: To understand the historical roots of Islamic thought, and to be able to \* distinguish between schools of thought using a scientific approach, free from emotion abundance of details and names, but it's enjoyable because it The difficulty lies in the ".explains "why we are the way we are today**

**Learning and teaching resources .12**

<b>-Islamic doctrine and its schools of thought .Douri-Rahman Al Dr. Qahtan Abdul</b>	<b>Required textbooks (methodology, if applicable)</b>
	<b>Main references (sources)</b>
	<b>Recommended supporting books and references (scientific journals, reports...)</b>
	<b>Electronic references, websites</b>

Hadith sciences :Course name .1

: fundamentals of religion The Course code .2

Annual Course :Semester/Year	.3
5 202\ 10 \ 1 :Date this description was prepared	.4
Available attendance formats: Classroom lectures	.5
Total study hours: Total number of units: 32 hours	.6
.Name of the course coordinator (if there is more than one, please mention it)	.7
Dr. Hassan Ghanem Hassan :Name <a href="mailto:hisain_kinm@imamaladham.edu.iq">hisain_kinm@imamaladham.edu.iq</a> : Email	
Course Objectives	.8
of the Prophet's Sunnah and The student should learn about the importance its sciences	.1
.The student should learn the meaning of the Prophetic Hadith	.2
The student should be able to distinguish between the categories of Prophetic Hadith: authentic, good, and weak	.3
Understanding the rules and principles of Hadith sciences according to the Asqalani-words and terminology of Ibn Hajar al	.4
Getting acquainted with the most important books of authentic hadith	.5
Informing the student of the value of the Prophet's Sunnah and the necessity .of preserving and maintaining it	.6

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

- Knowledge and understanding -1  
That the student be able to understand the subject of Hadith sciences -A1  
categories of The student should have a basic knowledge map of the types and -A2  
Hadith  
Preparing the student in a way that qualifies him to distinguish between the -A3  
in several ways different sections of Hadith

skills specific-b) Subject

That the student be able to present the sciences of Hadith - B1

.student should be able to distinguish between the sections of Hadith The - B2

.conceptual map of the types of speech The student should be able to draw a - B3

.Equipping him with the necessary skills in dialogue, discussion and teamwork - B4

Knowing the efforts made by the scholars of Hadith in particular in preserving -B5

.the Prophetic Sunnah

:Affective objectives -C

Raising the student to love the Sunnah of the Prophet and to be proud of his - A1

faith and religion

Recognizing the value and beauty of the Prophet's Sunnah, and that it is – Part 2

one of the fundamental sources of legislation

Informing the student of the values of his religion and his love for his Prophet - Q3

.and defending and spreading them ﷺ

#### Teaching and learning methods

solving and brainstorming method-Problem -method (delivery) The lecture -4 .1

Standard method .2

Method of dialogue and discussion .3

#### Assessment methods

Daily, monthly, term, and final tests .1

Classroom discussion .2

classroom activities .3

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
classroom performance	-Presentation Discussion	Introduction to the science, the book's introduction, and its author	1	1
=	Standard delivery	The news in terms of the multiplicity of its methods -pp. 37) the mutawatir + (43	1	2
=	-Presentation Discussion	(46-pp. 44) The famous	1	3
	-Presentation Discussion	(50-Dear (pp. 47	1	4
	-Presentation Discussion	The strange + the news supported by evidence (55-50)	1	5
=	-Presentation Discussion	The individual (absolute, (58-relative) (56	1	6
=	Standard delivery	-Sahih + Hasan + Sahih li ghayrihi	1	7
test +=	Standard	Increased confidence + the preserved and the (72-anomalous (pp. 68	1	8
classroom performance	-Presentation Discussion	-Al -Good and Evil (76-Muhkam (pp. 72	1	9

classroom performance	-Presentation Discussion	Different Hadiths + Abrogating and Abrogated (79-76) Verses	1	10
classroom performance	-Presentation Discussion	The interrupted response (84-pp. 80)	1	11
Classroom -performance exams	-Presentation Discussion	The deceiver + the hidden (87-pp. 84) messenger	1	12
classroom performance	Standard discussion	Challenging the narrators (91-pp. 87)	1	13
classroom performance	-Presentation Discussion	Section Two (The Abandoned, the Denied, the Explicit... More (pp. (96-91	1	14
		Review and test	1	15
Chapter Two				
classroom performance	Presentation Discussion -	-The Quran and the distorted (99-Strange Hadith (pp. 96	1	16
classroom performance	-Standard Discussion	(102-Ignorance (pp. 99	1	17
classroom performance	Presentation Discussion -	innovator... the chain of The (106-transmission (pp. 102	1	18

classroom performan ce	Standard discussion	(110–The raised (pp. 106	1	19
classroom performan ce	Standard discussion	off–The suspended + the cut (114–111)	1	20
classroom performan ce	Presentation Discussion –	Mudabbaj (pp. –The Musnad...Al (118–114	1	21
classroom performan ce	Presentation Discussion –	The Novel of the Great Ones...The Predecessor and the Successor (121–pp. 119)	1	22
classroom performan ce	Presentation Discussion –	–121) Series – The Neglected One Review + (122	1	23
classroom performan ce	Presentation Discussion –	Performance and endurance (127–123) formulas...the will	1	24
classroom performan ce	Standard discussion	(133–127) Similar names –Media	1	25
Classroo m performan –ce exams	Standard discussion	Countries –Classes of narrators (136–134) of narrators	1	26

classroom performance	Standard discussion	Rulings on –Levels of criticism (139–136) criticism and praise	1	27
classroom performance	Standard discussion	Knowledge of nicknames of those nicknames and titles –named (145–140)	1	28
classroom performance	Standard discussion	Reasons for – Age of tolerance (149–146) the hadith	1	29
		Review and test	1	30

Learning and teaching resources	
A Stroll Through the Clarification of Ibn Hajar's Elite Thought -1	(methodology, if applicable) Required textbooks
Training the narrator in Nawawi's approximation -explaining Al Suyuti-Hafiz Al-by Al -1	Main references (sources)
Bayquniyyah System and its .explanations -1	Recommended supporting books and references (...scientific journals, reports)
Comprehensive Library, Hadith Encyclopedia	Electronic references, websites

<b>: Course Name .1</b>	
<b>stage Third Religions</b>	
<b>Course code .2</b>	
<b>RRH318</b>	
<b>Semester/Year .3</b>	
<b>2026/2025</b>	
<b>: Date this description was prepared .4</b>	
<b>2025/10/1</b>	
<b>: Available attendance formats .5</b>	
<b>My presence</b>	
<b>: Number of study hours (total) / Number of units (total) .6</b>	
<b>2</b>	
<b>: Name of the course coordinator (if there is more than one, please state) .7</b>	
<b>Lahibi–Alou Hussein Al Prof. Dr. Ihsan :Name -1</b>	
<b>ihsan.alao@imamaladham.edu.iq :A'a - Al</b>	
<b>Name -2</b>	
<b>:tends A The letter</b>	
<b>:Name -3</b>	
<b>:tends A The letter</b>	
<b>objectives Course .8</b>	
<ul style="list-style-type: none"> <li><b>To introduce the student to the origins •</b></li> <li><b>of the Christian religion and its historical</b></li> <li><b>.development</b></li> <li><b>Understanding its sacred sources (the Old •</b></li> <li><b>and New Testaments) and its most important</b></li> </ul>	<b>Course objectives</b>

**basic doctrines such as: the Trinity, the  
 .Incarnation, the Cross, and Redemption**  
**To learn about church councils and their •  
 .role in establishing doctrine**  
**Knowledge of the major Christian •  
 denominations and the doctrinal differences  
 .between them**  
**A statement of the Islamic perspective on •  
 the person of Christ and on Christian  
 .teachings**  
**To enable the student to adopt a critical •  
 the study of scientific approach to  
 .comparative religions**

**Teaching and learning strategies .9**

**: Analytical Time Line " strategy "**  
**Issa mission from It begins Time line Building Students It costs**  
**Assemblies then 'The new one The Covenant By writing Passing**  
**The Division to Arrival 'the first Nicaea complex like The Great**  
**. church**  
**... Incarnation 'the Trinity ) Doctrines Origin To connect : Goal**  
**. Isolated As ideas Her study no 'Historical ( in its context)**

**: Directed Comparison strategy Reading**  
**Texts Assemblies decisions Gospels : from short Texts to choose**  
**In Christ Related Quranic**  
**: Specific Questions according to Analysis of it then**  
**!Source what**  
**!Context what**  
**!Doctrinal The concept what**  
**!Islamic Vision They differ how**

**strategy**

study in Scientific Curriculum on student Training : Objective  
 . Flattening or emotion Don religions

**Course structure .10**

Eva luat ion Me tho d	Lea rnin g met hod	Unit or topic name	Requi red learn ing outco mes	Hours	Week
	Classroom test	<b>The .1 Origins of Christianity, -pages 128 130 Branch . 2 second the Church rise 132 Pages 135 to</b>		4	the first
	Classroom test	<b>Branch . 3 the third Reform Protestant 136 Pages 139 to Branch . 4 Fourth Christianity And the events 140 Pages 143 to</b>		4	the second
	Classroom test	<b>Branch . 5 The Fifth debate</b>		4	the third

		<b>religious</b> <b>144 Pages</b> <b>147 to</b> <b>Solve the *</b> <b>questions</b>			
	Classroom test	<b>The book . 6</b> <b>when holy</b> <b>Christians</b> <b>151 Pages</b> <b>155 to</b> <b>Branch . 7</b> <b>the second</b> <b>The</b> <b>Covenant</b> <b>Pages New</b> <b>159 to 155</b>		4	the first
	Classroom test	<b>Branch . 8</b> <b>the third</b> <b>farms</b> <b>Church</b> <b>160 Pages</b> <b>164 to</b> <b>Branch . 9</b> <b>Fourth</b> <b>Interpretatio</b> <b>n</b> <b>Theologian</b> <b>165 Pages</b> <b>168 to</b>		4	the second
	Classroom test	<b>Branch . 10</b> <b>Fifth</b> <b>Criticism</b> <b>Historical</b> <b>170 Pages</b> <b>174 to</b> <b>Solve the *</b> <b>questions</b>		4	Fourth

	Classroom test	<b>. 11 Theology Christianity between Doctrine Salvation 180 Pages 183 to Branch . 12 the second A Thousand Diseases and Sins, -pages 184 187</b>		4	Fifth
	Classroom test	<b>Branch . 13 the third concept salvation 188 Pages 191 to Branch . 14 Fourth Resurrectio Judgment n 193 Pages 196 to</b>		4	Sixth
	Questions, answers, and a scientific report	<b>Branch . 15 Fifth Differences doctrinal between Pages sects 202 to 197 Solve the * questions</b>		4	Seventh
	Classroom test	<b>rituals . 16 Christianity</b>		4	Eighth

		<b>208 Pages</b> <b>211 to</b> <b>Branch . 17</b> <b>the second</b> <b>and Mass</b> <b>the</b> <b>Eucharist</b> <b>212 Pages</b> <b>215 to</b>			
	Classroom test	<b>year -Mid</b> <b>break</b>		4	Ninth
	Classroom test	<b>Branch . 18</b> <b>the third</b> <b>The holiday</b> <b>Pages Great</b> <b>219 to 216</b> <b>Branch . 19</b> <b>Fourth</b> <b>status</b> <b>Church</b> <b>220 Pages</b> <b>223 to</b>		4	tenth
	Classroom test	<b>Branch . 20</b> <b>Fifth</b> <b>symbols</b> <b>and hymns</b> <b>224 Pages</b> <b>227 to</b> <b>Solve the *</b> <b>questions</b>		4	eleventh
	Classroom test	<b>map . 21</b> <b>sects</b> <b>Modern</b> <b>challenges</b> <b>pages 233</b> <b>to 236</b> <b>Branch . 22</b> <b>the second</b>		4	twelfth

		<b>Orthodoxy 237 Pages 241 to</b>			
	Classroom test	<b>.23 Protestantis Reform m Renewal 241 Pages 245 to Branch . 24 Fourth movements Christianity contempora Pages ry 248 to 245</b>		4	thirteenth
	Questions and Answers	<b>Branch . 25 Fifth Christianity in Confrontati on secularism 249 Pages 252 to Solve the * questions</b>		4	fourteenth
	Term test	<b>The .1 Origins of Christianity, -128 pages 130 Branch . 2 the second Church rise 132 Pages 135 to</b>		4	fifteenth

		<b>Branch . 3</b> <b>the third</b> <b>Reform</b> <b>Protestant</b> <b>136 Pages</b> <b>139 to</b> <b>Branch . 4</b> <b>Fourth</b> <b>Christianity</b> <b>And the</b> <b>events</b> <b>140 Pages</b> <b>143 to</b>			Chapter Two
	Classroom test	<b>Branch . 5</b> <b>The Fifth</b> <b>debate</b> <b>religious</b> <b>144 Pages</b> <b>147 to</b> <b>Solve the *</b> <b>questions</b>		4	Sixteenth
	Classroom test	<b>The book . 6</b> <b>when holy</b> <b>Christians</b> <b>151 Pages</b> <b>155 to</b> <b>Branch . 7</b> <b>the second</b> <b>The</b> <b>Covenant</b> <b>Pages New</b> <b>159 to 155</b>		4	seventeenth
	Classroom test	<b>Branch . 8</b> <b>the third</b> <b>farms</b> <b>Church</b> <b>160 Pages</b> <b>164 to</b>		4	eighteenth

		<b>Branch . 9 Fourth Interpretation Theologian 165 Pages 168 to</b>			
<b>Course evaluation .11</b>					
<b>the total</b>	<b>Final exam</b>	<b>Monthly test</b>	<b>Daily tests and activities</b>	<b>presence</b>	
<b>100</b>	<b>60</b>	30	<b>5</b>	<b>5</b>	
<b>Learning and teaching resources .12</b>					
<b>Studies in the study of Jewish, Christian, and Mesopotamian religions, by Professor Emad Mohammed Farhan, Professor Abdul Basit Ahmed Hassan, and Professor Zakaria Saleh Saif</b>			<b>methodology, ) Required textbooks (if applicable</b>		
history, comparison, and ) Books on religions (philosophy			<b>Main references (sources)</b>		
Encyclopedia of Contemporary Religions and uhani / World -Sects, Dr. Maneh Hammad Al Religions Magazine, published by the House .Baghdad -of Wisdom			<b>Recommended supporting books and references (scientific journals, (...reports</b>		
<a href="http://www.al-maktabeh.com">www.al-maktabeh.com</a> www.dorar.net			<b>Electronic references, websites</b>		

<b>Course Name .1</b>
<b>Biography of the Prophet's Family For the third stage, Department of Fundamentals of Religion</b>
<b>Course code .2</b>

		/
<b>Semester/Year</b>		<b>.3</b>
		<b>2025-2026</b>
<b>Date this description was prepared</b>		<b>.4</b>
		<b>1/10/2025</b>
<b>:Available attendance formats</b>		<b>.5</b>
		<b>My presence</b>
<b>Number of study hours (total) / Number of units (total)</b>		<b>.6</b>
		<b>2</b>
<b>Name of the course coordinator (if more than one name is (mentioned)</b>		<b>.7</b>
<b>M.D. Adnan Ahmed Saleh :Name -1</b>		
<b>adian ahmid@imamaladham.edu.iq : Email</b>		
<b>Course objectives</b>		<b>.8</b>
Knowing the biographies of the Prophet's family, including his .laws (peace and blessings be upon him)-wives and in	<b>Course objectives</b>	
<b>Teaching and learning strategies</b>		<b>.9</b>
<b>Lecture and discussion</b>	<b>strategy</b>	

<b>Course structure</b> <b>.10</b>
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<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Oral questions	Lecture and discussion	Language, terminology, and the sayings of scholars	Introducing -the Ahlul Bayt (may Allah be pleased with (them	2	25

Oral questions	Lecture and discussion	Overview	The virtues of -the Ahl al Bayt in general	2	26
Oral questions	Lecture and discussion	Selected models	The harmony and intermarriage between the Prophet's family and the Companions may God be ) pleased with (them	2	27
Oral questions	Lecture and discussion	Incidents, situations and sayings	The importance of loving the Prophet's family and companions in building the unity of the nation	2	28
Oral questions	Lecture and discussion	Etiquette of disagreement	The approach of the Prophet's family and companions in dialogue and disagreement	2	29
Oral questions	and Lecture discussion	Verses and hadiths about love and contentment	The doctrinal foundation for loving the Prophet's family and companions	2	30
Oral questions	Lecture and discussion	Selected quotes	The status of the Prophet's family among	2	31

			the Companions		
Oral questions	Lecture and discussion	Their brief biography	The ten who were promised Paradise and their virtues	2	32
Oral questions	Lecture and discussion	Their brief biography	The virtues of the wives of the Prophet may God be ) pleased with (them	2	33
Oral questions	Lecture and discussion	Their brief biography	The daughters of the Prophet, may God be pleased with them	2	34
Oral questions	Lecture and discussion	Introducing him and his biography	Biography of Ali ibn Abi Talib (may God be pleased with (him	2	35
Oral questions	Lecture and discussion	Biography and stances	Imams Hassan and Hussein, may God be pleased with them	2	36
Oral questions	Lecture and discussion	His biography and stances	Abbas ibn -Al -Abd al Muttalib, may God be pleased with him	2	37
Oral questions	Lecture and discussion	His stances and support	Hamza ibn -Abd al Muttalib, may God be	2	38

			pleased with him		
Oral questions	Lecture and discussion	His virtues and biography	Abdullah ibn Abbas, may God be pleased with him	2	39
Oral questions	Lecture and discussion	His stances and biography	Ja'far ibn Abi Talib, may God be pleased with him	2	40
Oral questions	Lecture and discussion	His biography and stances	Abi Aqil ibn Talib, may God be pleased with him	2	41
Oral questions	Lecture and discussion	His brief biography	Abdullah ibn Ja'far ibn Abi Talib, may God be pleased with them both	2	42
Oral questions	Lecture and discussion	Muhammad -ibn al Hanafiyyah, may God be pleased with him	The virtues of the followers from the family of the Prophet	2	43
Oral questions	Lecture and discussion	His virtues and biography	-Ali ibn al Husayn Zayn Abidin, -al may God be pleased with him	2	44
Oral questions	Lecture and discussion	His biography and virtues	Baqir -Al Muhammad -ibn Ali ibn al Husayn, may God be	2	45

			pleased with him		
Oral questions	Lecture and discussion	His virtues and merits	Zayd ibn Ali -ibn al Husayn, may God be pleased with him	2	46
Oral questions	Lecture and discussion	His virtues and merits	Kazim -Al Musa ibn Ja`far, may God be pleased with him	2	47
Oral questions	Lecture and discussion	Their virtues merits and	The biographies of -Ridha, Al-Al -Hadi, Al -Jawad, Al Askari, and the sayings of Mahdi-Al	2	48

**Course evaluation .11**

**Learning and teaching resources .12**

<b>The downpour of clouds from the heritage of the family and companions, by Salih-Din al-Dr. Diao al</b>	<b>Required textbooks (methodology, if (applicable</b>
<b>The Holy Quran and the Prophet's Sunnah</b>	<b>references (sources) Main</b>
	<b>Recommended supporting books and references (scientific journals, (...reports</b>
<b>YouTube and Google</b>	<b>Electronic references, websites</b>

<b>Course Name .1</b>	
<b>Interpretation / Stage Three</b>	
<b>Course code .2</b>	
<b>REX309</b>	
<b>Semester/Year .3</b>	
<b>2025 - 2026</b>	
<b>Date this description was prepared .4</b>	
<b>2025/10/1</b>	
<b>Available forms of attendance .5</b>	
<b>daily</b>	
<b>Number of study hours (total) / Number of units (total) .6</b>	
<b>2/2</b>	
<b>Name of the course coordinator (if there is more than one, please mention .7</b>	
<b>.(it</b>	
<b>M.M. Radwan Hamid Muhammad :Name -1</b>	
<b>radwan.hamid@imamaladham.edu.iq :tends A The letter</b>	
<b>objectives Course .8</b>	
<b>aims</b> Enabling the student to understand the meanings of the .words of the Holy Quran and the interpretation of the Holy Quran Understanding . its subtleties and secrets	<b>Course objectives</b>
<b>Teaching and learning strategies .9</b>	
<b>strategy</b>	

based -Project -Discussion. 3 -Lecture. 2 -Teaching strategies: 1 .learning-E -Brainstorming. 7 -Cooperative learning. 6 -learning. 5 strategies: 1. Identifying or defining important Learning information. 2. Taking notes. 3. Highlighting, emphasizing, or underlining important information. 4. Retrieving relevant prior knowledge. 5. Organizing. 6. Summarizing. 7. Monitoring .comprehension. 8. Cognitive control

Course structure .10

	Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
<b>Chapter One</b>						
Oral questions and answers		Presentation and discussion	Introduction + Interpretation of two verses	Getting acquainted with the book Nasafi's -Al interpretation + interpretation of the first two -verses (253 Surah of (254 Baqarah-Al	2	.16
Oral Questions answers		Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of -verses (255 from Surah (258 Baqarah-Al	2	.17
Oral questions and answers		Presentation and discussion	Explanation of word meanings and overall	Interpretation of -verses (259 from Surah (261 Baqarah-Al	2	.18

			interpretation of the verse			
Oral questions and answers	Presentation and discussion		Explanation of word meanings and overall interpretation of the verse	of Interpretation -verses (262 from Surah (265 Baqarah-Al	2	.19
Oral Questions answers	Presentation and discussion		Explanation of word meanings and overall interpretation of the verse	Interpretation of -verses (266 from Surah (270 Baqarah-Al	2	.20
				First test	2	.21
Oral questions and answers	Presentation and discussion		Explanation of word meanings and overall interpretation of the verse	Interpretation of -271) verses From (276 -Surah Al Baqarah	2	.22
Oral Questions answers	Presentation and discussion		Explanation of word meanings and overall interpretation of the verse	Interpretation of -277) verses From (279 -Surah Al Baqarah	2	.23
				Second test	2	.24
Oral questions and answers	Presentation and discussion		Explanation of word meanings	Interpretation of -280) verses From (282	2	.25

			and overall interpretation of the verse	-Surah Al Baqarah		
Oral Questions answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Explanation of word meanings and overall interpretation of the verse	Interpretation of -verses (283 from Surah (286 Baqarah-Al	2	.26
questions Oral and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Explanation of word meanings and overall interpretation of the verse	Interpretation of (7-verses (1 from Surah Al Imran	2	.27
Oral questions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Explanation of word meanings and overall interpretation of the verse	Interpretation of (15-verses (8 from Surah Al Imran	2	.28
Oral Questions answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Explanation of word meanings and overall interpretation of the verse	Interpretation of (22-verses (16 from Surah Al Imran	2	.29
<b>General review</b>						<b>.30</b>
<b>Two Chapter</b>						
Oral questions and answers	Presentation and discussion	Explanation of word meanings	Explanation of word meanings	Interpretation of (29-23) verses	2	.5

			and overall interpretation of the verse	-From Surah Al Baqarah		
Oral Questions answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Explanation of word meanings and overall interpretation of the verse	Interpretation of (32-verses (30 -from Surah Al Baqarah	2	.6
Oral questions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Explanation of word meanings and overall interpretation of the verse	Interpretation of (38-verses (33 from Surah Al Imran	2	.7
Oral questions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Explanation of word meanings and overall interpretation of the verse	Interpretation of (43-verses (39 from Surah Al Imran	2	.8
Oral Questions answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Explanation of word meanings and overall interpretation of the verse	Interpretation of (49-verses (44 from Surah Al Imran	2	.9
First test					2	.10
Oral Questions answers	Presentation and discussion	Explanation of word meanings	Explanation of word meanings	Interpretation of (55-verses (50	2	.11

			and overall interpretation of the verse	–from Surah Al Baqarah		
Oral questions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (61–verses (56 from Surah Al Imran	2	.12	
Oral questions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (69–verses (62 from Surah Al Imran	2	.13	
Oral Questions answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (75–verses (70 from Surah Al Imran	2	.14	
Oral questions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Interpretation of (78–76) verses –From Surah Al Baqarah	2	.15	
				Second test	2	.16
Oral questions and answers	Presentation and discussion	Explanation of word meanings	Interpretation of (85–verses (79	2	.17	

			and overall interpretation of the verse	from Surah Al Imran		
Oral questions and answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Explanation of word meanings and overall interpretation of the verse	Interpretation of (88-verses (86 from Surah Al Imran	2	.18
Oral Questions answers	Presentation and discussion	Explanation of word meanings and overall interpretation of the verse	Explanation of word meanings and overall interpretation of the verse	Interpretation of (91-verses (89 from Surah Al Imran	2	.19

**General review** .20

**Course evaluation** .21

- 5 : Attendance •
- 5 : Research and reports •
- 30 : Monthly test •
- 60 : Final exam •
- 100 : Total •

**Learning and teaching resources** .22

-(Madarik al Nasafi-The Interpretation of al wil), by Abdullah ibn 'Ta-iq al'Tanzil wa Haqa .Nasafi-Ahmad ibn Mahmud al

**Required textbooks (methodology, if applicable)**

The Great Interpretation of the Qur'an by •  
Ismail bin Omar bin Kathir Imam Ibn Kathir

**Main references (sources)**

Qurtubi (The -The interpretation of Al •  
Comprehensive Commentary on the Rulings  
Muhammad bin an) by Imam'of the Qur  
-Ansari Al-Ahmad bin Abi Bakr bin Farah Al  
. Qurtubi-Din Al-Khazraji Shams Al

	<b>Recommended supporting books and references (scientific (...reports ,journals</b>
	<b>Electronic references, websites</b>

<b>Course Name .1</b>	
<b>Rhetoric, the science of meanings, expression, and figures of speech</b>	
<b>Course code .2</b>	
<b>RRH323</b>	
<b>Semester/Year .3</b>	
<b>2026-2025</b>	
<b>Date this description was prepared .4</b>	
<b>2025/10/1</b>	
<b>: Available attendance formats .5</b>	
<b>My presence</b>	
<b>Number of study hours (total) / Number of units (total) .6</b>	
<b>Two hours</b>	
<b>than one name is More (if applicable) Name of course coordinator .7</b>	
<b>(mentioned</b>	
<b>M.M. Muhammad Hussein Darwish :Name -1</b>	
<b>mhamd husain@imamaladham.edu.iq : Email</b>	
<b>Course objectives .8</b>	
<b>Understanding rhetoric and memorizing examples and citations</b>	<b>Course objectives</b>
<b>Teaching and learning strategies .9</b>	
<b>Lecture and discussion</b>	<b>strategy</b>

Course structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral questions	Lecture and discussion		knowledge And eloquence rhetoric eloquence	2	1
Oral questions	Lecture and discussion		Sections strangeness	2	2
Oral questions	Lecture and discussion		eloquence And Speech the flaws in Influential eloquence	2	3
Oral questions	Lecture and discussion		The eloquence And speaker eloquence And Speech The eloquence speaker	2	4
Oral questions	Lecture and discussion		Definition and subject matter of semantics	2	5
Oral questions	Lecture and discussion		-author Its Dividing speech into statements and establishing the truth of the statement and .its implications	2	6
Oral questions	Lecture and discussion		How to The speaker To the news the addressee and division the news	2	7

Oral questions	Lecture and discussion		fact Construction and its divisions And from it The matter And its formula .	2	8
Oral questions	Lecture and discussion		Prohibition and its forms, and interrogation .and its types	2	9
Oral questions	Lecture and discussion		And The call . its sections	2	10
Oral questions	Lecture and discussion		The Conditions chain of transmission with To him The chain male of transmission . To him	2	11
Oral questions	Lecture and discussion		The delete chain of transmission ' To him identification chain of The transmission To him . Globally	2	12
Oral questions	Lecture and discussion		Defining the subject by demonstrative pronoun and defining the subject by relative . pronoun	2	13
Oral questions	Lecture and discussion		The Indefinite chain of transmission To him	2	14

				<b>Presentation</b> <b>The chain of</b> <b>transmission</b> <b>To him</b>		
Oral questions	Lecture and discussion		identification The palace And its methods and sections The palace	2	15	
Oral questions	Lecture and discussion		And its Brevity . sections	2	16	
Oral questions	Lecture and discussion		Elaboration and its types	2	17	
Oral questions	Lecture and discussion		Simile: its definition and elements	2	18	
Oral questions	Lecture and discussion		Classifying similes based on the point of similarity	2	19	
Oral questions	Lecture and discussion		Classifying similes according to the simile tool	2	20	
Oral questions	Lecture and discussion		The concise simile and its benefits	2	21	
Oral questions	Lecture and discussion		.Implicit simile	2	22	
Oral questions	Lecture and discussion		Inverted simile	2	23	
Oral questions	Lecture and discussion		identification And metaphor its types Relationships . Metaphor	2	24	
	Lecture and discussion		and metaphor its definition And its sections	2	25	

	Lecture and discussion		and Metaphor its definitions And its types	2	26
	Lecture and discussion		and use pun	2	27
	Lecture and discussion		And digression . fascinations The Antithesis interview	2	28

**Course evaluation .11**

**Learning and teaching resources .12**

**Hashimi-The Book of Rhetoric by Al**

**if (methodology) Required textbooks  
(applicable**

**( sources) Main references**

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

**YouTube and Google**

**websites , references**

**Course Name .1**

**and the library Research methodology**

**Course code .2**

**EARM 340**

**Semester/Year .3**

**annual**

**Date this description was prepared .4**

**2025-10 -1**

**Available forms of attendance .5**

**My presence**

<b>Number of study hours (total) / Number of units (total)</b> .6	
<b>units 64 – hours 64</b>	
<b>of the course coordinator (if there is more than one, please Name</b> .7 <b>.(mention it</b>	
<b>M.M. Adel Khalil Azzawi :Name -1</b> <b>adil.khaleel@imamaladham.edu.iq :A'a - Al</b>	
<b>objectives Course</b> .8	
<b>.Introducing the student to research writing skills .1</b> <b>the methodological controls of scientific Studying .2</b> <b>.research</b> <b>.Reviewing research writing sources and methods .3</b> <b>Practical training on the use of sources, knowledge .4</b> <b>.of citation and scientific documentation methods</b> <b>Pay attention to punctuation marks and how to use .5</b> <b>.them</b> <b>Explaining the importance of electronic libraries .6</b> <b>.and how to benefit from them in research</b>	<b>Course objectives</b>
<b>Teaching and learning strategies</b> .9	
<b>Scientific lecture .1</b> <b>Discussion and dialogue .2</b> <b>learning-self .3</b> <b>diversifying Taking into account individual differences by .4</b> <b>.activities between reading, discussion, and presentations</b> <b>Continuous assessment using short questions, interactive .5</b> <b>tests, or oral presentations to measure students'</b> <b>.comprehension</b> <b>The practical application involves reviewing books, visiting .6</b> <b>the library and some websites, and learning about their</b> <b>.contents</b> <b>Students are assigned to create a model for a graduation .7</b> <b>.research project</b> <b>Conduct a practical seminar to benefit from the method of .8</b> <b>.using the comprehensive library</b>	<b>strategy</b>

**structure Course .10**

Information Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
e and mission	a lecture	<b>M1. Definition of scientific research, its objectives, importance, and reasons for its weaknesses</b> <b>Research .m2 methodologies and the difference between methodology and approach</b>	<b>The student learns about the origins of scientific research, its stages of development, its importance, and .its objectives</b>	2	the first
stions	a lecture	<b>Types of .M1 Research Methods</b>  <b>M2. Researcher's Qualities</b>	<b>The student learns about the most prominent scientific research methods and the most important qualities of a .researcher</b>	2	the second
e and mission	a lecture	<b>M1. First lecture: The qualities of the supervisor and his</b>	<b>The student should be informed about the most important</b>	2	the third

		relationship with the researcher M2. The supervisory committee and its relationship with the researcher	qualities of a research supervisor, the types of supervision, and which is best for the research and .the researcher		
e and mission	a lecture	M1. Choosing the topic and research problem M2. Research Sources and References	The student should know how to choose a topic, what to avoid, and how to deal with sources and .references	2	Fourth
logue, n, and stions at has studied ously	a lecture	M1. Preparing the research plan M2. Recording research information	The student's knowledge of how to prepare a research plan and how to record information related to the .research	2	Fifth
y text				2	Sixth
tion, e, and about ng the ronic brary	A lecture and screen presentation in the library on how to use the comprehensive .library	M1. The library and related matters : Lecture Two Methods of Recording Information	The student will learn about the library, its importance, how to use it, and how to interact with the comprehensive .library	2	Seventh
tion, n, and ctical ion of od of g text	a lecture	M1. Writing and drafting the research paper M2. Rules for Quoting Texts	The student learns about the of different types text quotations, the method of quoting, and how	2	Eighth

			to document them .with footnotes		
actical ion of work and a ion of rinted apers te the types argins	a lecture	M1. Margins, their importance, and the difference between them and footnotes M2. How to footnotes create and their placement in the research	The student learns the importance of footnotes, their place in research, the difference between them and endnotes, how footnotes are made, and their .types	2	Ninth
enting bles of s and earch dent s ive on mples	a lecture	Q1. How to cite sources using footnotes M2. Documenting sources and explaining the concept of a book card	The student learns how to handle sources in and the margins learns the concept of a book card and how to document it in the margins for the .first time	2	tenth
enting apers bles of theses iarize s with er use ation ources	a lecture	M1. The importance of punctuation and spelling M2. Practical training on using sources, and dictionaries indexes	The student learns the importance of punctuation and spelling marks and how to create .indexes	2	eleventh
y text				2	twelfth
s visit y and ources ences	a lecture	M1. Familiarizing students with some books from sources and references and how to use them	The student learns how to deal with sources and references, the difference between them, how to distinguish	2	thirteenth

		<b>M2. Visiting the library and looking at the books</b>	<b>between them, and the importance of documenting information from the original source without relying on secondary .sources</b>		
logue, n, and ew of odes	<b>a lecture</b>	<b>M1. Explain the importance of the title page and how to format it, including the dedication and .acknowledgments M2. Introduction to the research and its contents</b>	<b>The student learns how to create a research title page, including the information it contains, as well as the research introduction and .its main elements</b>	<b>2</b>	<b>fourteenth</b>
logue, n, and ew of les of rinte s we l rview y ethod eating s and dexes	<b>a lecture</b>	<b>M1. Conclusion of research and the what it includes M2. Creating a bibliography of sources, research, and subjects</b>	<b>The student should understand the importance of the research conclusion and what it includes, namely the results and recommendations, and how to create general and .subject indexes</b>	<b>2</b>	<b>fifteenth Sixteenth</b>
tation ooks e been d, for w and on the .topic	<b>a lecture</b>	<b>M1. Binding, arranging, and reviewing the before research .final printing M2. Definition of the science of manuscript</b>	<b>The student learns the importance of reviewing research or thesis before printing, and then becomes acquainted with</b>	<b>2</b>	<b>seventeenth</b>

		<b>verification and identification</b>	<b>the science of heritage verification and the definition of .manuscripts</b>		
logue, n, and ion of deat eience script eation	<b>a lecture</b>	<b>The . M1 importance and prospects of manuscript studies M2. Rules of Manuscript Studies</b>	<b>The student learns about the importance of manuscript studies and its .rules</b>	<b>2</b>	<b>eighteenth</b>
stions s mission pic of s and ion of rified mples	<b>a lecture</b>	<b>M1. The importance of manuscript verification for graduate students M2. Locating manuscripts in catalogs</b>	<b>The student learns the remaining components of manuscript verification and how to locate manuscripts using specialized manuscript .catalogs</b>	<b>2</b>	<b>nineteenth</b>
y text				<b>2</b>	<b>Twenty</b>
logue, n, and vision ion of ronic brary	<b>a lecture</b>	<b>Conduct .M1. M2 a lecture in the library to present the comprehensive library and how to benefit from it, along with a practical application using the computer and display screen, and reviewing the references and sources in the</b>	<b>The student learns how to use the electronic library and compares it to .printed books</b>	<b>2</b>	<b>-Twenty first</b>

		<b>department .library</b>			
logue, n, and ew of les of dexes and phics	<b>a lecture</b>	<b>M1. Identifying the locations of and manuscripts approving the certified copies M2. General rules for investigation: comparing copies and fabrications between them</b>	<b>The student learns about the locations for identifying the required manuscript and the rules for comparing .approved copies</b>	<b>2</b>	<b>-Twenty second</b>
n and stions ut the nce of easing copies	<b>a lecture</b>	<b>M1. Misspellings, distortions, and additions in copies M2. The stance on correction in the text and margins</b>	<b>The student learns the concept of misspellings and distortions in manuscripts and the correcting of copies in the margins and main .text</b>	<b>2</b>	<b>-Twenty third</b>
tion, e, and ew of les of cripts e been d and ned as books y text	<b>a lecture</b>	<b>M1. The investigator's work , his conclusions , and comments: his conclusion and commentary Numbering, footnotes, and headings in the manuscript M2. Monthly test</b>	<b>The student learns the method and task of the investigator's work in creating indexes, references, numbering, and titles for the .manuscript</b>	<b>2</b>	<b>-Twenty fourth</b>
ssion, e, and ion of odes	<b>a lecture</b>	<b>M1. Punctuation, vocalization, text verse editing editing and referencing, and hadith editing and referencing</b>	<b>The student's knowledge of the importance of punctuation, text verification, referencing of verses and hadiths,</b>	<b>2</b>	<b>-Twenty fifth</b>

		<b>M2. Extracting proverbs and poems and attributing them to their authors flags Introducing and places, and explaining .unfamiliar words</b>	<b>identifying cities and landmarks, and identifying and correcting unfamiliar words in the margins .and main text</b>		
logue, n, and ion of ode s	<b>a lecture</b>	<b>M1. To translate the author's work and introduce the manuscript and the author's methodology .within it M2. Statement of the methodology of the investigation and the criticisms of the manuscript</b>	<b>The student learns about the importance of translating the manuscript's author and conducts a study of his methodology in .his work</b>	<b>2</b>	<b>-Twenty sixth</b>
logue, n, and stions	<b>a lecture</b>	<b>M1. Creating of all indexes types M2. Reading books on jurisprudence, hadith, exegesis, language, and history</b>	<b>The student learns about the importance of indexing after completing the research and the types of indexes .used</b>	<b>2</b>	<b>-Twenty seventh</b>
y text				<b>2</b>	<b>-Twenty eighth</b>
e and ussion	<b>lecture a</b>	<b>Reviewing .M1 verified books and how a researcher works M2. Creating templates for compiling various types of indexes</b>	<b>Teaching the student the practical application of creating indexes of all types</b>	<b>2</b>	<b>-Twenty ninth</b>

by test		Students are assigned to create a graduation research project .model		2	thirty

**: Course evaluation**

The course grades are based on annual effort at a rate of (40%), practical application, continuous ‘distributed between periodic tests review, and class participation, while (60%) is allocated to the final .exam

**Learning and teaching resources .11**

<b>Research Methods and Heritage Verification, Dr. Ali Muhammad Maqbool</b>	<b>Required textbooks (methodology, (if applicable</b>
<p><b>Methods of Heritage Verification, .1 Tawab-Dr. Ramadan Abdel</b></p> <p><b>Research Methods and Heritage .2 -Verification, Dr. Arkam Dhia Al Omari</b></p> <p><b>-The Library, Dr. Hatem Saleh Al .3 Dhamin</b></p> <p><b>The clearest methods for preparing .4 theses, by Dr. research papers and Salah Rawai</b></p>	<b>Main references (sources)</b>
	<b>Recommended supporting books and references (scientific journals, (...reports</b>
<b>Comprehensive Library</b>	<b>Electronic references, websites</b>

<b>Course Name .1</b>	
Curricula and teaching methods	
<b>Course code .2</b>	
<b>EAMT306</b>	
<b>Semester/Year .3</b>	
<b>Annual schedule</b>	
<b>Date this description was prepared .4</b>	
<b>2025/10/1</b>	
<b>Available forms of attendance .5</b>	
<b>Class attendance</b>	
<b>Number of study hours (total) / Number of units (total) .6</b>	
<b>sixty hours a year -Two hours a week</b>	
<b>more than one, please Name of the course coordinator (if there is .7</b> <b>.(mention it</b>	
<b>Anwar Mahmud Hussein/Lecturer .Dr :Name -1</b> <b>@imamaladham.edu.iq :tends A The letter</b>	
<b>objectives Course .8</b>	
<p>ent should become familiar with the personality, qualities,  of a successful teacher and professional ethics  It introduces the concept of curriculum and the  Curriculum components and .foundations of curricula  educational objectives, with To become familiar ‘ types  teaching planning, methods and techniques, educational  .skills that facilitate this tools and teaching</p>	<b>Course objectives</b>
<b>Teaching and learning strategies .9</b>	
<b>solving, brainstorming-Classroom lectures, discussions, problem</b>	<b>strategy</b>

**Course structure .10**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
oral exams	Lecture, discussion, solving-problem	Getting to know the students		2	9/22 .1
oral exams	Lecture, discussion, solving-problem	Introduction to the subject		2	29/9 .2
oral exams	Lecture, discussion, solving-problem	Chapter One: The Personality of a Successful Teacher		2	10/6 .3
oral exams	Lecture, discussion, solving-problem	Qualities of a successful teacher		2	10/13 .4
oral exams	Lecture, discussion, solving-problem	Chapter Two: Foundations of Curricula		2	10/20 .5
oral exams	Lecture, discussion, solving-problem	Education and students' needs		2	10/27 .6
oral exams	Lecture, discussion, solving-problem	Chapter Three: Components of the Curriculum		2	11/3 .7
oral exams	Lecture, discussion, solving-problem	Types of curricula		2	11/10 .8
		exam		2	11/17 .9
oral exams	Lecture, discussion, solving-problem	textbook		2	11/24 .10
oral exams	Lecture, discussion, solving-problem	Chapter Five: Educational Objectives		2	12/1 .11
oral exams	Lecture, discussion, solving-problem	Chapter Six: Curriculum Content		2	12/8 .12
		exam		2	12/15 .13
oral exams	Lecture, discussion, solving-problem	Chapter Seven: Planning for Teaching		2	12/23 .14

		review		<b>2</b>	12/29	.15
		<b>year break-Mid</b>				.16
oral exams	Lecture, discussion , solving-problem	Chapter Eight: Methods and Techniques		<b>2</b>	2/2	.1
oral exams	Lecture, discussion , solving-problem	methods and Types of techniques			2/9	.2
oral exams	Lecture, discussion , solving-problem	inductive method			2/16	.3
oral exams	Lecture, discussion , solving-problem	solving method-Problem			2/23	.4
		exam			3/2	.5
oral exams	Lecture, discussion , solving-problem	Interrogation technique			3/9	.6
oral exams	Lecture, discussion , solving-problem	Story style			3/16	.7
oral exams	Lecture, discussion , solving-problem	Cooperative learning method			3/23	.8
oral exams	Lecture, discussion , solving-problem	brainstorming			3/30	.9
		Chapter Nine: ...Exam Educational Resources			4/6	.10
oral exams	Lecture, discussion , solving-problem	Chapter Ten: Educational Activities			4/13	.11
oral exams	Lecture, discussion , solving-problem	Chapter 11: Necessary Teaching Skills			4/20	.12
oral exams	Lecture, discussion , solving-problem	Teaching skills			4/27	.13
oral exams	Lecture, discussion , solving-problem	Educational calendar			5/4	.14
		review			5/11	.15

### **Course evaluation .11**

(oral questions) and monthly (students are tested The assessment is done daily several times each semester, each time the test is out of 15, then it is added and divided by the number of tests to help students raise their grades, in addition to 5 .(and attendance points added from the daily assessment

### **Learning and teaching resources .12**

<p>:Curricula and teaching methods. Author Adhami , Assistant Professor Dr. -Eng. Ahmed Iyad Anwar Al Jaf-Abdul Razzaq Muhammad Amin Al</p>	<p><b>Required textbooks (methodology, (if applicable</b></p>
<p>– General Teaching Methods □ <i>Hilah-Muhammad Mahmoud Al</i> – Teaching and Assessment Strategies <i>Hilah-Mahmoud AlMuhammad</i></p>	<p><b>(sources) Main references</b></p>
<p>Arabic ( Active learning strategies guides/summaries applicable in the ) classroom in university halls management</p>	<p><b>Recommended supporting books and references (scientific journals, (...reports</b></p>
<p>Center for University Education □ King Abdulaziz University –Development Programs/Materials for Developing ( ) ) University Teaching and Learning Center for University Education • An ) Ain Shams University –Development Arab entity specializing in developing teaching and assessment methods for faculty ) members</p>	<p><b>Electronic references, websites</b></p>

# Description of the fourth stage course

<b>Course Name .1</b>	
<b>Hadith and memorization</b>	
<b>Course code .2</b>	
<b>RHE416</b>	
<b>Semester/Year .3</b>	
<b>Annual course</b>	
<b>Date this description was prepared .4</b>	
<b>2025/10/1</b>	
<b>Available forms of attendance .5</b>	
<b>Classroom lectures</b>	
<b>(total) / Number of units (total) Number of study hours .6</b>	
<b>hours 60</b>	
<b>Name of the course coordinator (if there is more than one, please mention .7</b>	
<b>.(it</b>	
<b>Dr. Khaled Maarouf Lafteh :Name -1</b>	
<b>dr.kalid.maroof@imamaladham.edu.iq :tends A The letter</b>	
<b>objectives Course .8</b>	
<b>.1</b> The student should learn about the importance of acts of worship in Islamic jurisprudence <b>.2</b> Informing the student about the differences of opinion among jurists <b>.3</b> Enabling the student to analyze hadith and extract legal rulings	<b>objectives Course</b>
<b>learning strategies Teaching and .9</b>	

solving and -Problem -The lecture method (delivery) -3 brainstorming method -3 Inductive method -4 The method of dialogue and discussion - 4	<b>strategy</b>
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**Course structure .10**

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
-	-Presentation Discussion	Welcome + Course Introduction	2	1
-Classroom performance exams	-Presentation Discussion	The first hadith is .about seawater	2	2
-Classroom performance exams	-Presentation Discussion	Hadith: If the water is two qullahs	2	3
-Classroom performance exams	-Presentation Discussion	Hadith prohibiting the use of gold and silver vessels	2	4
-Classroom performance exams	Individual recitation	First month test of the first semester Memorize (5) hadiths	2	5
-Classroom performance exams	- Presentation Discussion	Washing water	2	6
-Classroom performance exams	- Presentation Discussion	Hadith on ritual purification after sexual intercourse	2	7
- Classroom performance exams	Individual recitation	Memorize (6) Review -Hadiths	2	8
-Classroom performance exams	- Presentation Discussion	Hadith on prayer times	2	9
-Classroom performance exams	- Presentation Discussion	Hadith about the times when prayer is prohibited	2	10

-Classroom performance exams	-Presentation Discussion	Second month test of the first semester	2	11
		Hadith of the Adhan	2	12
-Classroom performance exams	-Presentation Discussion	Memorize (5) hadiths for review and testing	2	13
-Classroom performance exams	- Presentation Discussion	Hadith prohibiting speaking during prayer	2	14
classroom activity		Review and test	2	15
-Classroom performance exams	-Presentation Discussion	A discussion of the rulings related to prayer, including its conditions and .pillars	2	16
-Classroom performance exams	-Presentation Discussion	A discussion about the obligation of Zakat and Zakat on jewelry	2	17
		The Hadith of the sighting of the crescent moon	2	18
-Classroom performance exams	- Presentation Discussion	The Hadith on expiation and the prohibition of alcohol	2	19
-Classroom performance exams	-Presentation Discussion	Umrah Talk	2	20

-Classroom performance exams	-Presentation Discussion	Hadith on the prohibitions of Ihram	2	21
-Classroom performance exams	-Presentation Discussion	The Hadith of the oath in the sale	2	22
-Classroom performance exams	-Presentation Discussion	First month test of the second semester	2	23

**Course evaluation .11**

- Daily, monthly, term, and final tests -1**  
**Discussion and dialogue -2**  
**Classroom assignments -3**  
**Preparing reports -4**

**Learning and teaching resources .12**

<b>Anam: A Commentary -The book "I'lam al Maram" by Sheikh Dr. Nur -on Bulugh al Din A'tar-al</b>	<b>Required textbooks (methodology, if applicable)</b>
<b>of the Sunnah by Sayyid Jurisprudence Sabiq / Islamic Jurisprudence and its Zuhayli-Evidences by Wahba al</b>	<b>Main references (sources)</b>
<b>nothing</b>	<b>Recommended supporting books and references (scientific journals, (...reports)</b>
<b>The Comprehensive Library website and Waqf Library website the</b>	<b>Electronic references, websites</b>

Course Name .1					
A Concise Guide to the Principles of Islamic Jurisprudence by Dr. Abdul Karim Zaidan					
code Course .2					
RJAR324					
Year /Semester .3					
2026-2025					
description was prepared Date this .4					
2025/9/1					
forms of attendance Available .5					
presence My					
Number of study hours (total) / Number of units (total) .6					
hours 60					
if there is more than one, please mention ) Name of the course coordinator .7					
.(it					
fouad :tends to A The letter Name: M.D. Fouad Majbel Kaif mejbel@imamaladham.edu.iq					
objectives Course .8					
<p>eriving of the principles of jurisprudence in to the importance The student is introduced</p> <ul style="list-style-type: none"> <li>• . must know rulings that a Muslim the legal</li> </ul> <p>nd weighing of evidence and knowledge Deduction Y the student's queen in Developing</p> <ul style="list-style-type: none"> <li>• . between them and issuing the correct legal ruling the options</li> </ul> <p>The student is defined as the science of the principles of jurisprudence, which is the</p> <ul style="list-style-type: none"> <li>• . the learned scholar foundation of</li> </ul>					Course objectives
Teaching and learning strategies .9					
<p>. To enable the student to understand the subject of Islamic jurisprudence</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>in his and to take pride Raising the student to love the science of Islamic jurisprudence</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p style="text-align: right;">faith and religion</p> <p>amic jurisprudence and Sharia To recognize the value and aesthetics of the principles of</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>. with time and place is compatible and that it .</p> <p>instill in the student a high sense of his religion, to defend it, and to spread the correct</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>. or negligence excess understanding of religion with moderation and balance, without</p>					strategy
Course structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Ho urs	Week

		delivery	+ Welcome Course Introduction	2	October 1
Classroom discussion	Classroom -performance exams	presentation The and the dialogue	Sections of the Obligatory Ruling	2	October 2
Classroom discussion	Classroom -performance exams	and Presentation discussion	the duty	2	3 October
Classroom assignments	Classroom -performance exams	and Presentation discussion	delegate	2	4 October
Classroom discussion	Classroom -performance exams	presentation The and the dialogue	Forbidden	2	November 1
Classroom discussion	Classroom -performance exams	and Delivering listening	The hated	2	November 2
Reports	Classroom -performance exams	and Presentation discussion	permissible	2	November 3
Classroom assignments	Classroom -performance exams	and Presentation discussion	Determination and permission	2	4 November
Classroom discussion	Classroom -performance exams	and Presentation discussion	Divisions of positive law	2	December 1
Classroom discussion	Classroom -performance exams	and Delivering listening	the reason	2	December 2
Reports	Classroom -performance exams	presentation The the dialogue and	Condition	2	December 3
Classroom assignments	Classroom -performance exams	and Presentation discussion	inhibitor	2	December 4
Classroom discussion	Classroom -performance exams	and Delivering listening	Validity and invalidity	2	January 1
Classroom discussion	Classroom -performance exams	and Presentation discussion	Evidence of rulings	2	January 2
Reports	Classroom -performance exams	and Presentation discussion	Koran	2	January 3

Classroom assignments	Classroom -performance exams	and Presentation discussion	Year	2	January 4
Classroom discussion	Classroom -performance exams	and Presentation discussion	Consensus	2	February 1
Classroom discussion	Classroom -performance exams	and – Delivering listening	Measurement	2	February 2
Reports	Classroom -performance exams	and Presentation discussion	approval	2	February 3
Classroom assignments	Classroom -performance exams	and Presentation discussion	The public interest	2	February 4
Classroom discussion	Classroom -performance exams	and Presentation discussion	Blocking the means	2	March 1
Classroom discussion	Classroom -performance exams	and Presentation discussion	custom	2	March 2
Reports	Classroom -performance exams	and Presentation discussion	The saying of the companion	2	March 3
Classroom assignments	Classroom -performance exams	and – Delivering listening	It was legislated before us by those	2	March 4
Classroom discussion	Classroom -performance exams	and – Delivering listening	Presumption of continuity	2	April 1
Classroom discussion	Classroom -performance exams	and Presentation discussion	private	2	April 2
Reports	Classroom -performance exams	and Presentation discussion	absolute and relative	2	Nissan3
Classroom assignments	Classroom -performance exams	and Presentation discussion	Command and prohibition	2	April 4
Classroom discussion	Classroom -performance exams	and Presentation discussion	Year	2	May 1
Classroom discussion	Classroom -performance exams	and Presentation discussion	Subscriber	2	May 2

Reports	Classroom -performance exams	and Presentation discussion	Review and test	2	May 3
			Final Exams		May 4
<b>Course evaluation .11</b>					
<b>Attendance and participation: 10 points</b>					
<b>Monthly exam: 30 marks</b>					
<b>Final exam: 60 marks</b>					
<b>Learning and teaching resources .12</b>					
Concise Guide to the Principles of Islamic Jurisprudence by Dr. A Abdul Karim Zaidan			Required textbooks (methodology, if applicable)		
All works on the principles of Islamic jurisprudence			Main references (sources)		
The Definitive .Sarakhsi's Principles, Guidance of the Scholars–Al . Madani – Words of Al			Recommended supporting books and references (scientific journals, reports...)		
The Comprehensive Library, the Waqf Library website, and the . Rulings Jurisprudential Comprehensive Collection of			Electronic references, websites		

<b>Course Name .1</b>
Modern approaches
<b>Course code .2</b>
RMM321
<b>Semester/Year .3</b>
annual
<b>Date this description was prepared .4</b>
2025/10/1
<b>Available forms of attendance .5</b>



**Course structure .10**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Hours</b>	<b>Week</b>
Evaluation Method	Teaching method	Welcome + Introduction to Science	2	October 1
Classroom exams –performance	–Presentation Discussion	What is Imam mercy with you God	2	October 2
Classroom exams –performance	–Presentation Discussion	Imam Muwatta What is with you	2	October 3
Classroom exams –performance	–Induction Deduction	Models five Muwatta from What is Imam with you	2	October 4
Classroom exams –performance	–Presentation Discussion	Ahmed Imam God mercy	2	November 1
Classroom exams –performance		Imam ordeal Ahmed	2	November 2
Classroom exams –performance	–Presentation Discussion	Imam Support Ahmed	2	November 3
Classroom exams –performance	–Presentation Discussion	in the reason presence in Topics Imam Support Ahmed	2	November 4
Classroom exams –performance	– Presentation Discussion	Explanations The chain of transmission	2	December 1
Classroom exams –performance	–Presentation Discussion	Models five ) From him my (Musnad Bakr dad God satisfied ) about him)	2	December 2

Classroom exams –performance	–Presentation Discussion	–Al Imam mercy Bukhari God	2	December 3
Classroom exams –performance	–Presentation Discussion	It what happened And evidence –Al between Dhahli	2	December 4
Classroom exams –performance	–Presentation Discussion	May God protect him Imams Praise attic	2	January 1
Classroom exams –performance	–Induction Deduction	The writing mosque Correct	2	2 January
Classroom exams –performance	–Presentation Discussion	First semester exams	2	January 3
		First semester exams	2	January 4
		Spring break		February 1
		break Spring		February 2
		–Al Translations Bukhari	2	February 3
Classroom exams –performance	–Presentation Discussion	–Al Imam And Bukhari The his book The mosque its ) correct suspended ( narrations	2	February 4
Classroom exams –performance	–Presentation Discussion		2	March 1
Phase Four application	–Presentation Discussion		2	March 2
Stage application Fourth	–Presentation Discussion		2	March 3

Stage application Fourth	-Presentation Discussion		2	March 4
Stage application Fourth	- Presentation Discussion	<b>Bukhari's -Al Triads</b>	2	April 1
Classroom exams -performance	-Presentation Discussion	<b>Who among the men of Bukhari were stabbed</b>	2	April 2
Classroom exams - performance	-Presentation Discussion	<b>Five examples from his -book, Al -Jami' Al Sahih</b>	2	April 3
Classroom exams -performance	-Presentation Discussion	<b>-al Imam 'Tirmidhi may God have mercy on him</b>	2	April 4
Classroom exams -performance	-Presentation Discussion	<b>-Jami' al Tirmidhi</b>	2	May 1
Classroom exams -performance	- Presentation Discussion	<b>Explanations -of Jami' al Tirmidhi</b>	2	May 2
Classroom exams -performance	- Presentation Discussion	<b>Five examples 'Jami-from Al -by Al Tirmidhi</b>	2	May 3

### Course evaluation .11

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

### Learning and teaching resources .12

For Sheikh Modernists information Shahba Muhammad Abu	Required textbooks (methodology, if (applicable
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For example (the Books on Hadith Methodology Yasser the doctor For Modernists Curricula in (obvious (Northern)	<b>Main references (sources)</b>
-Comprehensive Library website, Ahl al Hadith Forum website	<b>Recommended supporting books and references (scientific journals, (...reports</b>
-Comprehensive Library website, Ahl al website Hadith Forum	<b>Electronic references, websites</b>

<b>.1 Course Name</b>
<b>Fourth Stage : Religions</b>
<b>.2 Course code</b>
<b>RHH319</b>
<b>.3 Semester/Year</b>
<b>2026/2025</b>
<b>.4 : Date this description was prepared</b>
<b>2025/10/1</b>
<b>.5 : Available attendance formats</b>
<b>My presence</b>
<b>.6 : Number of study hours (total) / Number of units (total)</b>
<b>2</b>
<b>.7 : Name of the course coordinator (if there is more than one, please state)</b>
<b>M.D. Fouad Majbel Kaif :Name -1 fouad mejbel@imamaladham.edu.iq :A'a - Al</b>
<b>.8 objectives Course</b>

<p>introduce the student to the To •  geography and environment of Mesopotamia  and their impact on the emergence of  .religious beliefs</p> <p>A statement of the doctrinal •  foundations of the Sumerian , Akkadian ,  .Babylonian, and Assyrian religions</p> <p>concept of God Understanding the •  among the peoples of Mesopotamia and the  development of theological concepts  .throughout the ages</p> <p>Getting acquainted with the major •  chief –underworld –flood –myths (creation  .(gods</p> <p>Studying religious rituals and •  ceremonies and their place in social and  .political life</p> <p>Clarifying the impact of these religions •  on the regional environment, while making a  scientific distinction between cultural  .influence and the Islamic doctrinal approach</p>	<p>Course objectives</p>
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**Teaching and learning strategies .9**

<p>gradual The Civilized Building " strategy "  Akkadians Sumerians : Civilized stages to Material It is divided  Assyrians The Babylonians  . And Ishtar and Marduk Enlil like gods on the focus with</p>	<p>strategy</p>
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inside religious The idea development Understanding : Goal  
 That's myths names save no 'And the politician Civilized Context  
 . all  
 ---  
 religion My As a text The Legend strategy " Analysis  
 : The Flood legend or Gilgamesh epic epic like Texts study when  
 : Questions four according to Text Analyzed  
 ?The narrative Structure What .1  
 ?And what about humankind god on perception What .2  
 ?For the legend social Job What .3  
 ?Holy Books in Parallels There are Is it .4  
 As described The Legend reading on student Training : Objective  
 . Mythical tale merely no 'socially and Religiously speech

**Course structure .10**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
classroom test	– Presentation Discussion	<b>The Origins .1 of Christianity, 130-pages 128 the Branch . 2 rise second Pages Church 135 to 132</b>		4	the first
classroom test	– Presentation –Discussion Storytelling	<b>the Branch . 3 Reform third Protestant to 136 Pages 139 Branch . 4 Fourth Christianity And the Pages events 143 to 140</b>		4	the second
classroom test	– Presentation Discussion	<b>Branch . 5 The Fifth debate</b>		4	the third

			<p><b>religious to 144 Pages</b>  <b>147</b>  <b>Answer the questions</b></p>			
Classroom	<p>–Presentation  Discussion</p>	<p><b>The book . 6</b>  <b>when holy Christians</b>  <b>to 151 Pages</b>  <b>155</b>  <b>the Branch . 7</b>  <b>The second New Covenant</b>  <b>to 155 Pages</b>  <b>159</b></p>		4	the first	
Classroom test	<p>– Presentation  –Discussion  Storytelling</p>	<p><b>the Branch . 8</b>  <b>forms third Pages Church</b>  <b>164 to 160</b>  <b>Branch . 9</b>  <b>Fourth Interpretation</b>  <b>Theologian</b>  <b>to 165 Pages</b>  <b>168</b></p>		4	the second	
Classroom test	<p>– Presentation  Discussion</p>	<p><b>Branch . 10</b>  <b>Criticism Fifth Historical</b>  <b>to 170 Pages</b>  <b>174</b>  <b>Answer the questions</b></p>		4	Fourth	
Classroom test	<p>– Presentation  Discussion</p>	<p><b>Theology . 11</b>  <b>Christianity between</b>  <b>Doctrine Salvation</b>  <b>to 180 Pages</b>  <b>183</b></p>		4	Fifth	

			<b>Branch . 12 A the second Thousand Diseases and Sins, pages 187-184</b>			
ssroom test	-Presentation Discussion		<b>Branch . 13 the third concept salvation to 188 Pages 191 Branch . 14 Fourth Resurrection Judgment to 193 Pages 196</b>		4	Sixth
ssroom test	- Presentation -Discussion Storytelling		<b>Branch . 15 Fifth Differences doctrinal sects between to 197 Pages 202 the Answer questions</b>		4	Seventh
ssroom test	- Presentation Discussion		<b>rituals . 16 Christianity to 208 Pages 211 Branch . 17 the second and the Mass Eucharist to 212 Pages 215</b>		4	Eighth

classroom test	-Presentation Discussion	<b>year break-Mid</b>		4	Ninth
classroom test	- Presentation -Discussion Storytelling	<b>Branch . 18 the third The holiday Pages Great 219 to 216 Branch . 19 status Fourth Pages Church 223 to 220</b>		4	tenth
classroom test	- Presentation Discussion	<b>Branch . 20 symbols Fifth hymns and to 224 Pages 227 Answer the questions</b>		4	eleventh
classroom test	- Presentation Discussion	<b>sects map . 21 Modern challenges pages 233 to 236 Branch . 22 the second Orthodoxy to 237 Pages 241</b>		4	twelfth
classroom test	-Presentation Discussion	<b>.23 Protestantism Reform Renewal to 241 Pages 245 Branch . 24 Fourth movements Christianity</b>		4	thirteenth

			<b>contemporary to 245 Pages 248</b>			
ssroom	m test	– Presentation –Discussion Storytelling	<b>Branch . 25 Fifth in Christianity Confrontation secularism to 249 Pages 252 Answer the questions</b>		4	fourteenth
ssroom	m test	– Presentation Discussion	<b>The Origins .1 of Christianity, 130-pages 128 the Branch . 2 rise second Pages Church 135 to 132</b>		4	fifteenth
ssroom	m test	–Presentation Discussion	<b>the Branch . 3 Reform third Protestant to 136 Pages 139 Branch . 4 Fourth Christianity And the Pages events 143 to 140</b>			Chapter Two
ssroom	m test	– Presentation –Discussion Storytelling	<b>Branch . 5 The Fifth debate religious to 144 Pages 147 Answer the questions</b>		4	Sixteenth

classroom test	– Presentation Discussion	<b>The book . 6 when holy Christians to 151 Pages 155 the Branch . 7 The second New Covenant to 155 Pages 159</b>		4	seventeenth
classroom test	– Presentation Discussion	<b>the Branch . 8 farms third Pages Church 164 to 160 Branch . 9 Fourth Interpretation Theologian to 165 Pages 168</b>		4	eighteenth

**Course evaluation .11**

<b>the total</b>	<b>Final exam</b>	<b>Monthly test</b>	<b>Daily tests and activities</b>	<b>presence</b>
<b>100</b>	<b>60</b>	<b>30</b>	<b>5</b>	<b>5</b>

**Learning and teaching resources .12**

<b>Studies in the study of Jewish, Christian, and Mesopotamian religions, by Professor Emad Mohammed Farhan, Professor Abdul Basit Ahmed Hassan, and Professor Zakaria Saleh Saif</b>	<b>Required textbooks (methodology, (if applicable)</b>
Books on religions (history, comparison, and (philosophy	<b>Main references (sources)</b>

Encyclopedia of Contemporary Religions and uhani / World -Sects, Dr. Maneh Hammad Al e House of Religions Magazine, published by .Baghdad -of Wisdom	<b>Recommended supporting books and references (scientific journals, (...reports</b>
<a href="http://www.al-maktabeh.com">www.al-maktabeh.com</a> www.dorar.net	<b>Electronic references, websites</b>

<b>Course Name .1</b>
<b>Methods of the Commentators / Fourth Stage</b>
<b>Course code .2</b>
<b>REM418</b>
<b>Semester/Year .3</b>
<b>2025 - 2026</b>
<b>Date this description was prepared .4</b>
<b>2025/10/1</b>
<b>Available forms of attendance .5</b>
<b>daily</b>
<b>Number of study hours (total) / Number of units (total) .6</b>
<b>2/2</b>
<b>Name of the course coordinator (if there is more than one, please mention .7</b>
<b>.(it</b>
<b>Hamid Muhammad M.M. Radwan :Name -1</b> <b>radwan.hamid@imamaladham.edu.iq :email address A'a -Al</b>

**objectives Course .8**

<p>the difference between interpretation students to Introducing •          .and exegesis</p> <p>Identifying the stages of development and transformation of •          . interpretation</p> <p>Learning and understanding the various approaches to •          . interpretation</p> <p>The sciences necessary for the interpreter and an explanation •          .of the qualities and manners of the interpreter</p> <p>A statement of the reasons for the differences among the •          of error in the the forms interpreters, mentioning          .interpretation</p> <p>Mention examples of interpretations (the model of •          interpretation based on transmitted knowledge, the model of          on opinion, the model of modern interpretation based          (interpretation</p> <p>Knowing that the difference in interpretation is a difference of •          .diversity, not a difference of contradiction</p> <p>To provide secondary schools and universities with teachers •          .to educate the new generation</p>	<p align="center"><b>Course objectives</b></p>
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**Teaching and learning strategies .9**

<p align="right">cognitive objectives</p> <p>Knowledge of the basics of interpretive schools and the -1          .stages they have gone through</p> <p>.Knowledge of the sciences necessary for the interpreter -2          of Forming the interpretive thinking of the student -3          .interpretation</p> <p>Knowing the efforts made by the interpreters to produce -4          .interpretive books</p> <p>Expanding the interpretive knowledge of students of Islamic -5          sciences</p> <p>Building a generation aware of different interpretive -6          knowledge and capable of peaceful coexistence in society</p> <p align="right">: Skill objectives</p> <p>correct interpretive opinions from distinguish The ability to -1          .corrupt ones</p>	<p align="center"><b>strategy</b></p>
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<p>The ability to distinguish between interpretation and explanation -2</p> <p>Developing the skill of contemplating the Qur'an and sciences necessary for the student of interpretation according to the rules -3</p> <p>Developing the skill of deriving interpretive opinions from approved sources in Islamic sciences -4</p> <p>Developing the skill of distinguishing between interpretation based on tradition and interpretation based on opinion -5</p> <p>The ability to distinguish between correct symbolic interpretation and false esoteric interpretation -6</p> <p>Building the student's leadership personality and preparing him as an educator for future generations -7</p> <p>:Affective goals</p> <p>Knowing one's Lord is essential, and man was created to worship -1</p> <p>Studying the Quran brings psychological and emotional comfort in this world and the hereafter, and enables service to society -2</p> <p>Understanding the value of knowledge and scholars is achieved by examining the efforts made by scholars in interpretation -3</p> <p>Developing a love for Islam by connecting the student to the intellectual heritage of Islam -4</p> <p>:Learning and teaching methods used</p> <p>Lecture and presentation method -5</p> <p>Inductive method -6</p> <p>Discussion method -7</p> <p>How to use modern technology -8</p> <p>:Evaluation methods</p> <p>Daily tests -4</p> <p>Monthly tests -5</p> <p>.Preparing scientific research and reports by the student -6</p>	
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**Course structure .10**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
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**Chapter One**

	Daily test Monthly test	a lecture discussion	Definition of curriculum and method The difference between them and their importance Knowledge of the methodologies of the commentators	Introducing the methodologies of Quranic commentators	4	.1
						.2
	Daily test Monthly test	a lecture discussion	The meaning of interpretation, linguistically and technically The meaning of interpretation, linguistically and technically Scholarly opinions on the difference between them	difference The between interpretation and exegesis	4	.3
	Daily test Monthly test	a lecture discussion	Discussion of the evidence on The stage between them	Interpretation and explanation Two successive stages	4	.4
	Daily test Monthly test	a lecture discussion	Discussion of the evidence on The stage between them	Interpretation and explanation Two successive stages	4	.5
	Daily test Monthly test	a lecture discussion	The interpretation is in the process of being .established	The movement of interpretation in His historic career	4	.6
	Daily test Monthly test	a lecture discussion	Interpretation is in the process of	The movement of	4	.7

			being .established	interpretation in His historic career		
Monthly test	Daily test Monthly test	a lecture discussion	The interpretation is in the process of branching .out	The movement of interpretation in historical His journey	4	.8
Monthly test	Daily test Monthly test	a lecture discussion	The interpretation is in the process of renewal	The movement of interpretation in historical His journey	4	.9
			a test		4	.10
Monthly test	Daily test Monthly test	a lecture discussion	Knowledge of the Quran, knowledge of the Sunnah	Essential sciences for the interpreter	4	.11
Monthly test	Daily test Monthly test	a lecture discussion	Knowledge of the Prophet's biography and the lives of the Companions, knowledge of the history of the Quran, of knowledge the rules of .interpretation	Essential sciences for the interpreter	4	.12
Monthly test	Daily test Monthly test	a lecture discussion	Knowledge of the Arabic language, knowledge of grammar and morphology, knowledge of Arabic rhetoric	Essential sciences for the interpreter	4	.13
Monthly test	Daily test Monthly test	a lecture discussion	Knowledge of Quranic readings, knowledge of	Essential sciences for the interpreter	4	.14

			<b>Islamic creed knowledge of the principles of jurisprudence</b>			
			<b>a test</b>		<b>4</b>	<b>.15</b>
				<b>Chapter Two</b>		
<b>Monthly test</b>	<b>Daily test</b>	<b>a lecture discussion</b>	<b>Knowledge of Islamic -pre Arab history, knowledge of the history of earlier generations, knowledge of intellectual schools of thought, contemporary scientific culture</b>	<b>Essential sciences for the interpreter</b>	<b>4</b>	<b>.16</b>
<b>Monthly test</b>	<b>Daily test</b>	<b>a lecture discussion</b>	<b>Characteristics of the interpreter</b>	<b>and Qualities of the interpreter</b>	<b>4</b>	<b>.17</b>
<b>Monthly test</b>	<b>Daily test</b>	<b>a lecture discussion</b>	<b>The Etiquette of the Interpreter</b>	<b>Qualities and manners of the interpreter</b>	<b>4</b>	<b>.18</b>
<b>Monthly test</b>	<b>Daily test</b>	<b>a lecture discussion</b>	<b>Interpreting the Quran with the Quran</b>	<b>Methods of interpretation</b>	<b>4</b>	<b>.19</b>
<b>Monthly test</b>	<b>Daily test</b>	<b>a lecture discussion</b>	<b>Interpreting the Quran using authentic Sunnah</b>	<b>Methods of interpretation</b>	<b>4</b>	<b>.20</b>
<b>Monthly test</b>	<b>Daily test</b>	<b>a lecture discussion</b>	<b>Interpreting the Quran with the sayings of the Companions</b>	<b>Methods of interpretation</b>	<b>4</b>	<b>.21</b>
<b>Monthly test</b>	<b>Daily test</b>	<b>a lecture discussion</b>	<b>Interpretation of the Quran according to the sayings of the Successors (of the Companions),</b>	<b>Methods of interpretation</b>	<b>4</b>	<b>.22</b>

			<b>interpretation of the Quran in the Arabic language</b>			
<b>M</b>	<b>Daily test Monthly test</b>	<b>a lecture discussion</b>	<b>Deriving meanings, subtleties, and implications</b>	<b>Methods of interpretation</b>	<b>4</b>	<b>.23</b>
<b>M</b>	<b>Daily test Monthly test</b>	<b>a lecture discussion</b>	<b>Differences in readings</b>	<b>Methods of interpretation</b>	<b>4</b>	<b>.24</b>
<b>M</b>	<b>Daily test Monthly test</b>	<b>a lecture discussion</b>	<b>Differences in grammatical analysis</b>	<b>the Reasons for differences among the interpreters</b>	<b>4</b>	<b>.25</b>
<b>M</b>	<b>Daily test Monthly test</b>	<b>a lecture Discussion</b>	<b>Difference in the linguistic meaning of the word</b>	<b>the Reasons for differences among the interpreters</b>	<b>4</b>	<b>.26</b>
<b>M</b>	<b>Daily test Monthly test</b>	<b>a lecture Discussion</b>	<b>Difference in shared vocabulary</b>	<b>the Reasons for differences among the interpreters</b>	<b>4</b>	<b>.27</b>
<b>M</b>	<b>Daily test Monthly test</b>	<b>a lecture Discussion</b>	<b>difference The is due to the possibility of restriction and .release</b>	<b>the Reasons for differences among the interpreters</b>	<b>4</b>	<b>.28</b>
<b>M</b>	<b>Daily test Monthly test</b>	<b>a lecture Discussion</b>	<b>The difference is due to the possibility of generality and .specificity</b>	<b>the Reasons for differences among the interpreters</b>	<b>4</b>	<b>.29</b>
<b>M</b>	<b>Daily test Monthly test</b>	<b>a lecture Discussion</b>	<b>The difference arises from the possibility of literal or figurative .meaning</b>	<b>the Reasons for differences among the interpreters</b>	<b>4</b>	<b>.30</b>

**General review**

**Course evaluation .23**

5 : Attendance •

5 : Research and reports •

30 : Monthly test •

60 : Final exam •

**Learning and teaching resources .24**

Methods of Quranic Exegesis: Prepared by a  
Azam -Al group of instructors from the Imam  
University College

**Required textbooks  
(methodology, if applicable)**

**Main references (sources)**

Introducing students to the methodologies of the  
-commentators: Dr. Salah Abdel Fattah Al  
.him Khalidi, may God have mercy on

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

**Electronic references, websites**

**Course Name .1**

**Memorizing the Holy Quran**

**Course code .2**

**EAQM401**

**Semester/Year .3**

**annual**

**Date this description was prepared .4**

**2025/10/1**

**Available forms of attendance .5**

**My presence**

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

**units 30 – hours 30**

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

**M.M. Ghazi Faisal Mohammed / Lecturer :Name -1**

**objectives Course .8**

**the to help the student memorize This course aims .1**  
**Book of God Almighty by memorizing the fourth**  
**. part of the Holy Quran perfectly**

**memorize the student to enabling the Focus on .2**  
**. fourth part correctly and without any melody**

**the rules of Tajweed during recitation Applying .3.**

- Strengthening memorization skills and .4**  
**promoting regular review methods.**

**Course objectives**

**Teaching and learning strategies .9**

- The teacher's model recitation .1.**
- The teacher listens to the students' recitation .2**
- individual recitation Monitoring the student's .3**
- Continuous cumulative review .4.**
- Correcting any errors in Tajweed (the rules of Quranic .5**  
**and reviewing what has been previously studied in ( recitation**  
**.Tajweed**

**strategy**

**Course structure .10**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
	Model .1 instruction and recitation Individual .2 recitation	General review of Tajweed rules	Memorize the fourth part . perfectly Reciting the verses according	1	the first

	Group review .3 Continuous .4 oral assessment		to the rules of . Tajweed Reciting the verses adherence And to the continuous review approach .		
	Recitation with syllabic repetition	Memorize from Surah Al Imran, verses 93 to page 62 ,100	=	1	the second
Periodic recitation test		Recite and memorize the previous verses, from verse 101 to page ,108 .63	Understanding the overall meaning facilitates .memorization	1	third the
Periodic recitation test	Recitation with syllabic repetition	Recite the previous verses and memorize verses 109 to 115, page 64	=	1	Fourth
Periodic recitation test		Recite the previous verses , and memorize verses 116 to 121 (p. .65	=	1	Fifth
Monthly test		Monthly test of previously memorized material	=	1	Sixth
Periodic recitation test	Gradual saving	Reciting verses 122 to page 66 , 132	Memorizing and verses repeating to enhance memorization	1	Seventh
Periodic recitation test		Reciting verses 133 to page 67 ,140	=	1	Eighth
quiz short A		Reciting verses 141 to page 68 ,148	=	1	Ninth

Periodic recitation test	Recitation with syllabic repetition	Reciting verses 149 to page 69 '153	=	1	tenth
		Reciting verses 154 to 70 page '157	Memorize the and link verses them to the previous section to understand the .sequence	1	eleventh
Monthly test			=	1	twelfth
Recitation test	Recitation with syllabic repetition	Reciting verses 158 to page 71 '161	=	1	thirteenth
Periodic recitation test		to 165 p. 162 71		1	fourteenth
test oral		to 169 p. 166 72	the Memorizing verses with cumulative review of the memorized portion	1	fifteenth Sixteenth
Periodic recitation test	Gradual saving	to 173 p. 170 72	=	1	seventeenth
recitation test Oral		to 177 p. 174 73	=	1	eighteenth
recitation Periodic test		-Pages 178 p. 73 '180	=	1	nineteenth
Monthly test				1	Twenty
Periodic recitation test	Recitation with syllabic repetition	-Pages 181 p. 74 '186	the Memorizing verses with cumulative review of the memorized portion	1	first-Twenty
Periodic recitation test		From 187 to p. 75 '194	=	1	-Twenty second
Periodic recitation test		to 200 p. 195 76	=	1	third-Twenty
Monthly test				1	-Twenty fourth
Periodic recitation test	Recitation with syllabic repetition	-Surah An Nisa, verses page 77 '6-1	=	1	fifth-Twenty

Periodic recitation test	Gradual saving	From 7 to 11, page 78	the Memorizing verses with cumulative review of the memorized portion	1	sixth-Twenty
Periodic recitation test	Recitation with syllabic repetition	From 12 to p. 79 '14	=	1	-Twenty seventh
Monthly test		From page 15 to 19, page 80		1	-Twenty eighth
Periodic recitation test	Recitation with syllabic repetition	From 20 to p. 81 '23	=	1	ninth-Twenty
Monthly test				1	thirty

**: Course Evaluation .11**

**of (40%), The course grades are based on annual effort at a rate distributed between periodic tests, practical application, continuous review, and class participation, while (60%) is allocated to the final .exam**

**Learning and teaching resources .12**

<b>fourth part of the Memorizing the Holy Quran from Surah Al Imran, from the words (All food was lawful to the Children of Israel...) (verse: to the words of God Almighty ,(93 (Indeed, God is Forgiving and Nisa, –Merciful...), Surah An .(verse: 23)</b>	<b>Required textbooks (methodology, (if applicable</b>
<b>The ultimate goal of the seeker in the science of Tajweed, by Sheikh Atiyya Qabil</b>	<b>(sources) Main references</b>
	<b>Recommended supporting books and references (scientific journals, (...reports</b>
	<b>Electronic references, websites</b>

**Course Name .1**

**Stage Four – and chain of transmission study Hadith classification**

<b>Course code</b> .2	
<b>RHS223</b>	
<b>Semester/Year</b> .3	
<b>annual</b>	
<b>Date this description was prepared</b> .4	
<b>2025/10/1</b>	
<b>Available forms of attendance</b> .5	
<b>My presence</b>	
<b>Number of study hours (total) / Number of units (total)</b> .6	
<b>hours 60</b>	
<b>the course coordinator (if there is more than one, please Name of</b> .7 <b>.(mention it</b>	
<b>Name: Dr. Hani Makki Hussein</b> <b><a href="mailto:hani.meki@imamaladham.edu.iq">hani.meki@imamaladham.edu.iq</a> : Email</b>	
<b>objectives Course</b> .8	
<p>the rules of the science of To provide learners with -1 .Hadith authentication</p> <p>Developing the learners' ability to know the methods -2 of extracting hadith and studying the chains of .transmission</p> <p>Developing the learner's ability to study chains of -3 .transmission</p> <p>learners' ability to distinguish Developing the -4 .between what is correct and what is not</p> <p>Confronting incorrect ideas by responding to them -5 through methods of hadith authentication and studying .chains of transmission</p>	<b>Course objectives</b>
<b>Teaching and learning strategies</b> .9	
<p><b>method of dialogue and discussion The -1</b></p> <p><b>Delivery method -2</b></p> <p><b>Method of communication or interaction-3</b></p> <p><b>How to use the technologies -4</b></p>	<b>strategy</b>

**Course structure .10**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom -performance exams	- Presentation Discussion	<b>Definition of graduation and the science of graduation</b>		2	September 1
Classroom -performance exams	- Induction Deduction	Types of and graduation Sections of the sources of graduation		2	September 2
Classroom -performance exams	- Presentation Discussion	<b>Tracing the hadith through the highest narrator</b>		2	October 1
Classroom -performance exams	-Presentation Discussion	<b>The books from which he emerges in this manner</b>		2	October 2
Classroom -performance exams	-Presentation Discussion	<b>Graduation by topic of hadith</b>		2	October 3
Classroom -performance exams	- Presentation Discussion	<b>Introducing the most prominent works arranged by topic</b>		2	October 4
Classroom -performance exams	- Presentation Discussion	<b>Continuing the discussion on the sections of works arranged by topic</b>		2	November 1

Classroom -performance exams	- Presentation Discussion	<b>Tracing the hadith using an unusual word</b>		2	November 2
Classroom -performance exams	- Presentation Discussion	<b>Talk about the indexed dictionary</b>		2	November 3
Classroom -performance exams	- Presentation Discussion	<b>Types of indexes</b>		2	November 4
Classroom -performance exams	-Induction Deduction	<b>The hadith is traced by way of description .in the hadith</b>		2	December 1
Classroom -performance exams	- Presentation Discussion	<b>Graduation using computer programs</b>		2	December 2
Practical test	<b>-Lecture Application in the Computer Lab</b>	<b>Steps for searching the Comprehensive Library program</b>		2	December 3
			semester First test	2	December 4
			Spring break	2	January 1
			Spring break	2	January 2
Practical test	<b>-Lecture Application in the Computer Lab</b>	<b>Steps for searching in the King Abdulaziz Mosque Program for the Prophetic Sunnah</b>		2	January 3
Practical test	<b>-Lecture Application in the Computer Lab</b>	<b>-the Jami' al program Kalim and the Hadith Encyclopedia</b>		2	January 4

Classroom -performance exams	- Presentation Discussion	<b>Practical steps for studying + attribution</b>		<b>2</b>	<b>February 1</b>
Classroom -performance exams	- Presentation Discussion	<b>Studying translation, the ranks of narrators, and describing their hadiths</b>		<b>2</b>	<b>February 2</b>
Page application Fourth				<b>2</b>	<b>February 3</b>
Page application Fourth				<b>2</b>	<b>February 4</b>
Page application Fourth				<b>2</b>	<b>March 1</b>
Page application Fourth					<b>March 2</b>
Page application Fourth				<b>2</b>	<b>March 3</b>
Classroom -performance exams	- Presentation Discussion	<b>How to determine the connection of the document by way of the existence of a statement of hearing</b>		<b>2</b>	<b>March 4</b>
Classroom -performance exams	- Presentation Discussion	<b>the Verifying chain of transmission of the hadith in -the book "Al -Iltizam Al "Sahihah</b>		<b>2</b>	<b>April 1</b>
Classroom -performance exams	- Presentation Discussion	<b>Verification from communication The document According to one of the</b>		<b>2</b>	<b>April 2</b>

			<b>imams or the preservation of hearing</b>			
Classroom -performance exams	- Presentation Discussion		<b>Checking its integrity and freedom from abnormality and defect</b>		2	April 3
Classroom -performance exams	- Presentation Discussion		<b>Studying the differences in hadith and judging the aspects of difference in hadith</b>		2	April 4
				<b>Second semester exam</b>	2	May 1

**Course evaluation .11**

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

**and teaching resources Learning .12**

<b>Hadith Authentication and Chain of Transmission Study by Dr. Abdul Aziz Shaya-Al</b>	<b>Required textbooks (methodology, (if applicable)</b>
<b>The science of Hadith authentication -1 and an explanation of the books of the -Al Yusuf .honorable Sunnah by Dr Marshli</b> <b>The Hadith of the Prophet by Dr. Ali -2 Nayef Baqai</b>	<b>Main references (sources)</b>
<b>Summary of the expert -1</b> <b>Grading the Hadiths of Ihya Ulum Din-al -2</b> <b>Masterpiece of the Nobles with Knowledge of the Parties -3</b>	<b>Recommended supporting books and references (scientific journals, (...reports</b>

various and Comprehensive libraries  
websites, which are numerous in this  
.field

Electronic references, websites

<b>Course Name</b> .1
<b>Fourth Stage – Modern Methods</b>
<b>Course code</b> .2
RMM321
<b>Semester/Year</b> .3
annual
<b>Date this description was prepared</b> .4
2025/10/1
<b>Available forms of attendance</b> .5
Classroom lectures
<b>Number of study hours (total) / Number of units (total)</b> .6
hours 60
<b>course coordinator (if there is more than one, please Name of the</b> .7 <b>.(mention it</b>
<b>Mahmoud Ali Hussein .M.M : Name</b> -1
Husain mahmud@imamaladham.edu.iq : <a href="mailto:Husain mahmud@imamaladham.edu.iq">Email</a>
<b>objectives Course</b> .8

to the	The course aims to introduce the student	.4	<b>Course objectives</b>
	.importance of Hadith science		
The student will learn how to extract rulings from	.5		
	.prophetic hadiths and understand their meanings		
A statement of the jurisprudential differences across	.6		
	all schools of thought		

**Teaching and learning strategies .9**

<p style="text-align: center;">Knowledge and understanding -A</p> <p>Enabling the student to understand the material of the modernists' -A1 methodologies</p> <p>To enable the student to be familiar with the precise details of -A2 to each of the methodologies of the early scholars in Hadith and understand their intent in detail</p> <p>Preparing the student in a way that qualifies him to work in -A3 educational and religious institutions</p> <p style="text-align: center;">skills specific-b) Subject</p> <p>The student should be able to understand the methodology of - B1 each hadith scholar individually, such as the methodology of Imam -Al Imam Bukhari and-Al Imam Ahmed and Imam Malik and Tirmidhi, may God have mercy on them</p> <p>The student should be able to prepare scientific reports on the - B2 .subject of the methodologies of modern scholars</p> <p>To provide the student with knowledge - Affective objectives: C3 -C .Hadith and their trends in it-to identify the schools of Ahl al</p>	<b>strategy</b>
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**Course structure .10**

Evaluation Method	Learning method	Unit or topic name	Hours	Week
Classroom exams -performance	-Presentation Discussion	Welcome + Introduction to Science	2	October 1

Classroom exams –performance	– Presentation Discussion	What is Imam mercy with you God	2	October 2
Classroom exams – performance	– Presentation Discussion	Imam Muwatta What is with you	2	October 3
Classroom exams –performance	– Induction Deduction	Models five Muwatta from What is Imam with you	2	October 4
Classroom exams –performance	– Presentation Discussion	Ahmed Imam God mercy	2	November 1
Classroom exams –performance	– Presentation Discussion	Imam ordeal Ahmed	2	November 2
Classroom exams –performance	– Presentation Discussion	Imam Support Ahmed	2	November 3
Classroom exams –performance	– Presentation Discussion	in the reason presence in Topics Imam Support Ahmed	2	November 4
Classroom exams –performance	– Presentation Discussion	Explanations The chain of transmission	2	December 1
Classroom exams –performance	– Presentation Discussion	Models five ) From him my (Musnad Bakr dad God satisfied ) about him)	2	December 2
Classroom exams –performance	– Presentation Discussion	-Al Imam mercy Bukhari God	2	December 3
		First semester test	2	December 4
		Spring break	2	January 1
		Spring break	2	January 2
Classroom exams –performance	– Presentation Discussion	It what -Al happened Bukhari after returning to his country	2	January 3

Classroom exams –performance	– Presentation Discussion	May God protect him Imams Praise attic	2	January 4
Classroom exams –performance	– Induction Deduction	-His book, Al -Al 'Jami 'Sahih biographies of Bukhari-Al		February 1
Classroom exams –performance	– Presentation Discussion	The three -hadiths of al + Bukhari Answers to criticisms leveled -against al Bukhari		February 2
Phase Four application			2	February 3
Stage application Fourth			2	February 4
Stage application Fourth			2	March 1
Phase Four application			2	March 2
Stage application Fourth			2	March 3
Classroom exams –performance	–Presentation Discussion	<b>Five examples from his -book, Al -Jami' Al Sahih</b>	2	March 4
Classroom exams –performance	–Presentation Discussion	<b>-al Imam 'Tirmidhi may God have mercy on him</b>	2	April 1
Classroom exams –performance	–Presentation Discussion	<b>-Jami' al Tirmidhi</b>	2	April 2

Classroom exams –performance	– Presentation Discussion	<b>Explanations -of Jami' al Tirmidhi</b>	2	April 3
Classroom exams –performance	– Presentation Discussion	<b>Five examples 'Jami-from Al -by Al Tirmidhi</b>	2	April 4
		<b>Second semester exam</b>	2	May 1

**Course evaluation .11**

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

**Learning and teaching resources .12**

For Sheikh Modernists information Shahba Muhammad Abu	Required textbooks (methodology, if (applicable
For example (the Books on Hadith Methodology Yasser For the doctor Modernists Curricula in (obvious (Northern)	<b>Main references (sources)</b>
Collection of the Noble Prophetic Hadith and its Sciences	<b>Recommended supporting books and references (scientific journals, (...reports</b>
-Library website, Ahl al Comprehensive Hadith Forum website	<b>Electronic references, websites</b>

