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Academic Program Description

**Imam Al-Azam University College / Department
of Arabic Language / Basra
For the academic year 2025-2026**

the introduction:

The educational program is a well-organized and structured package. The curriculum includes procedures and experiences organized into course syllabi whose 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 program's main features and courses, indicating the skills that students are working to acquire based on the academic program's objectives. The 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, updated with the vocabulary and paragraphs of the previous guide, reflecting the latest developments in the Iraqi education system. This includes a description of the academic program in its traditional form (annual, semester-based system), as well as the standardized academic program description adopted by the Department of Studies. TTM3/2906 dated 3/5/2023 regarding programs that rely on the Bologna Process as the basis for their work.

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:

a descriptionThe programAcademic: The academic program description provides a concise summary. Based on its vision, mission, and goals, including a detailed description of the targeted learning outcomes according to specific learning strategies.

a descriptionThe course: It provides a concise summary of the most important course characteristics and the learning outcomes expected of the student, demonstrating whether they have made the most of the available learning opportunities., And it is derived from Program description.

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

Program message: The goals and activities necessary to achieve them are briefly explained, and the paths and directions of program development are identified.

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

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

Learning outcomes: A compatible set of knowledge, skills, and values 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.

Education strategies and learning: These are the strategies used by faculty members to enhance student teaching and learning; they are plans followed to achieve learning objectives. Describe all activities in the classroom and non-classroom to achieve learning outcomes for the program.

Academic Program Description

University Name: Imam Al-Azam University College

College: The Great Imam University

Scientific Department: Arabic Language Department / Basra

Name of academic or professional program: Bachelor's degree in Arabic language

Final Certificate Name: Bachelor's degree in Islamic Theology

Study system: annual

Date the description was prepared: 21/9/2020

Date the file was filled out: 1/10/2020



the signature:
Name of the Scientific Assistant: Prof.
Dr. Ayman Farouk Mohamed
the date: // 22



the signature:
Name of Department Head:
Dr. Mustafa Hamed Yaqoub
the date: 1 / 10 / 2020



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university performance
Manager's name to divide Quality
assurance and university performance:
Dr. Hamid Younis Hamid
the date: //



Endorsed by the Dean

1. Program Vision

The department aspires for the college to occupy a leading and distinguished scientific position among colleges, and for the Arabic language to be the identity of its speakers, as it is the important and common link that unites them and distinguishes them from all other peoples of the world.

From this standpoint, the department seeks to serve the Arabic language and spread its sciences throughout the world, as it is the origin and vessel of all sciences, and no science can exist without it, so that it remains alive on tongues as long as there is a pen to write and a tongue to speak.

2. Program message

The department seeks to graduate generations proficient in the Arabic language, proud of their authentic Arab-Islamic heritage, possessing the scientific and research skills that enable them to actively contribute to the renaissance of the nation and the restoration of its ancient glory. The department also seeks to build students with high and upright morals, based on authentic science and knowledge, and far removed from reprehensible extremism and blind fanaticism in all its dimensions, and above all this, calling to God with insight, wisdom, and good counsel.

3. Program objectives

1. Preparing graduates qualified to work in all fields of life, who bear the responsibility of calling to God Almighty according to the approach of moderation and balance.

2. Preparing distinguished researchers according to the sound methodology of literary research, in service to our

beautiful Arabic language, and consequently in service to all other sciences.

3. Instilling a sense of pride in the Arab-Islamic heritage and authentic Arab-Islamic civilization.

4. Enabling students to master scientific skills and preserve the integrity of the Arabic language.

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

6. Seeking openness to civil society organizations in order to achieve the goals of our esteemed college.

7. To provide Iraqi society and the Arab and Islamic world with holders of higher degrees from specialists in our department.

4. Program accreditation

Is the program accredited? And by which body?

Work is underway on it

5. Other external influences

Is there a sponsor for the program?

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

6. Program structure

comments *	Percentage	Study unit	Number of courses	Program structure
	14%	12	5	Institutional requirements
	22%	32	8	College requirements
	60%	157	21	Department

				requirements
				Summer training
	2%	4	Application in Islamic education schools in the Sunni endowment	Other

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

7. Program Description				
Credit Hours		Course name	Course code	Year / Level
practical	theoretical			
	3	Grammar	AG109	The stageAWali
	3	Arabic literature before Islam	APIEL111	
	2	Disbursement	AMC113	
	2	Language skills	ADR115	
	1	Quranic Sciences and Hadith Sciences	EAQM301	
	1	Recitation and memorization of the Quran	EATV203	
	2	Educational Psychology	EAEP108	
	2	Freedom and human rights	EARD107	
	1	English language	EAEL103	
	1	computer	EACS105	
	1	Islamic jurisprudence	EARD108	
	2	Rhetoric	ARS215	
	3	Grammar	AG110	
	3	Islamic and Umayyad literature	AIAUL114	

	2	Disbursement	AMC116		
	2	Arabic Dictionary and Sound	ATAP219		
	2	Offers	AOS316		
	2	ancient texts	ABGO218		
	1	Memorizing the Quran	EAQM102		
	1	computer	EACS106		
	2	Foundations of Education and Guidance	EAEP109		
	1	English language	EAEL104		
	2	Rhetoric	ARS214		
	1	Ba'ath Party crimes	EASM307		
	3	Grammar	AG211		Phase Three
	3	Abbasid literature	AASL213		
	3	Andalusian literature	AAL311		
	2	[Old Arabic]	AOC411		
	2	Curricula and teaching methods	EAMT306		
	2	Research Methodology	EARM340		
	2	linguistics	AML313		
	1	Quranic readings	AQR419		
	1	Memorizing the Quran	EAQM201		
	2	Measurement and evaluation	AG2110		
	1	Biography of the Prophet's Family	AML409		
	3	Grammar	AMC412	Phase Four	
	3	Modern Arabic Literature	AGS415		
	2	Modern Arabic criticism and its	EAQM202		

		schools		
	2	Grammar schools	EAOP407	
	1	Memorizing the Quran	AG2110	
	4	Viewing and applying	AML409	
	1	Research project	EARM340	
	2	Linguistics	ALJ414	
	2	Literature of later periods	ALEL416	
	2	Quranic expression	AQE420	

8. Expected learning outcomes of the program

Knowledge

- 1a. Students' mastery of linguistic and grammatical sciences
- 2a. The student's knowledge of the grammatical schools and doctrines
- 3a. Examining grammatical, rhetorical, and linguistic issues
- 4a. Understanding the cognitive structure of the student's mindset
- 5a. Spreading a spirit of openness towards grammatical schools
- 6a. Mental and psychological readiness in building linguistic knowledge
- 7a. Demonstrating the greatness of the Arabic language and its superiority over other languages
- 8a. Preparing a teaching staff capable of advancing the education sector
- 9a. Contributing to the development of state institutions through employment in ministries and universities

Goals cognitive

Skills

- 1b. Enabling students to solve problems related to the cognitive framework
- 2b. Enabling students to understand, analyze, and evaluate the scientific material.
- 3b. To equip the student with skills in how to memorize terms and concepts
- 4b. Enabling students to write scientific research papers

Skills objectives Program-specific

- 5b. Enabling the student to master diverse teaching methods
- 6b. Preparing a researcher who develops the specialization of education in the field of Arabic sciences

Values

- 1. C. Describing and analyzing the problem and identifying its solution within the framework of the Arabic language specialization.
- 2c. Presenting the theoretical material and attempting to apply it practically
- 3. C. Instilling a love of Arabic in the student by encouraging him to read specialized books.
- 4c. A statement of the importance of Arabic sciences and Arabic concepts stemming from the cultural heritage
- 5c. Instilling a love of scientific research in students by encouraging scientific inquiry.
- 6c. Developing an inclination towards teaching the Arabic language subject
- 7c. Creating psychological adjustment in the student and enabling them to practice the educational and psychological guidance process

**Affective goals
Values**

9. Teaching and learning strategies

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

- 1. Delivering lectures based on academic knowledge and experience
- 2. Discussing with students, as a result of developing their knowledge and talents
- 3. The skill of thinking, deduction, and building knowledge and scientific understanding.

10. Assessment methods

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

- 1. Weekly oral and written tests

2. monthly written tests
3. Annual written exams

11. Faculty

Faculty members

Faculty preparation		Special requirements/skills (if any)		Specialization		Academic rank and name
lecturer	angel			private	general	
	angel			Language and Grammar	Arabic	Dr. Mustafa Hamed Yaqoub
	angel			about	Arabic	ADr.Essam Mustafa Youssef
	angel			explanation	Religious principles	Prof. Dr. Ali Abdul Wahab Abdul Razzaq
	angel			Modern literature	Arabic	M.Osama Ahmed Jassim
	angel			computer	Computer Science	M. Abdulwadud Subhi Abdulwadud
lecturer				language	Arabic language	M.M. Omar Abdel Hadi Matar
lecturer				Abbasid literature	Arabic language	M.M. Ahmed Ibrahim Othman
lecturer				language	Arabic language	M.M. Amal Hamed Badr
lecturer				literature	English	M.M. Mahmoud Abdel-Ilah

					language	Abdel-Moneim
lecturer				explanation	Fundamentals of Religion	M.M. Nahed Abdullah Salman

Professional Development

Orienting new faculty members

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

1. Holding scientific seminars
2. Holding specialized workshops
3. Carrying out activities that would enhance the efficiency of instructors

Professional development of faculty members

Holding seminars, cultural sessions and workshops on teaching methods and modern teaching methods, as well as paying attention to knowing the methods of evaluation and how to formulate questions, and knowing the methods of testing.

12. Admission standard

There are a number of systems related to college admission, focusing on the following:

1. Adopting student admission requirements in accordance with the regulations of the Ministry of Higher Education and Scientific Research (Central Admission)
2. The student must successfully pass a special test or personal interview deemed appropriate by the college or department council.
3. The applicant must be medically fit
4. Department capacity application

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13. Key sources of information about the program

- | |
|---|
| <ol style="list-style-type: none">1. Master's theses and doctoral dissertations2. Scientific research site on the Google search engine3. Virtual Library4. Comprehensive Library |
|---|

14. Program development plan

- | |
|---|
| <ol style="list-style-type: none">1. Consulting sources and references related to the topic and expanding the scope of the lecture with additional information that is not part of the curriculum.2. Contributing to supplying universities and colleges with scientifically qualified graduates through the application of software.3. Developing students' thinking skills, their ability to deduce, and their knowledge of how to draw conclusions from the concepts they learn. |
|---|

Skills chartprogram

Learning outcomes required from the program												ASasYMy choice	Course Name	Course code	Year/Level
The.Yes			Skills				TheFluff								
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Grammar	AG109	The stageAWali
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Arabic literature before Islam	APIEL111	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Disbursement	AMC113	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Language skills	ADR115	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Quranic Sciences	EAQM301	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Tajweed	EATV203	

Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Memorizing the Quran	EAEP108	Phase Two
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Educational Psychology	EARD107	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Freedom and human rights	EAEL103	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	English language	AG109	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	computer	EACS105	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Hadith Sciences	EAEP108	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Islamic jurisprudence	EARD107	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Rhetoric	EACS105	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Grammar		
Q4	Part	Part	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Abbasid		

	3	2											literature		Phase Three
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Andalusian literature		
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Ancient Arabic criticism		
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Curricula and teaching methods		
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Research Methodology		
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	linguistics		
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Quranic readings		
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Memorizing the Quran		
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Grammar	EAEL104	

Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Abbasid literature	ARS214	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Andalusian literature	EASM307	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Ancient Arabic criticism	AG211	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Curricula and teaching methods	AASL213	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Research Methodology	AAL311	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	linguistics	AOC411	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Quranic readings	EAMT306	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Memorizing the Quran	EARM340	
Q4	Part	Part	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Grammar	AG2110	

	3	2												
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Modern Arabic Literature	AML409
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Modern Arabic criticism and its schools	AMC412
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Grammar schools	AGS415
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Memorizing the Quran	EAQM202
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Viewing and applying	EAOP407
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Research project	EARM340
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Linguistics	ALJ414
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Literature of later periods	ALEL416

Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Quranic expression	AQE420	
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	essential	linguistics	AG2110	

- **Please check the boxes corresponding to the individual learning outcomes from the program that are subject to evaluation.m**

Description of the first stage

Course Description

Pre-Islamic literature

1. Course Name	
Pre-Islamic literature	
2. Course code	
APIEL112	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
2025/10/9	
5. Available forms of attendance	
Mandatory attendance	
6. Number of study hours (total) / Number of units (total)	
Hours: (84) / Units: (168)	
7. Name of the course coordinator (if there is more than one, please mention it).	
1- Name: M. Osama Ahmed Jassim Email:osama.ahmed@imamaladham.edu.iq	
8. Course objectives	
The student has a clear picture of literature in the pre-Islamic era (poetry and prose), To understand the importance of poetry and its place in pre-Islamic life. To understand the issues, styles, and themes of pre-Islamic poetry. The student should be familiar with the most important pre-	Course Objectives

Islamic prose arts and their styles.
 To understand the meanings of the most prominent terms and concepts associated with the pre-Islamic era.
 To know the most important sources and references of pre-Islamic literature.
 To know the most prominent poets of the pre-Islamic era.

9. Teaching and learning strategies

strategy

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

10. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral and written tests	discussion	Introduction: Defining Literature and its Meaning <ul style="list-style-type: none"> - The meaning of the word literature - The meaning of the term Jahiliyya - Literature and its history 	theoretical	3	the first
Oral and written tests	discussion	<ul style="list-style-type: none"> - The origins and priorities of poetry - Documenting the narrative of poetry and its narrators 	theoretical	3	the second

Oral and written tests	discussion	Documenting the sources of pre-Islamic poetry - Favorites - Asma'iyat	theoretical	3	the third
Oral and written tests	discussion	- The Book of Two Choices - Books of enthusiasm	theoretical	3	Fourth
Oral and written tests	discussion	- Anthology of Arab Poetry - Collections of pre-Islamic poetry	theoretical	3	Fifth
Oral and written tests	discussion	A historical overview of the theory questioning pre-Islamic poetry and the response to it.	theoretical	3	Sixth
Oral and written tests	discussion	Characteristics and style of pre-Islamic poetry - The technical characteristics of pre-Islamic poetry - Subject unit	theoretical	3	Seventh
Oral and written tests	discussion	- Connection to the land - Narrative approach	theoretical	3	Eighth
Oral and written tests	discussion	Themes of pre-Islamic poetry - Lament - praise	theoretical	3	Ninth
Oral and written tests	discussion	- Poetry and Arab Unity - Poetry and Civilization	theoretical	3	tenth
Oral and written tests	discussion	Poets: -Imru' al-Qays: His Life and Poetry - Zuhair ibn Abi Sulma: His Life and Poetry	theoretical	3	eleventh
Oral and written tests	discussion	- Urwah ibn al-Ward - The Greater Spotted - Amir ibn al-Tufayl - Hatim al-Tai	theoretical	3	twelfth

Oral and written tests	discussion	The Mu'allaha of Imru' al-Qays and its commentary	theoretical	3	thirteenth
Oral and written tests	discussion	The Mu'allaha of Zuhayr ibn Abi Sulma and its commentary	theoretical	3	fourteenth
Oral and written tests	discussion	The Mu'allaha of (Labid) and its explanation	theoretical	3	fifteenth
Oral and written tests	discussion	The Mu'allaha of Amr ibn Kulthum and its commentary	theoretical	3	Sixteenth
Oral and written tests	discussion	The Mu'allaha of Antarah and its explanation	theoretical	3	seventeenth
Oral and written tests	discussion	The Mu'allaha of (Tarafa ibn al-'Abd) and its commentary	theoretical	3	eighteenth
Oral and written tests	discussion	Pre-Islamic prose - Its nature - Its narrators	theoretical	3	nineteenth
Oral and written tests	discussion	Sources of prose - Books of proverbs - Books of interpretations and commentaries	theoretical	3	Twenty
Oral and written tests	discussion	- Books of biographies, history, military campaigns, and countries - Arabic language, literature, and culture books	theoretical	3	Twenty-first
Oral and written tests	discussion	Types and Arts of Pre-Islamic Prose - Proverbs, wisdom, and sayings - Rhyming soothsayers	theoretical	3	Twenty-second
Oral and written tests	discussion	- The sermon and its types A - The impassioned sermon b) The sermon	theoretical	3	Twenty-third
Oral and	discussion	C - Seasonal sermon	theoretical	3	Twenty-

written tests		D - The formal sermon E - The Sermon of the Possessors			fourth
Oral and written tests	discussion	- stories A - Historical Stories B - Folk Tales C - Social Stories	theoretical	3	Twenty-fifth
Oral and written tests	discussion	A general review of pre-Islamic literature A brief overview of the history of literature, its documentation, and its importance	theoretical	3	Twenty-sixth
Oral and written tests	discussion	A general review of pre-Islamic literature A general overview of the types of pre-Islamic literature, its prominent figures, and its characteristics.	theoretical	3	Twenty-seventh
Oral and written tests	discussion	A general review of pre-Islamic literature A general overview of the most important sources of pre-Islamic literature	theoretical	3	Twenty-eighth

11. Course evaluation

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

1- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

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

Final exam: (60 marks).

12. Learning and teaching resources

**Arabic literature in the pre-Islamic era
Dr. Nouri Hammoudi Al-Qaisi**

Required textbooks (methodology, if applicable)

History of Arabic Literature - The Pre-Islamic Era - Shawqi Daif	Main references (sources)
Various books and research papers that examine and study the pre-Islamic era	Recommended supporting books and references (scientific journals, reports...)
The World Wide Web	Electronic references, websites

Course description/Rhetoric

1- Course Name

eloquence

2-Course Code

ARS215

2-Semester/Year

2025-2026

4- Date this description was prepared

9/10/2025

5- Available forms of attendance

Mandatory attendance

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

Hours: (56) / Units: (112)

7- Name of the course coordinator

Name: Dr. Ali Sajet Jiyad

Email: ali.sajid@imamaladham.edu.iq

8-Course Objectives

Course objectives: To familiarize the student with the sciences of rhetoric and semantics in particular.

The student should master the topics of this science to help him understand poetic and prose texts.

The student should be able to understand the secrets of rhetoric and eloquence that lead to knowledge of the miraculous nature of the Qur'an.

9- Teaching and learning strategies

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

10-Course Structure

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
Written or oral tests	discussion	Eloquence and rhetoric Eloquence of words, speech, and speaker	theoretical	2	the first
Written or oral tests	discussion	Eloquence of speech and the speaker	theoretical	2	the second
Written or oral tests	discussion	Semantics	theoretical	2	the third
Written or oral tests	discussion	Dividing speech into declarative and imperative	theoretical	2	Fourth
Written or oral tests	discussion	The purposes for which the news is disseminated	theoretical	2	Fifth
Written or oral tests	discussion	Dividing the predicate into verbal and	theoretical	2	Sixth

		nominal sentences			
Written or oral tests	discussion	The reality of creation	theoretical	2	Seventh
Written tests	discussion	The matter Prohibition	theoretical	2	Eighth
Written or oral tests	discussion	Interrogation	theoretical	2	Ninth
Written or oral tests	discussion	Wishing	theoretical	2	tenth
Written or oral tests	discussion	The call	theoretical	2	eleventh
Written or oral tests	discussion	The circumstances of the subject	theoretical	2	twelfth
Written or oral tests	discussion	Mention of the subject Deletion of the subject	theoretical	2	thirteenth
Written or oral tests	discussion	Defining the subject through implication and proper noun status	theoretical	2	fourteenth
Written tests	discussion	Defining the subject through demonstrative and relative pronouns	theoretical	2	fifteenth
Written or oral tests	discussion	Defining the subject with the definite article (al-) of reference and generic meaning	theoretical	2	Sixteenth
Written or oral tests	discussion	Definition of the subject in addition and vocative	theoretical	2	seventeenth
Written or oral tests	discussion	Indefiniteness of the subject	theoretical	2	eighteenth
Written or oral tests	discussion	Presenting the subject and delaying it	theoretical	2	nineteenth
Written or oral tests	discussion	Mentioning and omitting the subject	theoretical	2	Twenty
Written or oral tests	discussion	Restriction and release	theoretical	2	Twenty-first
Written or oral tests	discussion	Restriction by dependencies	theoretical	2	Twenty-second
Written or oral tests	discussion	Restriction by the relative pronoun and the particles that modify it	theoretical	2	Twenty-third
Written or oral tests	discussion	Restriction by	theoretical	2	Twenty-

		negation and by the five objects			fourth
Written or oral tests	discussion	The palace and its roads	theoretical	2	Twenty-fifth
Written or oral tests	discussion	Connection and separation	theoretical	2	Twenty-sixth
Written or oral tests	discussion	Points of connection and separation	theoretical	2	Twenty-seventh
Written or oral tests	discussion	Brevity, prolixity, and equality	theoretical	2	Twenty-eighth

11-Course Evaluation

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

ب- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ت- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ث- Final exam: (60 marks).

12- Sources of education and teaching

Course Description Template / Exchange

1- Course Name

Disbursement – Phase One

2-Course Code

AMC113

3-Semester/Year

2025-2026

4- Date this description was prepared

9/10/2025

5- Available forms of attendance

Mandatory attendance / Absence

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

Hours: (56 hours) Units: (112 units)

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

Name: M.M. Omar Abdelhadi Matar

Email: _Omar_Hadi3@gmail.com

8-Course Objectives

Course objectives:The teaching of morphology aims to enlighten students about the importance of the morphological aspect in the science of the Arabic language and the change that occurs in the word. Morphology is one of the most important Arabic sciences in terms of subject matter, and the most dangerous of them, and the most deserving of our attention, and we should devote ourselves to studying it and spare no effort in acquiring knowledge of it, because it enters into the core of Arabic words, and it runs from them in the form of the standard and the scale, and on its knowledge alone is the reliance for controlling the forms and knowing their diminutive and the attribution to them, and it is the only aspect that the one who contemplates it can see what is affected by the word in terms of elision, substitution or assimilation, and from it alone is known what is common in Arabic and what is rare and what is unusual and what is irregular in terms of plurals, sources and derivatives, and by observing its rules, the vocabulary of speech is free from violations of the standard that disrupt eloquence and invalidate the eloquence of speakers.

9- Teaching and learning strategies

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

10-Course Structure

Evaluation Method	Learning	Unit name and topic	Required	Hours	Week
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	method		educational outcomes		
Written or oral tests	Discussion and presentation	Morphology in language and terminology	theoretical	2	the first
Written or oral tests	Discussion and presentation	The subject of morphology	theoretical	2	the second
Written or oral tests	Discussion and presentation	The difference between grammar and morphology	theoretical	2	the third
Written or oral tests	Discussion and presentation	The benefits of morphology and morphological books, both old and new.	theoretical	2	Fourth
Written or oral tests	Discussion and presentation	Morphological balance	theoretical	2	Fifth
Written or oral tests	Discussion and presentation	Morphological balance	theoretical	2	Sixth
Written or oral tests	Discussion and presentation	spatial heart	theoretical	2	Seventh
Written or oral tests	Discussion and presentation	Derivation	theoretical	2	Eighth
Written or oral tests	Discussion and presentation	Sculpture		2	Ninth
Written or oral tests	Discussion and presentation	Abstract and more	theoretical	2	tenth
Written or oral tests	Discussion and presentation	The abstract and more	theoretical	2	eleventh
Written or oral tests	Discussion and	Attachment	theoretical	2	twelfth

	presentati on				
Written or oral tests	Discussion and presentati on	letters of addition	theoretical	2	thirteenth
Written or oral tests	Discussion and presentati on	Sound and weak verbs	theoretical	2	fourteenth
Written or oral tests	Discussion and presentati on	Emphasis of the verb	theoretical	2	fifteenth
Written or oral tests	Discussion and presentati on	Verbs are divided into transitive and intransitive. Transitive verbs and reasons for transitivity	theoretical	2	Sixteenth
Written or oral tests	Discussion and presentati on	The necessary action and the reasons for necessity	theoretical	2	seventeenth
Written or oral tests	Discussion and presentati on	Verbs are divided into invariable and inflected. invariable verb	theoretical	2	eighteenth
Written or oral tests	Discussion and presentati on	The conjugated verb	theoretical	2	nineteenth
Written or oral tests	Discussion and presentati on	The verb is defective.	theoretical	2	Twenty
Written or oral tests	Discussion and presentati on	passive voice	theoretical	2	Twenty-first
Written or oral tests	Discussion and presentati on	Sources – Standard Sources	theoretical	2	Twenty-second
Written or oral tests	Discussion and presentati on	Non-standard sources	theoretical	2	Twenty-third
Written or oral tests	Discussion	The invariable and the	theoretical	2	Twenty-

	and presentation	derived			fourth
Written or oral tests	Discussion and presentation	Derivatives – Principles of Derivatives	theoretical	2	Twenty-fifth
Written or oral tests	Discussion and presentation	The active participle - its derivation	theoretical	2	Twenty-sixth
Written or oral tests	Discussion and presentation	The passive participle - its derivation The adjective of resemblance	theoretical	2	Twenty-seventh
Written or oral tests	Discussion and presentation	Vowel change and substitution	theoretical	2	Twenty-eighth

11-Course Evaluation

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

ج- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ح- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

خ- Final exam: (60 marks).

12- Sources of education and teaching

Morphology - Author: Professor Dr. Hatem Al-Dhamin	Required textbooks (methodology, if applicable)
Everything related to morphology	Main references (sources)
Shaza al-Urf in the Science of Morphology	Recommended mainstream books and references (scientific journals, reports, etc.)
All websites and social media accounts that deal with morphology	Electronic references, website

Course Description/Jurisprudence

1- Course Name

Jurisprudence

2-Course Code**3-Semester/Year**

2025-2026

4- Date this description was prepared

9/10/2025

5- Available forms of attendance

Mandatory attendance / Absence

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

Hours: (28 hours) Units: (56 units)

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

Name: Prof. Dr. Ali Abdul Wahab Abdul Razzaq

Email: aliabdlwahab89@imamaladham.edu.iq

8-Course Objectives

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

9- Teaching and learning strategies

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

10-Course Structure

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

Written or oral tests	Discussion and presentation	Chapter on well issues, Chapter on cleansing after relieving oneself	theoretical	1	the third
Written or oral tests	Discussion and presentation	Chapter on ablution Chapter on the rules of ablution	theoretical	1	Fourth
Written or oral tests	Discussion and presentation	A chapter on the complete rulings and recommended practices of ablution.	theoretical	1	Fifth
Written or oral tests	Discussion and presentation	A chapter on the etiquette of ablution and on disliked acts	theoretical	1	Sixth
Written or oral tests	Discussion and presentation	Chapter: Ten things that do not invalidate ablution. Chapter: What necessitates ritual bathing and what is recommended during ritual bathing.	theoretical	1	Seventh
Written or oral tests	Discussion and presentation	Chapter on Tayammum in wiping over the socks	theoretical	1	Eighth
Written or oral tests	Discussion and presentation	Chapter on Menstruation, Postpartum Bleeding, and Irregular Bleeding		1	Ninth
Written or oral tests	Discussion and presentation	The Book of Prayer: Rulings on Prayer	theoretical	1	tenth
Written or oral tests	Discussion and presentation	Chapter on times that are disliked	theoretical	1	eleventh
Written or oral tests	Discussion and presentation	Chapter on the conditions and pillars of prayer	theoretical	1	twelfth
Written or oral tests	Discussion and presentation	Chapter on the obligation of prayer	theoretical	1	thirteenth
Written or oral tests	Discussion	A chapter on its	theoretical	1	fourteen

	and presentation	Sunnahs			th
Written or oral tests	Discussion and presentation	Chapter on Imamate: Section on Who is Most Deserving of Leading the Prayer and the Arrangement of Rows	theoretical	1	fifteenth
Written or oral tests	Discussion and presentation	Chapter on what invalidates prayer and what does not invalidate prayer	theoretical	1	Sixteenth
Written or oral tests	Discussion and presentation	A section on what is not disliked for the worshipper and what necessitates interrupting the prayer.	theoretical	1	seventeenth
Written or oral tests	Discussion and presentation	Chapter on voluntary prayers, on voluntary prayers while sitting, on prayer while riding an animal, and a section on prayer on a ship.	theoretical	1	eighteenth
Written or oral tests	Discussion and presentation	Chapter on Prayer in the Kaaba, Chapter on the Prayer of the Traveler and the Prayer of the Sick	theoretical	1	nineteenth
Written or oral tests	Discussion and presentation	Chapter on making up missed prayers and chapter on prostration of forgetfulness	theoretical	1	Twenty
Written or oral tests	Discussion and presentation	Chapter on Friday and Eid prayers, eclipse prayers	theoretical	1	Twenty-first
Written or oral tests	Discussion and presentation	Chapter on the Prayer of Fear; Chapter on the Rulings of Funerals	theoretical	1	Twenty-second
Written or oral tests	Discussion and presentation	The Book of Fasting Chapter on things that do not invalidate fasting	theoretical	1	Twenty-third
Written or oral tests	Discussion	Chapter on what	theoretical	1	Twenty-

	and presentation	invalidates the fast and requires expiation along with making it up			fourth
Written or oral tests	Discussion and presentation	Chapter on I'tikaf	theoretical	1	Twenty-fifth
Written or oral tests	Discussion and presentation	Book of Zakat, Chapter on the Recipients Chapter on Zakat al-Fitr	theoretical	1	Twenty-sixth
Written or oral tests	Discussion and presentation	The Book of Hajj, Chapter on Crimes	theoretical	1	Twenty-seventh
Written or oral tests	Discussion and presentation	A chapter on visiting the Prophet, peace and blessings be upon him, presented in brief, following what was stated in Al-Ikhtiyar.	theoretical	1	Twenty-eighth

11-Course Evaluation

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

- ا- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).
- ب- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).
- ج- Final exam: (60 marks).

12- Sources of education and teaching

Course Description

1. Course Name

Language Skills - Stage One

2. Course code

ADR115	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
5/10/2025	
5. Available forms of attendance	
Mandatory attendance / Absence	
6. Number of study hours (total) / Number of units (total)	
56 hours, 84 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
1- Name: M.d Mustafa Hamed Yaqoub Email: mustafahamed56@imamaladham.edu.iq	
8. Course objectives	
Course objectives	Course objectives: To train students in good handwriting and the correct drawing of letters and words, to expand and develop their experiences, to increase their vocabulary by introducing them to new words, and to accustom them to accuracy, order, and keen observation.
9. Teaching and learning strategies	
strategy	Strategy: The aim is to refine students' minds, develop their skills, and guide them in an academic and scientific manner based on fostering a positive spirit by enhancing confidence in individual and collective skills through scientific methods directed at students. This includes scientific participation and skill-based activities through seminars, discussion panels, and attending discussions to benefit from the experiences of senior figures. The goal is to achieve and clarify academic and scientific objectives for students, as well as to use learning aids for clarification, such as

the whiteboard, and to encourage students to visit libraries and learn how to access information quickly.

10. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2	theoretical	How to teach dictation lessons – Sample dictation lessons	Discussion and induction	Written or oral tests
the second	2	theoretical	Solar and lunar letters and similar letters	Discussion and induction	Written or oral tests
the third	2	theoretical	Writing relative pronouns – the emphatic consonants	Discussion and induction	Written or oral tests
Fourth	2	theoretical	Writing, deleting, and adding the letter alif	Discussion and induction	Written or oral tests
Fifth	2	theoretical	The alif at the end of the trilateral verb	Discussion and induction	Written or oral tests
Sixth	2	theoretical	The letter alif at the end of a verb with more than three letters – the letter alif at the end of nouns	Discussion and induction	Written or oral tests
Seventh	2	theoretical	The long and short alif, and the omission of the alif	Discussion and induction	Written or oral tests

Eighth	2	theoretical	Adding the letter alif – writing “then” and “if”	Discussion and induction	Written or oral tests
Ninth	2	theoretical	The hamzat al-wasl and its positions	Discussion and induction	Written or oral tests
tenth	2	theoretical	The glottal stop and its positions	Discussion and induction	Written or oral tests
eleventh	2	theoretical	The hamza of Ibn and Ibna was omitted.	Discussion and induction	Written or oral tests
twelfth	2	theoretical	The initial hamza	Discussion and induction	Written or oral tests
thirteenth	2	theoretical	The medial and moving hamza	Discussion and induction	Written or oral tests
fourteenth	2	theoretical	The final hamza	Discussion and induction	Written or oral tests
fifteenth	2	theoretical	Duration	Discussion and induction	Written or oral tests
Sixteenth	2	theoretical	The open taa	Discussion and induction	Written or oral tests
seventeenth	2	theoretical	The letter ta' marbuta	Discussion and induction	Written or oral tests
eighteenth	2	theoretical	Deletion of the letter "lam" and deletion of the letter "nun".	Discussion and induction	Written or oral tests
nineteenth	2	theoretical	Delete the letter waw	Discussion and induction	Written or oral tests
Twenty	2	theoretical	Delete the letter "ya".	Discussion and induction	Written or oral tests
Twenty-first	2	theoretical	Deletion of vowels	Discussion and induction	Written or oral tests

Twenty-second	2	theoretical	Addition of the silent "h"	Discussion and induction	Written or oral tests
Twenty-third	2	theoretical	Adding the letter waw	Discussion and induction	Written or oral tests
Twenty-fourth	2	theoretical	Key arrived and then	Discussion and induction	Written or oral tests

11. Course evaluation

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

أ- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ب- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ج- Final exam: (60 marks).

12. Learning and teaching resources

Required textbooks (methodology, if applicable)	Reference in spelling
Main references (sources)	Reference in spelling
Recommended supporting books and references (scientific journals, reports...)	The Complete Guide to Spelling Simplified Dictation
Electronic references, websites	nothing

Course Description

1. Course Name	
Grammar – Ibn Aqil's Explanation, Part One	
2. Course code	
AG109	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
5/10/2025	
5. Available forms of attendance	
Mandatory attendance	
6. Number of study hours (total) / Number of units (total)	
Hours: (83 hours) Units: (168 units)	
7. Name of the course coordinator (if there is more than one, please mention it).	
1- Name: M.M.Omar Abdel Hadi Matar Email:Omar_Hadi3@gmail.com	
8. Course objectives	
Course objectives	Course objectives: Preserving the rules of the language and preserving classical Arabic, making the tongue accustomed to the language correctly and away from error, enabling students to know and understand the parsing of precise grammatical styles and to understand grammatical applications through Qur’anic, poetic, and Prophetic Hadith evidence, and others, and developing students to memorize Ibn Malik’s Alfiyya, because it helps them to understand.
9. Teaching and learning strategies	
strategy	Strategy: Working to refine students’ minds, develop their skills, and

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

10. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	3	theoretical	Speech and its components	Discussion and induction	Written or oral tests
the second	3	theoretical	Signs of nouns and verbs	Discussion and induction	Written or oral tests
the third	3	theoretical	The inflected and the indeclinable	Discussion and induction	Written or oral tests
Fourth	3	theoretical	The inflected and the indeclinable	Discussion and induction	Written or oral tests
Fifth	3	theoretical	Grammatical markers and the declension of the six nouns	Discussion and induction	Written or oral tests
Sixth	3	theoretical	Declension of the dual and what is	Discussion and	Written or oral tests

			attached to it	induction	
Seventh	3	theoretical	Declension of the masculine plural and related forms, and the vowel of the nun in the dual and the masculine plural.	Discussion and induction	Written or oral tests
Eighth	3	theoretical	Declension of the sound feminine plural and what is attached to it, declension of the diptote, and declension of the five examples.	Discussion and induction	Written or oral tests
Ninth	3	theoretical	Declension of nouns ending in a short vowel and defective noun, and declension of verbs ending in a weak letter.	Discussion and induction	Written or oral tests
tenth	3	theoretical	Indefinite nouns, definite nouns, and pronouns	Discussion and induction	Written or oral tests
eleventh	3	theoretical	Pronoun connection and disconnection	Discussion and induction	Written or oral tests
twelfth	3	theoretical	Science	Discussion and induction	Written or oral tests
thirteenth	3	theoretical	Demonstrative pronoun and relative pronoun	Discussion and induction	Written or oral tests
fourteenth	3	theoretical	relative	Discussion and	Written or oral tests

				induction	
fifteenth	3	theoretical	relative	Discussion and induction	Written or oral tests
Sixteenth	3	theoretical	relative	Discussion and induction	Written or oral tests
seventeenth	3	theoretical	relative	Discussion and induction	Written or oral tests
eighteenth	3	theoretical	The Beginning	Discussion and induction	Written or oral tests
nineteenth	3	theoretical	Definition of news and its types	Discussion and induction	Written or oral tests
Twenty	3	theoretical	Definition of news and its types	Discussion and induction	Written or oral tests
Twenty-first	3	theoretical	Justifications for beginning with an indefinite noun and for placing the predicate first or last.	Discussion and induction	Written or oral tests
Twenty-second	3	theoretical	Presenting the news and delaying it	Discussion and induction	Written or oral tests
Twenty-third	3	theoretical	Permissibility of omitting the subject or predicate	Discussion and induction	Written or oral tests

11. Course evaluation

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

1- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ب- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

C-Final test: (60 marks).

12. Learning and teaching resources

Required textbooks (methodology, if applicable)	Ibn Aqil's explanation
Main references (sources)	Alfiyya of Ibn Malik – Commentary by Ibn Aqil
Recommended supporting books and references (scientific journals, reports...)	Al-Ashmuni's commentary on Ibn Malik's Alfiyya Explanation of Qatr al-Nada
Electronic references, websites	nothing

Course Description

13.Course Name

New Headway Beginner

14.Course code

EAEL103

15.Semester/Year

2025-2026

16.Date this description was prepared

1-10-2025

17.Available forms of attendance

My presence+ Integrated education

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

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

1- Name: Mahmoud Abdel-Ilah Abdel-Moneim
Email: mahmud502d@gmail.com

20. Course objectives

- Enabling Students from Use the language English in Positions Daily Simple.
- development skills Listening and the conversation Basic.
- to improve skills Reading Writing For the level beginner.
- Gain Students Vocabulary and rules Basic..
- Strengthening trust in communication In the language English.

Course objectives

21. Teaching and learning strategies

- Lecture Interactive
- Learning Cooperative
- game Roles(Role Play)
- discussion and dialogue
- Use means auditory visual
- Duties and training The classroom

strategy

22. Course structure

10. Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Attendance with discussion questions and daily assignments	In-person lecture	Reading and translating the passage	Unit 1	1	September 3
=	=		English grammar rules	1	September 4
=	=		How to connect sentences	1	October 1
=	=		Memorizing numbers in English	1	October 2
=	=		Daily test	1	October 3
=	=		Giving synonyms for words	1	October 4
=	=		Unit II	1	November 1
=	=		The piece on the subject	1	November 2
=	=		Unit rules	1	November 3
=	=		How to negate	1	November 4
=	=		How to use in on at	1	December 1

=	=		General review	1	December 2
			First semester exam	1	January 3
=	=		Unit VI	1	January 4
=	=		Knowing the time	1	February 1
=	=		Unit rules	1	February 2
=	=		Words indicating the simple present tense	1	February 3
=	=		How to connect	1	February 4
=	=		Synonyms of words	1	March 1
=	=		Interrogative tools	1	March 2
=	=		How to negate	1	March 3
=	=		Daily test	1	March 4
=	=		Knowing where you live	1	April 1
=	=		Home furniture	1	April 2
=	=		Uses next under on	1	April 3
=	=		The past time	2	April 4

			Chapter 2 Exam	2	May 1
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23. Course evaluation

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

24. Learning and teaching resources

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

Course Description

25. Course Name

Recitation and memorization of the Quran

26. Course code

ATAP219

27. Semester/Year

2025-2026

28. Date this description was prepared

5/10/2025

29. Available forms of attendance

My presence

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

Hours: (30)

31. Name of the course coordinator (if there is more than one, please mention it).**1- Name: A.m.dAli Abdul Wahab Abdul Razzaq****Email:** aliabdlwahab89@imamaladham.edu.iq**2- Name****Email:****3- Name:****Email:****32. Course objectives**

The material aims to

Course objectives

Memorizing the first part of the Holy Quran.
Introducing the student to the importance of reciting the Holy Quran and learning its rules.

The student should be introduced to the rules of recitation in terms of their definition, their merit, their benefits, their originator, and their ruling..

The student will learn the rules of recitation in all their details, both when pausing and when continuing..

The student should master and perfect the recitation, and be careful to avoid falling into obvious and subtle errors when reciting the Quran..

A statement of the merit of the scholars of the nation in preserving this religion and everything related to the Book of their Lord, even in the measure of vowel lengths and other matters..

33. Teaching and learning strategies

1. The lecture method (delivery)
2. Standard method
3. Method of dialogue and discussion
4. Inductive method

strategy**5. Course structure**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral exams	Lecture, discussion,	Introduction to the	Introductions and Principles	1	the first

		and application	Science of Tajweed			
oral exams		Lecture, discussion, and application	Seeking refuge and saying "In the name of God, the Most Gracious, the Most Merciful"	Seeking refuge and saying "In the name of God, the Most Gracious, the Most Merciful" Listening, p. 1	1	the second
oral exams		Lecture, discussion, and application	Exits	Exits	1	the third
oral exams		Lecture, discussion, and application	Memorizing the Quran	Listening, page 2	1	Fourth
oral exams		Lecture, discussion, and application	Exits	Exit and listening, page 3	1	Fifth
Written tests		Lecture, discussion, and application	Memorizing the Quran	Listening, page 4	1	Sixth
oral exams		Lecture, discussion, and application	qualities	antonyms	1	Seventh
Written tests		Lecture, discussion, and application	Memorizing the Quran	Listening, page 5	1	Eighth
oral exams		Lecture, discussion, and application	qualities	Non-contradictory qualities	1	Ninth
oral exams		Lecture, discussion, and application	Memorizing the Quran	Listening, page 6	1	tenth

oral exams	Lecture, discussion, and application	Memorizing the Quran	review Listening, p. 7	1	eleventh
oral exams	Lecture, discussion, and application	Memorizing the Quran	Listening, page 8	1	twelfth
Written or oral tests	Lecture, discussion, and application	The silent nun and tanween	Rules of Noon Sakinah and Tanween Distinction and Assimilation Listening, p. 9	1	thirteenth
oral exams	Lecture, discussion, and application	The silent nun and tanween	Rules of the silent nun: iqlab and ikhfa'	1	fourteenth
oral exams	Lecture, discussion, and application	Memorizing the Quran	Listening, page 10	1	fifteenth
Written tests	Lecture, discussion, and application	Rules of the silent Meem	Rules of the silent Meem: Oral Izhar, Oral Idgham, and Oral Ikhfa	1	Sixteenth
oral exams	Lecture, discussion, and application	Memorizing the Quran	Listening to the text11	1	seventeenth
oral exams	Lecture, discussion, and application	Rules of the letter R	Rules of emphasis and listening to the letter R12	1	eighteenth
Written or oral tests	Lecture, discussion, and application	Rules of the letter R	Rules regarding the letter Rā' : softening, permissibility of both pronunciations, and listening (p. 13)	1	nineteenth
Written or oral tests	Lecture, discussion, and application	Assimilations	Identical, similar, and homogeneous assimilations and listening, p. 14	1	Twenty

Written or oral tests	Lecture, discussion, and application	Stopping and starting	Optional pauses and starts	1	Twenty-first
Written or oral tests	Lecture, discussion, and application	Memorizing the Quran	Listening, page 15	1	Twenty-second
Written or oral tests	Lecture, discussion, and application	Stopping and starting	Pausing and resuming (test, waiting, and emergency) - Listening, p. 16	1	Twenty-third
Written or oral tests	Lecture, discussion, and application	Stopping and starting	Arbitrary suspension and suspension of the garrison	1	Twenty-fourth
Written or oral tests	Lecture, discussion, and application	Memorizing the Quran	Listening, page 17	1	Twenty-fifth
Written or oral tests	Lecture, discussion, and application	The letters T	Rules of the letter "taa"	1	Twenty-sixth
Written or oral tests	Lecture, discussion, and application	Memorizing the Quran	Listening, page 18	1	Twenty-seventh
Written or oral tests	Lecture, discussion, and application	The letters Hā'	Rules of the letter Hā' (هَاء) - Listening - p. 19	1	Twenty-eighth
Written or oral tests	Lecture, discussion, and application	Memorizing the Quran	Listening, page 20	1	Twenty-ninth
			review	1	thirty

6. Course evaluation

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

ز- First semester: (20 marks) (5 marks: for attendance and preparation, and 15

marks for the test).

س-Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

7. Learning and teaching resources

The science of Tajweed: theoretical rules and practical observations Author: Dr. Yahya Abdul Razzaq Al-Ghouthani	Required textbooks (methodology, if applicable)
The rules for reciting the Holy Quran according to Al-Husari, the introduction to Al-Jazari's poem, and the guidance of the reciter to the proper recitation of the words of God.	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

Course Description

34.Course Name Computer Science - Phase One
35.Course code EACS 105
36.Semester/Year 2025-2026
37.Date this description was prepared 9-10-2025

38. Available forms of attendance

My presence+ Integrated education

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

1 hour + 2 units

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

1- Name: M.M. Mahmoud Abdel-Ilah Abdel-Moneim
Email: mahmud502d@gmail.com

41. Course objectives

- Introducing students to the fundamentals of computer science and its hardware and software components.
- Enabling students to use the operating system Windows 10 efficiently.
- To equip students with the skills to handle and manage files and folders.
- Introducing students to the concept of viruses, their types, and methods of prevention..
- Promoting a culture of cybersecurity and digital safety among students.
- **Definition of the concept artificial intelligence Artificial Intelligence In simple terms.**

Course objectives

42. Teaching and learning strategies

- Lecture Interactive
- Learning Cooperative
- game Roles (Role Play)
- discussion and dialogue
- Use means auditory visual
- Duties and training The classroom

strategy

43. Course structure

Course structure

Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
1. Oral tests 2. Research assignments 3. Student attendance and participation during the lecture	1. Presentation 2. Discussion and dialogue 3. Display on the electronic display	Definition of a computer — Advantages and disadvantages of using a computer	Students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.	1	Week 1
1. Oral tests 2. Research assignments 3. Student attendance and participation during the lecture	1. Presentation 2. Discussion and dialogue 3. Display on the electronic display	Computer components	The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.	1	Week 2
1. Oral tests 2. Research assignments 3. Student attendance and participation during the lecture	1. Presentation 2. Discussion and dialogue 3. Display on the electronic display	How to buy a computer Data measurement units	The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.	1	Week 3
1. Oral tests 2. Research assignments 3. Student	1. Presentation 2. Discussion and dialogue 3. Display on the	Solutions to the questions in Chapter One	The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and	1	Week 4

attendance and participation during the lecture	electronic display		comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.		
1. Oral tests 2. Research assignments 3. Student attendance and participation during the lecture	1. Presentation 2. Discussion and dialogue 3. Display on the electronic display	First month exam	The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.	1	Week 5
1. Oral tests 2. Research assignments 3. Student attendance and participation during Lecture	1. Presentation 2. Discussion and dialogue 3. Display on the electronic display	Windows 10 environment introduction	The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.	1	Week 6
1. Oral tests 2. Research assignments 3. Student attendance and participation during Lecture	1. Presentation 2. Discussion and dialogue 3. Display on the electronic display	Windows 10 operating system components	The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.	1	Week 7

<p>1. Oral tests</p> <p>2. Research assignments</p> <p>3. Student attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and dialogue</p> <p>3. Display on the electronic display</p>	<p>Windows 10 operating system components</p>	<p>The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.</p>	<p>1</p>	<p>Week 8</p>
<p>1. Oral tests</p> <p>2. Research assignments</p> <p>3. Student attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and dialogue</p> <p>3. Display on the electronic display</p>	<p>Windows operating system components</p>	<p>The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.</p>	<p>1</p>	<p>Week 9</p>
<p>1. Oral tests</p> <p>2. Research assignments</p> <p>3. Student attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and dialogue</p> <p>3. Display on the electronic display</p>	<p>Second month exam</p>	<p>The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.</p>	<p>1</p>	<p>Week 10</p>
<p>1. Oral tests</p> <p>2. Research assignments</p> <p>3. Student attendance and participation</p>	<p>1. Presentation</p> <p>2. Discussion and dialogue</p> <p>3. Display on the electronic display</p>	<p>Operating system settings Windows 10</p>	<p>The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill</p>	<p>1</p>	<p>Week Eleven</p>

during Lecture			of understanding, speaking, and conveying this knowledge to others.		
1. Oral tests 2. Research assignments 3. Student attendance and participation during Lecture	1. Presentation 2. Discussion and dialogue 3. Display on the electronic display	Operating system settings Windows 10	The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.	1	Week Twelve
1. Oral tests 2. Research assignments 3. Student attendance and participation during Lecture	1. Presentation 2. Discussion and dialogue 3. Display on the electronic display	Operating system settings Windows 10	The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.	1	Week 13
1. Oral tests 2. Research assignments 3. Student attendance and participation during Lecture	1. Presentation 2. Discussion and dialogue 3. Display on the electronic display	Operating system settings Windows 10	The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.	1	Week Fourteen

<p>1. Oral tests</p> <p>2. Research assignments</p> <p>3. Student attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and dialogue</p> <p>3. Display on the electronic display</p>	Windows Windows 10	<p>The students' mastery of this subject, their theoretical and practical understanding of it, and their ability to grasp, comprehend, and transform it into a skill in comprehension and expression.</p> <p>And transferring this knowledge to others</p>	1	<p>Week fifteen</p> <p>One week, including the aforementioned Saturday holiday.</p>
<p>1. Oral tests</p> <p>2. Research assignments</p> <p>3. Student attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and dialogue</p> <p>3. Display on the electronic display</p>	Windows Windows 10	<p>The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.</p>	1	Week 16
<p>1. Oral tests</p> <p>2. Research assignments</p> <p>3. Student attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and dialogue</p> <p>3. Display on the electronic display</p>	Windows Windows 10	<p>The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.</p>	1	Week 17
<p>1. Oral tests</p> <p>2. Research assignments</p> <p>3. Student attendance and participation</p>	<p>1. Presentation</p> <p>2. Discussion and dialogue</p> <p>3. Display on the electronic display</p>	<p>Files and folders in a Windows 10 environment</p> <p>Files and Folders</p>	<p>The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill</p>	1	Week 18

during Lecture			of understanding, speaking, and conveying this knowledge to others.		
1. Oral tests 2. Research assignments 3. Student attendance and participation during Lecture	1. Presentation 2. Discussion and dialogue 3. Display on the electronic display	Files and folders in a Windows 10 environment Files and Folders	The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.	1	Week 19
1. Oral tests 2. Research assignments 3. Student attendance and participation during Lecture	1. Presentation 2. Discussion and dialogue 3. Display on the electronic display	Files and folders in a Windows 10 environment Files and Folders	The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.	1	Week 20
1. Oral tests 2. Research assignments 3. Student attendance and participation during Lecture	1. Presentation 2. Discussion and dialogue 3. Display on the electronic display	First month exam	The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.	1	Week 21
1. Oral tests 2. Research	1. Presentation 2. Discussion and	Computer Viruses - An	The students' mastery of this subject, their theoretical and practical	1	Week 22

<p>assignments</p> <p>3. Student attendance and participation during Lecture</p>	<p>dialogue</p> <p>3. Display on the electronic display</p>	<p>Introduction</p>	<p>understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.</p>		
<p>1. Oral tests</p> <p>2. Research assignments</p> <p>3. Student attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and dialogue</p> <p>3. Display on the electronic display</p>	<p>What is a virus?</p>	<p>The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.</p>	<p>1</p>	<p>Week 23</p>
<p>1. Oral tests</p> <p>2. Research assignments</p> <p>3. Student attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and dialogue</p> <p>3. Display on the electronic display</p>	<p>Types of viruses</p>	<p>The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to others.</p>	<p>1</p>	<p>Week 24</p>
<p>1. Oral tests</p> <p>2. Research assignments</p> <p>3. Student attendance and participation during Lecture</p>	<p>1. Presentation</p> <p>2. Discussion and dialogue</p> <p>3. Display on the electronic display</p>	<p>Second month exam</p>	<p>The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this knowledge to</p>	<p>1</p>	<p>Week 25</p>

			others.		

44. Course evaluation	
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.	
45. Learning and teaching resources	
MalazPrepared by the college professors	Required textbooks (methodology, if applicable)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

Course Description

1. Course name:
Quranic Sciences and Hadith Sciences
2. Course code
EAQM101
3. Semester/Year
2025-2026
4. Date this description was prepared
9/10/2025
5. Available forms of attendance

My presence

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

Hours: (30 hours)

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

**1- Name:A.m.dAli Abdul Wahab Abdul Razzaq
Email:aliabdlwahab89@imamaladham.edu.iq**

8. Course objectives

The students should become familiar with the basics of Qur'anic sciences, and be able to know the difference between the Qur'an and the Hadith Qudsi; and the Prophetic Hadith, and know about revelation; Meccan and Medinan; the reasons for revelation and the benefits of knowing it, and how the Holy Qur'an was compiled and arranged, and the arrangement of verses and chapters, and know the readings and reciters and the rules needed by the interpreter, and the clear and the ambiguous, and the general and the specific and the difference between them, and the abrogating and the abrogated, and the miraculous nature of the Holy Qur'an and other topics related to this science and its origin.

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

As for the science of Hadith, students should become familiar with the divisions of Hadith and know what is Mutawatir and its types, what is Sahih and its definition,

Course objectives

conditions and divisions, as well as what is Hasan and its definition and divisions.

9. Teaching and learning strategies

Using the methodLecture

The question and answer method

Likewise dialogue and discussion

Problem solving

strategy

10. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
oral exams	Lecture	Defining the science and explaining its origins	The student should become familiar with the foundations of Quranic sciences.	1	the first
oral exams	Lecture	The Quran	The student should understand the meaning of the Quran, its names and attributes, the Hadith Qudsi, the Hadith Nabawi, and the difference between them and the Quran.	1	the second
oral exams	Lecture and discussion	Revelation	The student should learn the meaning of revelation and how God Almighty reveals to His angels and messengers.	1	the third
oral exams	Lecture	Meccan and Medinan	The student should understand the meaning	1	Fourth

			of Meccan and Medinan verses, their characteristics, and their rules.		
Written or oral tests	Lecture and discussion	Knowing what was first revealed and what was last revealed	The student should learn about the first and last verses revealed in the Book of God.	1	Fifth
Written or oral tests	Lecture and discussion	Review of the above	Review and evaluation of the above	1	Sixth
oral exams	Lecture and discussion	Reasons for revelation	To understand the meaning of the reasons for revelation	1	Seventh
oral exams	Lecture and discussion	Revelation of the Quran	To learn about how the Quran was revealed, the wisdom behind its gradual revelation, and how this can be used in education and upbringing.	1	Eighth
oral exams	Lecture and discussion	Compilation and arrangement of the Quran	To understand how the Quran was compiled	1	Ninth
oral exams	Lecture and discussion	The arrangement of verses and chapters and the Uthmani script	To understand the scholars' approaches to arranging verses and chapters And to become familiar with Ottoman art	1	tenth
oral exams	Lecture and discussion	The Quran was revealed in seven modes of recitation.	To understand the meaning of the Quran being revealed in seven modes of recitation	1	eleventh
oral exams	Lecture, discussion, and concept maps	Readings and Readers	The student should become familiar with Quranic readings and reciters.	1	twelfth
oral exams	Lecture and discussion	Pausing and starting, proper recitation (Tajweed), and the	To learn the rules of pausing and starting, the science of Tajweed, and the etiquette of recitation.	1	thirteenth

		etiquette of recitation			
oral exams	Lecture and discussion	Public and private	To recognize the general and its forms, and the specific and its forms	1	fourteenth
oral exams	Lecture and discussion	Abrogating and abrogated verses	To learn about abrogation, its conditions, categories, types in the Qur'an, its wisdom, and examples of it.	1	fifteenth
oral exams	Lecture and discussion	absolute and relative	To understand the meaning of absolute and relative	1	Sixteenth
Written or oral tests	discussion	Review and evaluation	Review and evaluation	1	seventeenth
oral exams	Lecture and discussion	Sections of the Quran	To understand the oath in the Quran and its types	1	eighteenth
oral exams	Lecture and discussion	Quran controversy	To understand the method of debate in the Qur'an and its types	1	nineteenth
oral exams	Lecture discussion	Quranic stories	To understand Quranic stories, their benefits, and their impact on education.	1	Twenty
oral exams	Lecture and discussion	Interpretation and Exegesis	To understand the meaning of interpretation and the meaning of exegesis	1	Twenty-first
oral exams	Lecture and discussion	Conditions and etiquette of the interpreter	To become familiar with the conditions and etiquette of the interpreter	1	Twenty-second
The tests	Lecture and discussion	The emergence and development of interpretation	To learn about the origins and development of interpretation and the different classes of interpreters	1	Twenty-third
oral exams	Lecture and discussion	Interpretation based on transmitted knowledge and interpretation based on opinion	To understand the meaning of traditional interpretation and interpretation based on opinion, and to be introduced to the most famous books of interpretation.	1	Twenty-fourth
oral exams	Lecture	Categories	The student should know	1	Twenty-

	and discussion	of Hadith	the categories of Hadith		fifth
The tests	Lecture and discussion	Mutawatir	The student should know the definition and categories of the term "mutawatir" (massively transmitted).	1	Twenty-sixth
oral exams	Lecture and discussion	authentic hadith	Will the student become familiar with the topic of Sahih (correctness/authenticity), its categories, and its conditions?	1	Twenty-seventh
oral exams	Lecture and discussion	The good hadith	To familiarize the student with the concept of "good hadith" (hadith hasan), its definition, and its categories.	1	Twenty-eighth
The tests	Lecture and discussion	review	Review and evaluation of the above	1	Twenty-ninth
Written tests			a test	1	thirty

11. Course evaluation

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

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

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

Final exam: (60 marks). T-

12. Learning and teaching resources

A Summary of the Sciences of the Holy Quran

This book is authored by Professor Dr. Ghanem Qaddouri Al-Hamd.

Lectures on Simplifying the Sciences of the Prophet's Sunnah

It was arranged by: Dr. Muhammad Shaker Mahmoud.

Required textbooks (methodology, if applicable)

<p>Al-Burhan fi Ulum al-Qur'an: by al-Zarkashi (d. 794 AH), in which he mentioned 47 types of Qur'anic sciences.</p> <p>The Science Sites in the Sites of the Stars: by Jalal al-Din al-Bulqini (d. 824 AH), in which he mentioned more than 50 types.</p> <p>Al-Itqan fi Ulum al-Qur'an: by Jalal al-Din al-Suyuti (d. 911 AH), and it is considered one of the most famous books and he mentioned 80 types in it.</p> <p>The increase and improvement in the sciences of the Qur'an: by Ibn Aqila al-Makki (d. 1150 AH), and it is the most comprehensive of them as he mentioned 154 types.</p> <p>In modern times:</p> <p>The book "Al-Tibyan" by Sheikh Tahir Al-Jazairi,</p> <p>And the book "Manahil al-Irfan" by Sheikh Muhammad Abdul-Azim al-Zarqani.</p>	<p>Main references (sources)</p>
	<p>Recommended supporting books and references (scientific journals, reports...)</p>
	<p>Electronic references, websites</p>

Course Description

46.	Course Name
Educational Psychology – First Stage	
47.	codeThe course
EAEP108	
48.	the chapter /Year
2025 – 2026	

49. Date this was prepared					
Description					
9/10/2025					
50. Available attendance forms					
My presence					
51. Number of study hours (total) / Number of units (total)					
Number of hours (30) hours					
52. Name of course coordinator (If more than one name is mentioned)					
the name: M.M. Nahed Abdullah Salman					
Email: n.althewiny77@gmail.com					
53. Course objectives					
<ul style="list-style-type: none"> • Students learned about the science of Educational philosophy • Educational psychology is similar to general psychology in research methods. • Understanding systematic psychology is important understanding behavior at all ages. • Identifying the characteristics of mental development • Identifying the characteristics of cognitive growth 				Course objectives	
54. Teaching and learning strategies					
<ul style="list-style-type: none"> - The lecture method. - Discussion method. - Cooperative learning - Problem solving 				strategy	
55. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Daily participati	Lecture	Introduction to Educational	knowledge	2	the first

		Psychology Definition of psychology			
Final Calendar	Lecture	Factors affecting the effectiveness of the learning process	absorption	2	the second
Assigning duties	discussion	Educational psychology in service of the process Educational	knowledge	2	the third
Editorial		-----	Monthly test	2	Fourth
Daily participation	Lecture	Research methods in educational psychology	Knowledge Application	2	the first
Assigning duties	discussion	Educational objectives	Comprehension + Application	2	the second
Daily participation	Lecture	Educational objectives and curriculum development	knowledge	2	the third
Editorial		-----	Monthly test	2	Fourth
Final Calendar	discussion	Steps for writing a goal	to understand	2	the first
Daily participation	Lecture	Goals and planning for education	absorption	2	the second
classroom activities	Cooperative learning	Principles of learner growth	Understanding + Comprehension	2	the third
Daily participation	discussion	General principles of growth	to understand	2	Fourth
Assigning duties	Lecture	Factors affecting human growth	absorption	2	the first
Extracurricular activities	Problem solving	Further evidence of the impact of environment and orientation experiences	to understand	2	the second
classroom activities	Cooperative learning	Developmental characteristics of the learner.	Understanding + Comprehension	2	the third
Reports		-----	Monthly test	2	Fourth

Daily participatio	discussion	Characteristics of men (cognitive) development.	to understand	2	the first
classroom activi	Lecture	Characteristics of emotio development	Understanding Comprehensio	2	the seco
Daily participatio	Lecture	Characteristics of social growth	Knowledge Application	2	the thir
Editorial		-----	Monthly test	2	Fourth
Assigning duties	Lecture	Growth characteristics in ye (12-15) middle school	absorption	2	the first
Extracurricular activities	Problem solving	Growth characteristics in ye (15-18) High school.	to understand	2	the seco
classroom activi	Cooperative learning	Characteristics of emotional a social development	Understanding Comprehensio	2	the thir
Reports		-----	Monthly test	2	Fourth
Daily participatio	discussion	The concept of cognitive learni	to understand	2	the first
classroom activi	Lecture	Cognitive learning versus non- cognitive learning	Understanding Comprehensio	2	the seco
Daily participatio	Lecture	The role of social reward and punishment in simulation.	Knowledge Application	2	the thir
Editorial		-----	Monthly test	2	Fourth
Assigning duties	Lecture	Some higher cognitive factors the process tradition	absorption	2	the first
Extracurricular activities	Problem solving	Differences among psycholinguists.Educational applications in psychological studies	to understand	2	the seco
classroom activi	Cooperative learning	The cycle of learn (remembering and forgetting)	Understanding Comprehensio	2	the thir
Reports		-----	Monthly test	2	Fourth

56. Course evaluation	
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.	
57. Learning and teaching resources	
Fundamentals of Educational Psychology	Required textbooks (methodology, if applicable)
Personality Psychology - by Dr. Mohamed Shehata Rabie	Main references (sources)
50 things you should know about psychology	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

Course Description

58.Course Name
Freedom, human rights, and democracy
59.Course code
EARD107
60.Semester/Year
2025-2026/annual
61.Date this description was prepared
9/10 /2025
62.Available forms of attendance
My presence and my daily
63.Number of study hours (total) / Number of units (total)(90) hour

Number of hours (2) / Number of units (4)

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

1- Name: M.M. Amal Hamed Badr

Email: a73049285@gmail.com

2- Name

Email:

3- Name:

Email:

65. Course objectives

- | | |
|--|--------------------------|
| <ol style="list-style-type: none"> 1. Defining the concept of freedom and human rights 2. Familiarity with international conventions and declarations 3. Promoting the values of justice and equality 4. Developing awareness of rights and duties 5. Preparing an informed and responsible citizen | Course objectives |
|--|--------------------------|

66. Teaching and learning strategies

- | | |
|---|-----------------|
| <ol style="list-style-type: none"> 1- Statement on the importance of the subject of freedom and democracy 2- The purpose of studying the subject 3- Method of discussion and dialogue 4- Delivering the lesson with demonstration 5- Interrogation | strategy |
|---|-----------------|

67. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Attendance, tests, classroom interaction	Asking questions	The foundation of freedom	Giving a theoretical lecture	2	October 1
Attendance, tests, classroom interaction	Asking questions	International Covenant on Civilization	Giving a theoretical lecture	2	October 2
Attendance, tests,	Asking questions	The meaning of freedom	Giving a theoretical	2	October 3

classroom interaction			lecture		
Attendance, tests, classroom interaction	Asking questions	History of Freedom	Giving a theoretical lecture	2	October 4
Attendance, tests, classroom interaction	Asking questions	The concept of freedom in the modern era	Giving a theoretical lecture	2	November 1
Attendance, tests, classroom interaction	Asking questions	Political guarantees for public freedoms	Giving a theoretical lecture	2	November 2
Attendance, tests, classroom interaction	Asking questions	Types of freedoms and their characteristics	Giving a theoretical lecture	2	November 3
Attendance, tests, classroom interaction	Asking questions	Types of freedom in Islam	Giving a theoretical lecture	2	November 4
Attendance, tests, classroom interaction	Asking questions	personal freedom	Giving a theoretical lecture	2	December 1
Attendance, tests, classroom interaction	Asking questions	Manifestations of types of political freedom	Giving a theoretical lecture	2	December 2
Attendance, tests, classroom interaction	Asking questions	The advantages of the right to freedom from an Islamic perspective	Giving a theoretical lecture	2	December 3
Attendance, tests, classroom interaction	Asking questions	Regulations for exercising freedom of belief and worship	Giving a theoretical lecture	2	December 4
Attendance, tests, classroom	Asking questions	In human rights Human rights sources	Giving a theoretical lecture	2	January 1

interaction					
Attendance, tests, classroom interaction	Asking questions	International Covenant on Economic, Social and Cultural Rights	Giving a theoretical lecture	2	January 2
Attendance, tests, classroom interaction	Asking questions	French Constitutions and Declarations	Giving a theoretical lecture	2	January 3
Attendance, tests, classroom interaction	Asking questions	French Constitution (1848)	Giving a theoretical lecture	2	January 4
Attendance, tests, classroom interaction	Asking questions	Constitution of the Republic of Iraq for the year 2025	Giving a theoretical lecture	2	February 1
Attendance, tests, classroom interaction	Asking questions	Guaranteeing human rights	Giving a theoretical lecture	2	February 2
Attendance, tests, classroom interaction	Asking questions	The principle of separation of powers	Giving a theoretical lecture	2	February 3
Attendance, tests, classroom interaction	Asking questions	Forms of democracy	Giving a theoretical lecture	2	February 4
Attendance, tests, classroom interaction	Asking questions	Appreciation of the direct democracy system	Giving a theoretical lecture	2	March 1
Attendance, tests, classroom interaction	Asking questions	Manifestations of democracy	Giving a theoretical lecture	2	March 2
Attendance, tests, classroom interaction	Asking questions	Public oversight of MPs	Giving a theoretical lecture	2	March 3

Attendance, tests, classroom interaction	Asking questions	Representative democracy	Giving a theoretical lecture	2	March 4
Attendance, tests, classroom interaction	Asking questions	Pillars of the Representative System	Giving a theoretical lecture	2	April 1
Attendance, tests, classroom interaction	Asking questions	Forms of the representational system	Giving a theoretical lecture	2	April 2
Attendance, tests, classroom interaction	Asking questions	parliamentary system	Giving a theoretical lecture	2	April 3
Attendance, tests, classroom interaction	Asking questions	Parliament	Giving a theoretical lecture	2	April 4

68. Course evaluation

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

69. Learning and teaching resources

**The Right to Freedom of the World, by Dr. Wahba Al-Zuhaili
Human Rights and Children's Rights, Dr. Maher Saleh and others**

Required textbooks (methodology, if applicable)

1. Abdel Fattah Bayoumi Hegazi
Muhammad al-Majdhub
Public International Law Book
2. The Mediator in the Law of International Organizations
3. dHussein Jamil
Works on rights and public freedoms

Main references (sources)

- The Arab Charter on Human Rights.
- League of Arab States

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

<ul style="list-style-type: none"> • National child laws in Arab countries (such as: the Egyptian Child Law, the Saudi Child Protection System, the UAE Child Rights Law...) 	
<p style="text-align: center;">Google Scholar</p> <p>To search for peer-reviewed scientific studies and research in various disciplines.</p>	<p style="text-align: center;">Electronic references, websites</p>

Description of the course, second stage

Course Description / Islamic Literature

1- Course Name

Islamic literature-Second stage

2-Course Code

IAUL114

3-Semester/Year

2025-2026

4- Date this description was prepared

09/10/2025

5- Available forms of attendance

Mandatory attendance

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

Hours: (84) / Units: (128)

7- Name of the course coordinator

Name: M.M. Ahmed Ibrahim Othman

Email:fafahmed51@gmail.com

8-Course Objectives

Course objectives:

The student should know how Muslim poets used their poetry to serve the Islamic call, and the change that occurred in literature in the styles of poetry in words and meanings, and be familiar with them, and be informed about the poets of the early Islamic period, and what they brought.

The student should be familiar with the sources of Arabic literature in general and Islamic literature in particular.

And to connect him with his Creator, the true religion and its Arabic literature, and to make him feel his responsibility towards this religion, and to establish him on virtuous values and clarify the correct perceptions, for literature is the record of the Arabs and Muslims.

Helping him to stand up against Western literature and its atheistic philosophies and intellectual invasion in general, and to confront the enemies of the Muslim nation, who are plotting against it.

To sharpen and inspire determination, and to remind people of the glory of Islam.

Teaching and learning strategies

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

10-Course Structure

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
Written or oral tests	discussion	Sources of Islamic Literature	theoretical	3	the first
Written or oral tests	discussion	General phenomena in Islamic literature	theoretical	3	the second
Written or oral tests	discussion	Islam and poetry	theoretical	3	the third
Written or oral tests	discussion	The state of poetry in the early Islamic period A - The poetry of the polytheists	theoretical	3	Fourth
Written or oral tests	discussion	B - Muslim poetry and the reality of the poetic	theoretical	3	Fifth

ests		movement			
Written or oral ests	discussion	A detailed study of two poets from the Islamic call movement 1 - Hassan ibn Thabitﷺ - Analysis of his poem	theoretical	3	Sixth
Written or oral ests	discussion	2 - Abdullah ibn Rawahaﷺ - Analysis of his poem	theoretical	3	Seventh
Written or oral ests	discussion	A detailed study of two poets who were little influenced by Islam 1 - Al-Hutay'ah - Analysis of his poem	theoretical	3	Eighth
Written or oral ests	discussion	2 - Mutammim ibn Nuwayrah - Analysis of his poem	theoretical	3	Ninth
Written or oral ests	discussion	General review of the above	theoretical	3	tenth
Written or oral ests	discussion	New poetic themes in early Islam 1- Poetry of Faith and Advocacy A - Disavowal of idol worship b) Arguing with the polytheists	theoretical	3	eleventh
Written or oral ests	discussion	C - Discussing the apostates D - Disavowal of the polytheists E - Returning to Islam after apostasy	theoretical	3	twelfth
Written or oral ests	discussion	2. Poetry of Jihad and Islamic Conquests A - Steadfastness in faith in Mecca B - Migration for the sake of God C - Jihad in the cause of God	theoretical	3	thirteenth
Written or oral ests	discussion	3 - Human images in the poetry of conquest	theoretical	3	fourteenth

ests		A - Poetry of the disabled and the elderly B - Poetry of the young men and sons of the mujahideen			th
Written or oral ests	discussion	4 - Description of the battles 5 - Describe the nature of the conquered lands	theoretical	3	fifteenth
Written or oral ests	discussion	6 - Poetic Letters 7 - Homesickness and self-pity	theoretical	3	Sixteenth
Written or oral ests	discussion	General review for new purposes	theoretical	3	seventeenth
Written or oral ests	discussion	Ancient poetic purposes 1 - Praise	theoretical	3	eighteenth
Written or oral ests	discussion	2 - Spelling	theoretical	3	nineteenth
Written or oral ests	discussion	3 - Elegy	theoretical	3	Twenty
Written or oral ests	discussion	4 - Spinning	theoretical	3	Twenty-first
Written or oral ests	discussion	5 - Wisdom	theoretical	3	Twenty-second
Written or oral ests	discussion	General review of old items	theoretical	3	Twenty-third
Written or oral ests	discussion	Prose in the early Islamic period 1- The development of rhetoric in the time of the Prophet ﷺ	theoretical	3	Twenty-fourth
Written or oral ests	discussion	2 - Oratory during the time of the Rightly Guided Caliphs A - Speeches of allegiance, caliphate, and guardianship	theoretical	3	Twenty-fifth

		B - Preaching sermons and official speeches			
Written or oral tests	discussion	C - Speeches of delegations, letters, and negotiations D - Sermons on sedition and events	theoretical	3	Twenty-sixth
Written or oral tests	discussion	Messages Texts and Analysis	theoretical	3	Twenty-seventh
Written or oral tests	discussion	A general review of prose in early Islam	theoretical	3	Twenty-eighth

1-Course Evaluation

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

شـ- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

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

ضـ Final exam: (60 marks).

2- Sources of education and teaching

Course Description

70.Course Name
Foundations of Education
71.Course code
72.Semester/Year
2025-2026
73.Date this description was prepared
910/2025

74. Available forms of attendance**My presence****75. Number of study hours (total) / Number of units (total)**

Hours: (60 hours)

76. Name of the course coordinator (if there is more than one, please mention it).**1- Name: m.m Amal Hamed Badr****Email: a73049285@gmail.com****77. Course objectives**

General objectives

- Identifying fields Education and its sources
- Understanding the relationship between education and other sciences such as psychology and sociology
- Keeping up with the latest The findings of educational scientists, whether these efforts were experimental or theoretical.
- Tracing the stages of educational development

Cognitive objectives:

- Broadening the student's horizons with the science of education
- Comparison between the old and modern educational approaches
- Distinguished Education Islamic education has cognitive characteristics, as the sources of this education are the Holy Quran and the purified Sunnah.

Course objectives**78. Teaching and learning strategies**

Lecture

Interrogation (question and answer)

Dialogue and discussion

strategy

Problem solving

79. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
oral exams	Lecture and discussion	Defining the science and explaining its origins	The student should familiarize themselves with the course.	2	the first
oral exams	Lecture and discussion	The importance of education in Islam	The student should understand the importance of education in Islam.	2	the second
oral exams	Lecture and discussion	The concept of education	The student should learn the concept of education.	2	the third
oral exams	Lecture and discussion	Educational goals	The student should understand the goals of education.	2	Fourth
Written or oral tests	Lecture and discussion	Foundations of Education	The student should learn the foundations of education.	2	Fifth
Written or oral tests	Lecture and discussion		Review and evaluation of the above	2	Sixth
oral exams	Lecture and discussion	Foundations of Intellectual Education	To understand the foundations of intellectual education	2	Seventh
oral exams	Lecture and discussion	Islam's view of education	To learn about Islam's view of education	2	Eighth
oral exams	Lecture and discussion	Islam's view of the universe	To understand Islam's view of the universe	2	Ninth
oral exams	Lecture and discussion	The importance of	To understand the importance	2	tenth

		the impact	of educational impact		
oral exams	Lecture and discussion	Islam's view of life	To understand Islam's view of life	2	eleventh
oral exams	Lecture and discussion	Foundations of devotional education	To become familiar with the foundations of devotional education	2	twelfth
oral exams	Lecture and discussion	The educational impact of worship	To learn the educational impact of worship	2	thirteenth
oral exams	Lecture and discussion	Legislative foundations of education	To understand the legislative foundations of education	2	fourteenth
Written or oral tests	discussion		Review and evaluation	2	fifteenth
oral exams	Lecture and discussion	The impact of Islamic law on the upbringing of the mind	To understand the impact of Islamic law on intellectual development	2	Sixteenth
oral exams	Lecture and discussion	The impact of Islamic law on moral education	To understand the impact of Islamic law on moral development	2	seventeenth
oral exams	Lecture and discussion	The meaning of the five necessities	To understand the meaning of the five necessities and their educational impact	2	eighteenth
oral exams	Lecture and discussion	Islamic doctrine and its educational impact	Understanding Islamic doctrine and its educational impact	2	nineteenth
oral exams	Lecture and discussion	Educational effects	To understand the true educational effects	2	Twenty
oral exams	Lecture and discussion	Faith and its educational	To understand the importance	2	Twenty-first

		impact	of faith and its educational impact		
Written or oral tests	discussion		Review and evaluation	2	Twenty-second
oral exams	Lecture and discussion	Educational outcomes on the individual	To understand the educational consequences for the individual	2	Twenty-third
oral exams	Lecture and discussion	Educational impact on the family	To understand the educational consequences for the family	2	Twenty-fourth
oral exams	Lecture discussion	Educational impact on society	To understand the educational consequences for society	2	Twenty-fifth
oral exams	Lecture and discussion	Educational harms to the individual	To understand the educational harms to the individual	2	Twenty-sixth
oral exams	Lecture and discussion	Educational harms to the family	To understand the educational harms to the family	2	Twenty-seventh
oral exams	Lecture and discussion	Educational harms to society	To understand the educational harms to society	2	Twenty-eighth
The tests	Lecture and discussion	Factors affecting education	To identify the factors influencing education	2	Twenty-ninth
oral exams	Lecture and discussion		Comprehensive reviews	2	thirty

80. Course evaluation

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

أ- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ب- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ج- Final exam: (60 marks).

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

Course description/expenditure

1- Course Name

Disbursement – Phase Two

2-Course Code

AMC113

3-Semester/Year

2025-2026

4- Date this description was prepared

9/10/2025

5- Available forms of attendance

Mandatory attendance / Absence

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

Hours: (56 hours) Units: (84 units)

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

Name: M.M. Omar Abdelhadi Matar

Email:Omar_Hadi3@gmail.com

8-Course Objectives

Course objectives:The teaching of morphology aims to enlighten students about the importance of the morphological aspect in the science of the Arabic language and the change that occurs in the word. Morphology is one of the most important Arabic sciences in terms of subject matter, and the most dangerous of them, and the most deserving of our attention, and we should devote ourselves to studying it and spare no effort in acquiring knowledge of it, because it enters into the core of Arabic words, and it runs from them in the form of the standard and the scale, and on its knowledge alone is the reliance for controlling the forms and knowing their diminutive and the attribution to them, and it is the only aspect that the one who contemplates it can see what is affected by the word in terms of elision, substitution or assimilation, and from it alone is known what is common in Arabic and what is rare and what is unusual and what is irregular in terms of plurals, sources and derivatives, and by observing its rules, the vocabulary of speech is free from violations of the standard that disrupt eloquence and invalidate the eloquence of speakers.

9- Teaching and learning strategies

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

10-Course Structure

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
Written or oral tests	Discussion and presentation	In dividing the noun into sound, short, long, and defective	theoretical	2	the first
Written or oral tests	Discussion and presentation	The dual form and related terms, and how to form the dual.	theoretical	2	the second
Written or oral tests	Discussion and presentation	The masculine plural and related forms, and how to form them.	theoretical	2	the third
Written or oral tests	Discussion and presentation	The feminine plural and rules for its formation and what is attached to it.	theoretical	2	Fourth
Written or oral tests	Discussion and presentation	Broken plurals - and their types	theoretical	2	Fifth
Written or oral tests	Discussion and presentation	Plural of few	theoretical	2	Sixth
Written or oral tests	Discussion and presentation	The most common plural forms of paucity	theoretical	2	Seventh
Written or oral tests	Discussion and presentation	Weight of the verb forms "af'ala" and "fa'la".	theoretical	2	Eighth
Written or oral tests	Discussion and presentation	Weights of plurals of abundance Fu'l - Fu'ul - Fu'al -		2	Ninth
Written or oral tests	Discussion and presentation	فعلى - فعلة - فعَل	theoretical	2	tenth
Written or oral tests	Discussion and presentation	Fu`al – Fi`al –	theoretical	2	eleventh
Written or oral tests	Discussion	Fu`ul - Fu`lan	theoretical	2	twelfth

	and presentation				
Written or oral tests	Discussion and presentation	Fu'laa - Af'ilaa	theoretical	2	thirteenth
Written or oral tests	Discussion and presentation	Plural forms	theoretical	2	fourteenth
Written or oral tests	Discussion and presentation	Families	theoretical	2	fifteenth
Written or oral tests	Discussion and presentation	Effective and efficient	theoretical	2	Sixteenth
Written or oral tests	Discussion and presentation	Effective and efficient	theoretical	2	seventeenth
Written or oral tests	Discussion and presentation	Effective accessories	theoretical	2	eighteenth
Written or oral tests	Discussion and presentation	Plural noun and collective noun	theoretical	2	nineteenth
Written or oral tests	Discussion and presentation	Diminutives - Meanings of Diminutives	theoretical	2	Twenty
Written or oral tests	Discussion and presentation	Conditions for reduction	theoretical	2	Twenty-first
Written or oral tests	Discussion and presentation	Diminutive forms and rules	theoretical	2	Twenty-second
Written or oral tests	Discussion and presentation	Diminutives of words containing a vowel, and diminutives of words from which something has been	theoretical	2	Twenty-third

		omitted.			
Written or oral tests	Discussion and presentation	Diminutive forms of plurals and irregular diminutive forms	theoretical	2	Twenty-fourth
Written or oral tests	Discussion and presentation	Exercises and applications	theoretical	2	Twenty-fifth
Written or oral tests	Discussion and presentation	Lineage and related matters	theoretical	2	Twenty-sixth
Written or oral tests	Discussion and presentation	Hamza al-qat' and Hamza al-wasl	theoretical	2	Twenty-seventh
Written or oral tests	Discussion and presentation	Meeting of two consonants and the pause	theoretical	2	Twenty-eighth

11-Course Evaluation

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

غ- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ف- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ق- Final exam: (60 marks).

12- Sources of education and teaching

Course Description

82.Course Name
New Headway
83.Course code
EAEL207
84.Semester/Year
2025-2026

85.Date this description was prepared**9-10-2025****86.Available forms of attendance**

My presence+ Integrated education

87.Number of study hours (total) / Number of units (total)**88.Name of the course coordinator (if there is more than one, please mention it).****1- Name:M.M. Mahmoud Abdel-Ilah Abdel-Moneim
Email:mahmud502d@gmail.com****89. Course objectives**

- Developing students' four English language skills (listening, speaking, reading, writing)).
- Enhancing the ability to communicate in English in everyday situations.
- Developing confidence in using language in academic and social contexts.
- Improving vocabulary and grammar to suit the pre-intermediate level(A2–B1).
- Enabling students to understand intermediate-level texts and conversations.

Course objectives**90. Teaching and learning strategies**

- Lecture Interactive
- Learning Cooperative
- game Roles(Role Play)
- discussion and dialogue
- Use means auditory visual
- Duties and training The classroom

strategy**91. Course structure**

11. Course structure

Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Attendance with discussion questions and daily assignments	In-person lecture	Reading and translating the passage	Unit 1	2	September 3
=	=		English grammar rules	2	September 4
=	=		How to connect sentences	2	October 1
=	=		Interrogative tools	2	October 2
=	=		Daily test	2	October 3
=	=		Giving synonyms for words	2	October 4
=	=		Unit II	2	November 1
=	=		The piece on the subject	2	November 2
=	=		Unit rules	2	November 3
=	=		How to negate	2	November 4
=	=		Past perfect	2	December 1
=	=		General review	2	December 2

			First semester exam	1	January 3
=	=		Unit VI	2	January 4
=	=		Reading the passage	2	February 1
=	=		Unit rules	1	February 2
=	=		Words indicating the past perfect tense	1	February 3
=	=		How to connect	1	February 4
=	=		Synonyms of words	1	March 1
=	=		Interrogative tools	1	March 2
=	=		How to negate	1	March 3
=	=		Daily test	1	March 4
=	=		Unit piece	1	April 1
=	=		General review	1	April 2
=	=		Converting verbs to the third form	1	April 3
=	=		past continuous tense	2	April 4
			Chapter 2 Exam	2	May 1

92. Course evaluation

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

93. Learning and teaching resources

New Headway	Required textbooks (methodology, if applicable)
New Headway pre-intermediate	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

Course Description

94.Course Name

Computer Science - Phase Two

95.Course code

EACS 106

96.Semester/Year

2025-2026

97.Date this description was prepared

9-10-2025

98.Available forms of attendance

My presence+ Integrated education

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

1 hour + 2 units

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

**1- Name:M.M.Mahmoud Abdel-Ilah Abdel-Moneim
Email:mahmud502d@gmail.com**

101. Course objectives

- Developing students' skills in preparing and processing documents usingMicrosoft Word.
- Enabling students to design professional presentations usingMicrosoft PowerPoint.
- Introducing students to the basic concepts of artificial intelligence and its applications in practical life.
- Enhancing the ability to employ modern technology in study and scientific research.
- Developing students' digital presentation and communication skills.

Course objectives

102. Teaching and learning strategies

- Lecture Interactive
- Learning Cooperative
- game Roles(Role Play)
- discussion and dialogue
- Use means auditory visual
- Duties and training The classroom

strategy

103. Course structure

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – practical exams	The presentation – laboratory	Welcome + Computer Introduction	2	October 1
Classroom performance – practical exams	The presentation – laboratory	Introduction to Office	2	October 2
Classroom performance – practical exams	The presentation – laboratory	Application concept	2	October 3
Classroom performance – practical exams	The presentation – laboratory	Run the application	2	October 4
Classroom performance – practical exams		tabs	2	November 1
Classroom performance – practical exams	The presentation – laboratory	Home tab	2	November 2
Classroom performance – practical exams	The presentation – laboratory	Insert tab	2	November 3
Classroom performance – practical exams	The presentation – laboratory	References tab	2	November 4
Classroom performance – practical exams	The presentation – laboratory	Review tab	2	December 1
Classroom	The	View tab	2	December 2

performance – practical exams	presentation – laboratory			
Classroom performance – practical exams	The presentation – laboratory	Dealing with the application	2	December 3
Classroom performance – practical exams	The presentation – laboratory	Create a new document	2	December 4
Classroom performance – practical exams	The presentation – laboratory	Change document name	2	January 1
Classroom performance – practical exams	The presentation – laboratory	Save document	2	January 2
Classroom performance – practical exams	The presentation – laboratory	Inserting text into the document	2	January 3
Classroom performance – practical exams	The presentation – laboratory	Document display methods	2	January 4
Classroom performance – practical exams	The presentation – laboratory	Adjusting the zoom level	2	February 1
Classroom performance – practical exams	The presentation – laboratory	Text replacement	2	February 2
Classroom performance – practical exams	The presentation – laboratory	Text transfer	2	February 3
Classroom	The	Delete text and undo	2	February 4

performance – practical exams	presentation – laboratory			
Classroom performance – practical exams	The presentation – laboratory	Text formatting + symbol insertion	2	March 1
Classroom performance – practical exams	The presentation – laboratory	Digital menus + borders and frames	2	March 2
Classroom performance – practical exams	The presentation – laboratory	Tables + Inserting Rows and Columns	2	March 3
Classroom performance – practical exams	The presentation – laboratory	Delete rows and columns	2	March 4
Classroom performance – practical exams	The presentation – laboratory	Table format	2	April 1
Classroom performance – practical exams	The presentation – laboratory	Introduction to presentation software (PowerPoint)	2	April 2
Classroom performance – practical exams	The presentation – laboratory	Formatting slides and adding animations and transitions to them	2	April 3
Classroom performance – practical exams	The presentation – laboratory	Internet + Internet browsers and search engines	2	April 4
Classroom performance – practical exams	The presentation – laboratory	Keyboard shortcuts	2	May 1
Classroom	The	What is artificial	2	May 2

performance – practical exams	presentation – laboratory	intelligence? Where do we use it? (Phones, cars, translation, apps))		
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104. Course evaluation

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

105. Learning and teaching resources

MalazPrepared by the college professors	Required textbooks (methodology, if applicable)
Microsoft Office 365 All-in-One For Dummies Microsoft Word Step by Step (Microsoft Press)	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

Description of the course/memorization

1- Course Name

Memorizing the Quran / Second Stage

2-Course Code

EAQM102

3-Semester/Year

2025/2026

4- Date this description was prepared

9/10/2025

5- Available forms of attendance**Mandatory attendance / Absence****6- Number of study hours (total) / Number of units (total)**

28 hours 56 units

7- Name of the course coordinator (if there is more than one name, mention it)Dr. Ali Abdul Wahab Abdul Razzaq
amyl:aliabdlwahab89@imamaladham.edu.iq**8-Course Objectives****Course Objectives: To train the student to memorize the Quran correctly, master the Quranic verses, and enable the student to memorize the entire Juz'.****9- Teaching and learning strategies****Strategy:**Working to refine students' minds, develop their skills, and guide them in an academic and scientific manner based on developing a positive spirit by enhancing confidence in individual and collective skills through scientific means directed towards students through scientific participation and skill-based activities through seminars, discussion panels, and attending discussions to benefit from the experiences of elders, and working to achieve and clarify academic and scientific goals for students, as well as using learning tools for clarification, for example: the blackboard, and urging students to visit libraries and how to access information in a short time.**10-Course Structure**

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
Written or oral tests	Discussion and preservation	Al-Baqarah, verses 142-146	theoretical	1	the first

Written or oral tests	Discussion and preservation	The cow, from verse 147 to 150	theoretical	1	the second
Written or oral tests	Discussion and preservation	The cow, from verse 154 to 163	theoretical	1	the third
Written or oral tests	Discussion and preservation	The cow, from 164 to 169	theoretical	1	Fourth
Written or oral tests	Discussion and preservation	The cow, from 170 to 176	theoretical	1	Fifth
Written or oral tests	Discussion and preservation	The cow, from 177 to 181	theoretical	1	Sixth
Written or oral tests	Discussion and preservation	The cow, from 182 to 186	theoretical	1	Seventh
Written or oral tests	Discussion and preservation	The cow, from verse 187 to 190	theoretical	1	Eighth
Written or oral tests	Discussion and preservation	The cow, from 191 to 196	theoretical	1	Ninth
Written or oral tests	Discussion and preservation	The cow, from 191 to 196	theoretical	1	tenth
Written or oral tests	Discussion and preservation	The cow, from 196 to 199	theoretical	1	eleventh
Written or oral tests	Discussion and preservation	The cow, from verse 199 to 203	theoretical	1	twelfth
Written or oral tests	Discussion and preservation	Al-Baqarah, verses 203-206	theoretical	1	thirteenth

Written or oral tests	Discussion and preservation	The cow, from verse 206 to 209	theoretical	1	fourteenth
Written or oral tests	Discussion and preservation	The cow, from verse 209 to 212	theoretical	1	fifteenth
Written or oral tests	Discussion and preservation	The cow, from verse 212 to 215	theoretical	1	Sixteenth
Written or oral tests	Discussion and preservation	The cow, from verse 215 to 218	theoretical	1	seventeenth
Written or oral tests	Discussion and preservation	Al-Baqarah, verses 218-221	theoretical	1	eighteenth
Written or oral tests	Discussion and preservation	The cow, from verse 221 to 224	theoretical	1	nineteenth
Written or oral tests	Discussion and preservation	Al-Baqarah, verses 224-227	theoretical	1	Twenty
Written or oral tests	Discussion and preservation	The cow, from verse 227 to 230	theoretical	1	Twenty-first
Written or oral tests	Discussion and preservation	The cow, from verse 230 to 233	theoretical	1	Twenty-second
Written or oral tests	Discussion and preservation	The cow, from verse 233 to 236	theoretical	1	Twenty-third
Written or oral tests	Discussion and preservation	The cow, from verse 236 to 239	theoretical	1	Twenty-fourth
Written or oral tests	Discussion and preservation	The cow, from verse 239 to 242	theoretical	1	Twenty-fifth

Written or oral tests	Discussion and preservation	The cow, from verse 242 to 245	theoretical	1	Twenty-sixth
Written or oral tests	Discussion and preservation	The cow, from verse 245 to 248	theoretical	1	Twenty-seventh
Written or oral tests	Discussion and preservation	The cow, from verse 248 to 252	theoretical	1	Twenty-eighth

11-Course Evaluation

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

ك- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ل- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

م- Final exam: (60 marks).

12- Sources of education and teaching

Course Description/Projects

1- Course Name

Offers

2-Course Code

AOS316

3-Semester/Year

2025-2026

4- Date this description was prepared

9/10/2025

5- Available forms of attendance

Mandatory attendance / Absence

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

Hours: (56 hours) Units: (112 units)

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

Name: M.D. Mustafa Hamed Yaqoub

Email: mustafahamed56@imamaladham.edu.iq

8-Course Objectives

Course objectives: Connecting students with the literary heritage in its different eras and providing them with its moral, social and artistic values, which contributes to their intellectual and cultural development.

Developing literary taste and enabling students to understand aspects of beauty and harmony in literary texts, introducing them to the sources of this beauty, and teaching them to analyze texts.

Developing students' ability to perform well, deliver high-quality speeches, and represent meanings.

To increase students' ability to understand literary texts, extract meanings from words, perceive aspects of beauty in them, appreciate, analyze and critique them, and students' ability to make literary comparisons and issue judgments honestly and objectively.

9- Teaching and learning strategies

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

10-Course Structure

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
Written or oral tests	Discussion and presentation	Introduction to prosody	theoretical	2	the first
Written or oral tests	Discussion and presentation	Prosodic terminology	theoretical	2	the second
Written or oral tests	Discussion and presentation	Prosodic scansion	theoretical	2	the third
Written or oral tests	Discussion and presentation	Metrical variation, defect, and the poetic verse	theoretical	2	Fourth
Written or oral tests	Discussion and presentation	Titles of verses and poetic parallels	theoretical	2	Fifth
Written or oral tests	Discussion and presentation	The long sea and its details	Theoretical and applied	2	Sixth
Written or oral tests	Discussion and presentation	Its applications	Theoretical and applied	2	Seventh
Written or oral tests	Discussion and presentation	The vast sea and its details	Theoretical and applied	2	Eighth
Written or oral tests	Discussion and presentation	The simple sea and its details	Theoretical and applied	2	Ninth
Written or oral tests	Discussion and presentation	Applications	Theoretical and applied	2	tenth
Written or oral tests	Discussion and	The abundant sea and its details	Theoretical and applied	2	eleventh

	presentati on				
Written or oral tests	Discussion and presentati on	Applications	Theoretical and applied	2	twelfth
Written or oral tests	Discussion and presentati on	The complete sea and its details	Theoretical and applied	2	thirteen th
Written or oral tests	Discussion and presentati on	Applications	Theoretical and applied	2	fourteen th
Written or oral tests	Discussion and presentati on	Exercises on what has passed from the seas	Theoretical and applied	2	fifteenth
Written or oral tests	Discussion and presentati on	The sea of Hazaj	Theoretical and applied	2	Sixteent h
Written or oral tests	Discussion and presentati on	Its details	Theoretical and applied	2	sevente enth
Written or oral tests	Discussion and presentati on	Rajaz meter	Theoretical and applied	2	eighteen th
Written or oral tests	Discussion and presentati on	Its details	Theoretical and applied	2	ninetee nth
Written or oral tests	Discussion and presentati on	Sea of Sand	Theoretical and applied	2	Twenty
Written or oral tests	Discussion and presentati on	Its details	Theoretical and applied	2	Twenty- first
Written or oral tests	Discussion and presentati on	The fast sea and its details	Theoretical and applied	2	Twenty- second
Written or oral tests	Discussion and	The open sea and its details	Theoretical and applied	2	Twenty-

	presentati on				third
Written or oral tests	Discussion and presentati on	The light sea and its details	Theoretical and applied	2	Twenty- fourth
Written or oral tests	Discussion and presentati on	The present, concise, and abbreviated sea and their details	Theoretical and applied	2	Twenty- fifth
Written or oral tests	Discussion and presentati on	The convergent and complementary sea and their details	Theoretical and applied	2	Twenty- sixth
Written or oral tests	Discussion and presentati on	Poetic meters, interweaving, innovation, free verse and its meters	Theoretical and applied	2	Twenty- seventh
Written or oral tests	Discussion and presentati on	Rhyme, its types, requirements, and flaws, along with general exercises.	Theoretical and applied	2	Twenty- eighth

11-Course Evaluation

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

ح- First semester: (25 marks) (5 marks: for attendance and preparation, and 20 marks for the test).

ه- Second semester: (25 marks) (5 marks: for attendance and preparation, and 20 marks for the test).

و- Final exam: (50 marks).

12- Sources of education and teaching

Description of the course/ Dictionary and voice

1- Course Name

Dictionary and voice
2-Course Code
ATAP219
2-Semester/Year
2025-2026
4- Date this description was prepared
9/10/5202
5- Available forms of attendance
Mandatory attendance
6- Number of study hours (total) / Number of units (total)
Hours: (56) / Units: (112)
7- Name of the course coordinator
Name: M.D. Mustafa Hamed Yaqoub Email: mustafahamed56@imamaladham.edu.iq
8-Course Objectives
Course objectives: The student should be familiar with dictionaries, their methodologies and schools, and know how to search in them. The student's knowledge of phonetics, its branches and methods, knowledge of the articulation points and characteristics of letters, and knowledge of some phonetic phenomena.
9- Teaching and learning strategies
Strategy: Working to refine students' minds, develop their skills, and guide them in an academic and scientific manner based on developing a positive spirit by enhancing confidence in individual and collective skills through scientific means directed towards students through scientific participation and skill-based activities through seminars, discussion panels, and attending discussions to benefit from the experiences of elders, and working to achieve and clarify academic and scientific goals for students, as well as using learning tools for clarification, for example: the blackboard, and urging students to visit

libraries and how to access information in a short time.

10-Course Structure

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
Written or oral tests	discussion	The concept of a dictionary in language and terminology Definition of sounds, sound production	theoretical	2	the first
Written or oral tests	discussion	The difference between a dictionary, a lexicon, an index, and an encyclopedia The Origins of Phonetics	theoretical	2	the second
Written or oral tests	discussion	Methods of controlling vocabulary and revealing meaning Audio lesson resources	theoretical	2	the third
Written or oral tests	discussion	Al-Ain School: The position of the ancients and moderns regarding its attribution to Al-Khalil Parts of the speech apparatus	theoretical	2	Fourth
Written or oral tests	discussion	Description of the front of the eye Branches of Phonetics	theoretical	2	Fifth
Written or oral tests	discussion	Building system in Al Ain Phonics lesson methods	theoretical	2	Sixth
Written or oral tests	discussion	Method of identifying a word in the book Al-Ain Sound outputs	theoretical	2	Seventh
Written tests	discussion	The eye's flaws The purity of voices	theoretical	2	Eighth
Written or oral tests	discussion	The Jamhara School, a description of the introduction to Jamhara and the	theoretical	2	Ninth

		methodology of Ibn Duraid. Enhanced and distinctive qualities			
Written or oral tests	discussion	Methods of identifying a single word in Al-Jamhara Sound phenomena	theoretical	2	tenth
Written or oral tests	discussion	Criticisms of the Jamhara Sound symmetry	theoretical	2	eleventh
Written or oral tests	discussion	The Book of the Skillful Syntactic phenomena specific to vowels	theoretical	2	twelfth
Written or oral tests	discussion	Language refinement, description of the introduction to language refinement Opening and inclination	theoretical	2	thirteenth
Written or oral tests	discussion	Al-Azhari's approach to arranging the chapters and materials of Al-Tahdhib Pausing and its effect on sounds and phenomena	theoretical	2	fourteenth
Written tests	discussion	Criticisms of refinement Stopping at the end of words	theoretical	2	fifteenth
Written or oral tests	discussion	The Dictionary of Language Standards: The idea upon which Ibn Faris based his dictionary	theoretical	2	Sixteenth
Written or oral tests	discussion	Methods of identifying vocabulary in the Dictionary of Language Standards and its shortcomings Types of pauses: with sukoon, rum, and ishmam	theoretical	2	seventeenth
Written or oral tests	discussion	The hermetic and the greatest ocean	theoretical	2	eighteenth

Written or oral tests	discussion	Ibn Sida's approach in Al-Muhkam, his method in arranging the material	theoretical	2	nineteenth
Written or oral tests	discussion	Characteristics of the arbitrator, characteristics of the Al Ain school	theoretical	2	Twenty
Written or oral tests	discussion	Characteristics of the Jamhara School Audio cutting	theoretical	2	Twenty-first
Written or oral tests	discussion	Al-Sahah School	theoretical	2	Twenty-second
Written or oral tests	discussion	Crown of Language and Correct Arabic audio clips	theoretical	2	Twenty-third
Written or oral tests	discussion	Lisan al-Arab	theoretical	2	Twenty-fourth
Written or oral tests	discussion	Al-Muheet Dictionary	theoretical	2	Twenty-fifth
Written or oral tests	discussion	Characteristics of the Sahih School	theoretical	2	Twenty-sixth
Written or oral tests	discussion	The Foundation of Rhetoric School	theoretical	2	Twenty-seventh
Written or oral tests	discussion	Characteristics and shortcomings of the school of rhetoric	theoretical	2	Twenty-eighth

11-Course Evaluation

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

ي- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

أأ- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

بب- Final exam: (60 marks).

12- Sources of education and teaching

Course description / Grammar

1- Course Name

Grammar – Ibn Aqil's Explanation, Part Two

2-Course Code

3-Semester/Year

2023-2024

4- Date this description was prepared

9/10/2025

5- Available forms of attendance

Mandatory attendance / Absence

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

Hours: (56 hours) Units: (112 units)

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

Name: Prof. Dr. Essam Mustafa Youssef

Email:essammustafa87@imamaladham.edu.iq

8-Course Objectives

Course objectives:Preserving the rules of the language and preserving classical Arabic, making the tongue accustomed to the language correctly and away from error, enabling students to know and understand the parsing of precise grammatical styles and to understand grammatical applications through Qur'anic, poetic, and Prophetic Hadith evidence, and others, and developing students to memorize Ibn Malik's Alfiyya, because it helps them to understand.

9- Teaching and learning strategies

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

10-Course Structure

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
Written or oral tests	Discussion and induction	The negative particle "la" negates the entire class.	theoretical	2	the first
Written or oral tests	Discussion and induction	ظن and its sisters	theoretical	2	the second
Written or oral tests	Discussion and induction	Acts of certainty and probability	theoretical	2	the third
Written or oral tests	Discussion and induction	I know and I see	theoretical	2	Fourth
Written or oral tests	Discussion and induction	actor	theoretical	2	Fifth
Written or oral tests	Discussion and induction	Deletion of the subject	theoretical	2	Sixth
Written or oral tests	Discussion and induction	The subject of the passive verb	theoretical	2	Seventh
Written or oral tests	Discussion and induction	Work	theoretical	2	Eighth
Written or oral tests	Discussion and induction	Dispute	theoretical	2	Ninth
Written or oral tests	Discussion and induction	Transitive and intransitive verb	theoretical	2	tenth
Written or oral tests	Discussion	How to make an	theoretical	2	eleveth

	and induction	intransitive verb transitive			
Written or oral tests	Discussion and induction	The absolute object (source)	theoretical	2	twelfth
Written or oral tests	Discussion and induction	The source factor must be omitted.	theoretical	2	thirteenth
Written or oral tests	Discussion and induction	The object has conditions for being in the accusative case.	theoretical	2	fourteenth
Written or oral tests	Discussion and induction	The object is in the genitive case.	theoretical	2	fifteenth
Written or oral tests	Discussion and induction	The adverbial accusative is an adverb of time and place.	theoretical	2	Sixteenth
Written or oral tests	Discussion and induction	The object with it	theoretical	2	seventeenth
Written or oral tests	Discussion and induction	The complete exception, both affirmative and negative	theoretical	2	eighteenth
Written or oral tests	Discussion and induction	Connected exception and disconnected exception	theoretical	2	nineteenth
Written or oral tests	Discussion and induction	The empty exception	theoretical	2	Twenty
Written or oral tests	Discussion and induction	The exception is with "ghar," "sawa," and "siwa."	theoretical	2	Twenty-first
Written or oral tests	Discussion and induction	Exception far and wide	theoretical	2	Twenty-second
Written or oral tests	Discussion and induction	The state and its divisions	theoretical	2	Twenty-third
Written or oral tests	Discussion and induction	The circumstantial qualifier of the noun being modified	theoretical	2	Twenty-fourth
Written or oral tests	Discussion and induction	The current sentence is either nominal or verbal.	theoretical	2	Twenty-fifth
Written or oral tests	Discussion and	Discrimination is a ratio or a	theoretical	2	Twenty-

	induction	characteristic			sixth
Written or oral tests	Discussion and induction	The distinction transformed from subject, agent, and object	theoretical	2	Twenty-seventh
Written or oral tests	Discussion and induction	The genitive case of distinction	theoretical	2	Twenty-eighth

11-Course Evaluation

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

ت- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ث- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ج- Final exam: (60 marks).

Course description/Ancient texts

1- Course Name

ancient texts

2-Course Code

ABGO218

2-Semester/Year

2025-2026

4- Date this description was prepared

9/10/2025

5- Available forms of attendance

Mandatory attendance

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

Hours: (56) / Units: (112)

7- Name of the course coordinator

Name: M.M. Amal Hamed Badr
Email: a73049285@gmail.com

8-Course Objectives

Course objectives: Developing their linguistic repertoire by providing them with vocabulary and linguistic styles. Understanding their meanings, and developing their inclination towards high literature expands their imagination and strengthens their ability to memorize and recall., and Developing literary taste to appreciate linguistic beauty in the text, and Increase students' understanding of their community Ancient Arabic Their normal interaction with this society And to know their natures and their consequences.

9- Teaching and learning strategies

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

10-Course Structure

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
Written or oral tests	discussion	- The subject and purpose of the book "The Stick". - Al-Jahiz's style and the principles he believed in.	theoretical	2	the first
Written or oral tests	discussion	A statement on the doctrine of populism and those who claim to be populists	theoretical	2	the second
Written or oral tests	discussion	Mention of the	theoretical	2	the third

		sayings of the Shu'ubiyya regarding sticks and other things			
Written or oral tests	discussion	A response to populism regarding the issue of fighting at night	theoretical	2	Fourth
Written or oral tests	discussion	A response to their denial of the existence of the Arab slaves, and an explanation of the reasons for the multiple names of the spear.	theoretical	2	Fifth
Written or oral tests	discussion	Grammatical and morphological applications on the studied texts	theoretical	2	Sixth
Written or oral tests	discussion	Rhetorical and prosodic applications to the studied texts	theoretical	2	Seventh
Written tests	discussion	The response to their statement regarding (taking the lock...)	theoretical	2	Eighth
Written or oral tests	discussion	A statement on rhetoric between the Arabs and Persians on one hand, and India and Greece on the other.	theoretical	2	Ninth
Written or oral tests	discussion	Mention of the types of rhetoric among the Arabs	theoretical	2	tenth
Written or oral tests	discussion	A statement that the staff was taken from a noble origin through the texts of the two prophets of God, Moses and Solomon.θ)	theoretical	2	eleveth
Written or oral tests	discussion	Mention of the origin of the staff from the tree, along with Quranic texts.	theoretical	2	twelfth
Written or oral tests	discussion	Grammatical and morphological applications on the studied texts	theoretical	2	thirteen th

Written or oral tests	discussion	Rhetorical and prosodic applications to the studied texts	theoretical	2	fourteenth
Written tests	discussion	Proverbs about the stick	theoretical	2	fifteenth
Written or oral tests	discussion	From the perspective of making use of the stick (The story of Amer bin Al-Zarib and his daughter's actions)	theoretical	2	Sixteenth
Written or oral tests	discussion	Mention of taking (the bows, the spears, and the bows)	theoretical	2	seventeenth
Written or oral tests	discussion	As a way of establishing the importance of the staff and magnifying its significance.	theoretical	2	eighteenth
Written or oral tests	discussion	What was said in praise of the strong man and mentioning his qualities	theoretical	2	nineteenth
Written or oral tests	discussion	The story of the Easterner with the young Taghlibi	theoretical	2	Twenty
Written or oral tests	discussion	Grammatical and morphological applications on the studied texts	theoretical	2	Twenty-first
Written or oral tests	discussion	Rhetorical and prosodic applications to the studied texts	theoretical	2	Twenty-second
Written or oral tests	discussion	Among the things said about the staff, and what is permissible in terms of its uses and benefits.	theoretical	2	Twenty-third
Written or oral tests	discussion	Reflecting on the Almighty's words: "And I was forgotten and forgotten" and His words: "And I have other purposes in it."	theoretical	2	Twenty-fourth
Written or oral tests	discussion	Mention of the Prophet's taking ﷺ and the Caliphs ﷺ And those same senior orators.	theoretical	2	Twenty-fifth

Written or oral tests	discussion	Mention of the lame poets using a cane	theoretical	2	Twenty-sixth
Written or oral tests	discussion	A statement that every people must possess certain characteristics	theoretical	2	Twenty-seventh
Written or oral tests	discussion	Statement: Sandals for the Arabs, slippers for the Persians and the Pharaohs	theoretical	2	Twenty-eighth

11-Course Evaluation

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

حح- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

خخ- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

د- Final exam: (60 marks).

12- Sources of education and teaching

Description of the course/Rhetoric

1- Course Name

eloquence

2-Course Code

2-Semester/Year

2025-2026

4- Date this description was prepared

9/10/2025

5- Available forms of attendance

Mandatory attendance

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

Hours: (56) / Units: (112)

7- Name of the course coordinator

Name: Dr. Ali Sajet Jiyad

Email:ali.sajid@imamaladham.edu.iq

8-Course Objectives

Course objectives:To familiarize the student with the sciences of rhetoric and semantics in particular.

The student should master the topics of this science to help him understand poetic and prose texts.

The student should be able to understand the secrets of rhetoric and eloquence that lead to knowledge of the miraculous nature of the Qur'an.

9- Teaching and learning strategies

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

10-Course Structure

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
Written or oral tests	discussion	Eloquence and rhetoric Eloquence of words, speech, and speaker	theoretical	2	the first
Written or oral tests	discussion	Eloquence of speech and the speaker	theoretical	2	the second

Written or oral tests	discussion	Semantics	theoretical	2	the third
Written or oral tests	discussion	Dividing speech into declarative and imperative	theoretical	2	Fourth
Written or oral tests	discussion	The purposes for which the news is disseminated	theoretical	2	Fifth
Written or oral tests	discussion	Dividing the predicate into verbal and nominal sentences	theoretical	2	Sixth
Written or oral tests	discussion	The reality of creation	theoretical	2	Seventh
Written tests	discussion	The matter Prohibition	theoretical	2	Eighth
Written or oral tests	discussion	Interrogation	theoretical	2	Ninth
Written or oral tests	discussion	Wishing	theoretical	2	tenth
Written or oral tests	discussion	The call	theoretical	2	eleventh
Written or oral tests	discussion	The circumstances of the subject	theoretical	2	twelfth
Written or oral tests	discussion	Mention of the subject Deletion of the subject	theoretical	2	thirteenth
Written or oral tests	discussion	Defining the subject through implication and proper noun status	theoretical	2	fourteenth
Written tests	discussion	Defining the subject through demonstrative and relative pronouns	theoretical	2	fifteenth
Written or oral tests	discussion	Defining the subject with the definite article (al-) of reference and generic meaning	theoretical	2	Sixteenth
Written or oral tests	discussion	Definition of the subject in addition and vocative	theoretical	2	seventeenth
Written or oral tests	discussion	Indefiniteness of the subject	theoretical	2	eighteenth
Written or oral tests	discussion	Presenting the subject and delaying it	theoretical	2	nineteenth
Written or oral tests	discussion	Mentioning and omitting the subject	theoretical	2	Twenty
Written or oral tests	discussion	Restriction and	theoretical	2	Twenty-

		release			first
Written or oral tests	discussion	Restriction by dependencies	theoretical	2	Twenty-second
Written or oral tests	discussion	Restriction by the relative pronoun and the particles that modify it	theoretical	2	Twenty-third
Written or oral tests	discussion	Restriction by negation and by the five objects	theoretical	2	Twenty-fourth
Written or oral tests	discussion	The palace and its roads	theoretical	2	Twenty-fifth
Written or oral tests	discussion	Connection and separation	theoretical	2	Twenty-sixth
Written or oral tests	discussion	Points of connection and separation	theoretical	2	Twenty-seventh
Written or oral tests	discussion	Brevity, prolixity, and equality	theoretical	2	Twenty-eighth

11-Course Evaluation

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

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

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

زز Final exam: (60 marks).

12- Sources of Education and Teaching: The Jewels of Eloquence by Sayyid Ahmad al-Hashimi

Description of the course, third stage

Course Description

106. Course Name	
Abbasid literature	
107. Course code	
AASL212	
108. Semester/Year	
2025-2026	
109. Date this description was prepared	
92025/10/	
110. Available forms of attendance	
Mandatory attendance	
111. Number of study hours (total) / Number of units (total)	
Hours: (84) / Units: (168)	
112. Name of the course coordinator (if there is more than one, please mention it).	
1- Name: M.M. Ahmed Ibrahim Othman Email:fafahmed51@gmail.com	
113. Course objectives	
<p>The student has a clear picture of literature in the Abbasid era (poetry and prose), To understand the importance of poetry and its place in Abbasid life. To understand the issues, styles, and themes of Abbasid poetry. The student should be familiar with the most important Abbasid prose arts and their styles. To understand the meanings of the most prominent terms and concepts associated with the Abbasid era. To know the most important sources and references of Abbasid literature. To know the most prominent poets of the Abbasid era.</p>	Course Objectives
114. Teaching and learning strategies	

<p>The strategy: To refine students’ minds, develop their skills, and guide them in an academic and scientific manner based on developing a positive spirit by enhancing confidence in individual and collective skills through scientific means directed towards students through scientific participation and skill-based activities through seminars, discussion panels, and attending discussions to benefit from the experiences of elders, and to work on achieving and clarifying academic and scientific goals for students, as well as using learning tools for clarification, for example: the blackboard, and urging students to visit libraries and how to access information in a short time.</p>	strategy
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115. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Written tests or brainstorming questions	Discussion and presentation	The establishment of the Abbasid state, its administrative system, and factors of prosperity	theoretical	2	the first
Written tests or brainstorming questions	Discussion and presentation	Praise and satire	theoretical	2	the second
Written tests or brainstorming questions	Discussion and presentation	Elegy and love poetry	theoretical	2	the third
Written tests or brainstorming questions	Discussion and presentation	Description, asceticism, and Sufism	theoretical	2	Fourth
Written tests or brainstorming questions	Discussion and presentation	Populist debauchery and heresy	theoretical	2	Fifth
Written tests or brainstorming questions	Discussion and presentation	Wines	theoretical	2	Sixth
Written tests or brainstorming questions	Discussion and presentation	Humorous and educational poetry	theoretical	2	Seventh
Written tests or brainstorming	Discussion and presentation	Renewal in meanings and	theoretical	2	Eighth

questions		ideas Words and styles			
Written tests or brainstorming questions	Discussion and presentation	Meters and rhymes The poets Abu al-Atahiyah		2	Ninth
Written tests or brainstorming questions	Discussion and presentation	Muslim ibn al- Walid Abu Tammam al-Ta'i	theoretical	2	tenth
Written tests or brainstorming questions	Discussion and presentation	Abu Ubadah al- Buhturi	theoretical	2	eleventh
Written tests or brainstorming questions	Discussion and presentation	Ibn al-Rumi	theoretical	2	twelfth
Written tests or brainstorming questions	Discussion and presentation	Ibn al-Mu'tazz	theoretical	2	thirteenth
Written tests or brainstorming questions	Discussion and presentation	Prose: Factors in its Development Messages	theoretical	2	fourteenth
Written tests or brainstorming questions	Discussion and presentation	storytelling and rhetoric	theoretical	2	fifteenth
Written tests or brainstorming questions	Discussion and presentation	Signatures, prose, writings Translated prose	theoretical	2	Sixteenth
Written tests or brainstorming questions	Discussion and presentation	The book is by Amr ibn Bahr al-Jahiz	theoretical	2	seventeenth
Written tests or brainstorming questions	Discussion and presentation	Sahl ibn Harun	theoretical	2	eighteenth
Written tests or brainstorming questions	Discussion and presentation	Amr ibn Mas'adah	theoretical	2	nineteenth
Written tests or brainstorming questions	Discussion and presentation	Muhammad ibn Abd al- Malik al-Zayyat	theoretical	2	Twenty
Written tests or brainstorming questions	Discussion and presentation	Ibn Qutaybah	theoretical	2	Twenty-first
Written tests or brainstorming questions	Discussion and presentation	The second Abbasid era Introduction	theoretical	2	Twenty- second

Written tests or brainstorming questions	Discussion and presentation	Literature in new environments	theoretical	2	Twenty-third
Written tests or brainstorming questions	Discussion and presentation	Topics	theoretical	2	Twenty-fourth
Written tests or brainstorming questions	Discussion and presentation	National poetry Description of nature	theoretical	2	Twenty-fifth
Written tests or brainstorming questions	Discussion and presentation	Sufi poetry Poets Abu al-Tayyib al-Mutanabbi	theoretical	2	Twenty-sixth
Written tests or brainstorming questions	Discussion and presentation	Abu Firas al-Hamdani	theoretical	2	Twenty-seventh
Written tests or brainstorming questions	Discussion and presentation	Abu Bakr al-Sanawbari Secret Relief	theoretical	2	Twenty-eighth

116. Course evaluation

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

س- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

شش- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

Final exam: (60 marks).

117. Learning and teaching resources

Arabic literature in the Abbasid era Dr. Nazim Rashid	Required textbooks (methodology, if applicable)
History of Arabic Literature - The Abbasid Era - Shawqi Daif	Main references (sources)
Various books and research papers that examine and study the Abbasid era	Recommended supporting books and references (scientific journals, reports...)

Course Description

118.	Course Name	
	Biography of the Prophet's Family	
119.	Course code	
120.	Semester/Year	2025 – 2026
121.	Date this description was prepared	9/10/2025
122.	Available forms of attendance	My presence
123.	Number of study hours (total) / Number of units (total)	Number of hours (1) / Number of units (2)
124.	Name of the course coordinator (if there is more than one, please mention it).	
	the name: Prof. Dr. Essam Mustafa Youssef	Email: essammustafa87@imamaladham.edu.iq
125.	Course objectives	
	Introduction to Salaf nation From the family of the Prophet and the Companions Embodying the ideal and practical model Preserving Islamic law from distortion Upholding the principle of justice and rejecting injustice Self-development and spiritual education Leading the nation and managing crises Strengthening national unity and the values of solidarity Linking the nation to the divine path	Course objectives

126. Teaching and learning strategies					
<ul style="list-style-type: none"> - The lecture method. - discussion 					strategy
127. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Daily participati	Lecture	Introducing the Ahl al-Bayt	knowledge	1	the first
Daily participati	Lecture	The virtues of the Ahl al-Bayt general	absorption	1	the seco
Assigning duties	discussion	Harmony and intermarriage between the Prophet's family a the Companions	knowledge	1	the thir
Editorial		-----	Monthly test	1	Fourth
Daily participati	Lecture	The importance of loving the Prophet's family and companio in the unity of the Muslim community	knowledge	1	the first
Daily participati	discussion	The approach of the Ahl al-Bayt dialogue and disagreement	knowledge	1	the seco
Daily participati	Lecture	The status of the Prophet's fam among the Companions	knowledge	1	the thir
Editorial		-----	Monthly test	1	Fourth

Daily participation	Lecture	The virtue of the ten who were promised Paradise	knowledge	1	the first
Daily participation	Lecture	The virtues of the Prophet's wives	knowledge	1	the second
Daily participation	Lecture	The Prophet's children and his daughters	knowledge	1	the third
Daily participation	Lecture	The biography of our master Al-Mahdi, may God honor his face	knowledge	1	Fourth
Daily participation	Lecture	The Prophet's Tribes Al-Hasan and Al-Hussein, may God be pleased with them	knowledge	1	the first
Daily participation	Lecture	The sons of our master Al-Hussein, may God be pleased with him	knowledge	1	the second
Daily participation	Lecture	The sons of our master Al-Hussein, may God be pleased with him	knowledge	1	the third
Editorial	The sons of our master Al-Hussein, may God be pleased with him	Monthly test	1	Fourth
Daily participation	discussion	The sons of our master Al-Hussein, may God be pleased with him	knowledge	1	the first
Daily participation	Lecture	The sons of our master Al-Hussein, may God be pleased with him	Understanding Comprehension	1	the second
Daily participation	Lecture	Imam Mahdi and the Prophet's sayings	Knowledge Comprehension	1	the third
Editorial		-----	Monthly test	1	Fourth

128. Course evaluation

The grade is distributed out of 40 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, and reports... and 60 for the final exam.

129. Learning and teaching resources

Biography of the Prophet's Family (Curriculum)	Required textbooks (methodology, if applicable)
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1- The biography of Ibn Ishaq, Ibn Ishaq 2- The Biography of the Prophet Ibn Hisham	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
Comprehensive Library: https://shamela.ws/	the reviewerElectronic,Internet sites

Course description template

1- Course Name

Andalusian Literature / Third Stage

2-Course Code

AAL311

3-Semester/Year

2025-2026

4- Date this description was prepared

9/10/2025

5- Available forms of attendance

Mandatory attendance

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

Hours: (84) / Units: (168)

7- Name of the course coordinator

Name: M.M. Ahmed Ibrahim Othman

Email:fafahmed51@gmail.com

the name :

amyl:

8-Course Objectives

Course objectives:

- The student should know the stages that Andalusian literature went through, and the change that occurred in literature in the styles of poetry in words and meanings, and be familiar with them, and be acquainted with the poets, writers and critics of the modern era, and what they brought.
- The student should know the new literary purposes and arts that have been created or introduced into Arabic literature, such as muwashshahat and imitations.
- The student should be familiar with the sources of Arabic literature in general and Andalusian literature in particular.
- And to be able to compare ancient Arabic literature and Andalusian literature and identify the strengths and weaknesses of each.
- Helping him understand the lives of the Andalusians and the cultural impact on him.

9- Teaching and learning strategies

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

10- Course structure

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
Written or oral tests	discussion	- Introduction Geography of Andalusia Andalusian society Language and its spread	theoretical	3	the first
Written or oral tests	discussion	Poetry and poets in the era of the Umayyad Caliphate and State 1 - The movement of poetry during the conquest of Andalusia - Abd al-Rahman al-Dakhir.	theoretical	3	the second

Written or oral tests	discussion	Yahya Al-Ghazal Ibn Abd Rabbih	theoretical	3	the third
Written or oral tests	discussion	Prose - Tariq ibn Ziyad's speech Al-Baluti's sermon Nafh al-Tayyib	theoretical	3	Fourth
Written or oral tests	discussion	The era of the Taifa kings Poetry and poets Ibn Hazm	theoretical	3	Fifth
Written or oral tests	discussion	Prose and its figures Serious and humorous message The Epistle of the Followers and the Followers	theoretical	3	Sixth
Written or oral tests	discussion	Literature in the Almohad and Nasrid eras Poetry and poets Its themes and characteristics	theoretical	3	tenth
Written or oral tests	discussion	Ibn Sahl al-Ishbili His life His poetry	theoretical	3	Seventh
Written or oral tests	discussion	Ibn al-Khatib His life His poetry His prose	theoretical	3	Eighth
Written or oral tests	discussion	Characteristics of compositional prose	theoretical	3	Ninth
Written or oral tests	discussion	Renewal in Andalusian Literature	theoretical	3	eleventh
Written or oral tests	discussion	Muwashshahat: Its origin And her pictures	theoretical	3	twelfth
Written or oral tests	discussion	Image of renewal in the muwashshah Meters and rhymes Selected models	theoretical	3	thirteenth
Written or oral tests	discussion	Opposition In ancient Arabic literature and its development Why did literature become so prevalent in Andalusian literature?	theoretical	3	fourteenth
Written or oral tests	discussion	Eastern opposition to the	theoretical	3	fifteenth

	n	Andalusians Andalusian opposition			
Written or oral tests	discussion	Nature poetry in ancient Arabic literature	theoretical	3	Sixteenth
Written or oral tests	discussion	Andalusia and natural influences The prevalence of beauty among them	theoretical	3	seventeenth
Written or oral tests	discussion	Nature poetry Ibn Khafajah's poetry about nature	theoretical	3	eighteenth
Written or oral tests	discussion	Lament for cities and kingdoms Lament for the cities The calamity of the Banu Abbad Poets' reaction to the Nakba	theoretical	3	Twenty
Written or oral tests	discussion	The calamity of the Banu al-Aftas Elegies of nations	theoretical	3	Twenty-first
	discussion	Lament for the cities Cordoba Toledo Granada	theoretical	3	Twenty-second
Written or oral tests	discussion	Poetry of alienation and longing Alienation and alienation nostalgia	theoretical	3	Twenty-third
Written or oral tests	discussion	Selections from poetry of exile and longing	theoretical	3	Twenty-fourth
Written or oral tests	discussion	A general review of renewal in Andalusia	theoretical	3	Twenty-fifth
Written or oral tests	discussion	The influence of Andalusian literature on Western literature the hair	theoretical	3	Twenty-sixth
Written or oral tests	discussion	The story The novel	theoretical	3	Twenty-seventh
Written or oral tests	discussion	General review of the curriculum	theoretical	3	Twenty-eighth

11-Course Evaluation

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

صص- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ضض- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

طط- Final exam: (60 marks).

12- Sources of education and teaching

Andalusian Literature from the Conquest to the Fall of Granada, by Munjid Mustafa Bahjat	Required textbooks (methodology, if applicable)
-Shawqi Daif: Andalusian Literature Ihsan Abbas: Andalusian Literature Mustafa Al-Shak'a: Andalusian Literature, its Themes and Arts. Al-Maqqari: Nafh al-Tayyib.	Main references, books, and recommended mainstream references (scientific journals, reports, etc.)
All websites on the internet, and all social media accounts that deal with the Arabic language.	Electronic references, website

Course Description

130. Course Name
Quranic readings
131. Course code
AQR419
132. Semester/Year
2025-2026
133. Date this description was prepared
9/10/2025

134. Available forms of attendance**My presence****135. Number of study hours (total) / Number of units (total)**

Hours: (30)

136. Name of the course coordinator (if there is more than one, please mention it).**1- Name: A.m.dAli Abdul Wahab Abdul Razzaq****Email: aliabdlwahab89@imamaladham.edu.iq****the name:****Email:****137. Course objectives**

The student should become familiar with the science of Quranic readings in terms of definition, origin, history, knowledge of the terminology specific to this science, and familiarity with the biographies of the ten reciters and their principles in reading.

Course objectives**138. Teaching and learning strategies**

Strategy: Working to refine students' minds, develop their skills, and guide them in an academic and scientific manner based on developing a positive spirit by enhancing confidence in individual and collective skills through scientific means directed towards students through scientific participation and skill-based activities, working to achieve and clarify academic and scientific goals for students, as well as using learning tools for clarification, for example: the blackboard,

strategy

and urging students to visit libraries and how to access information in a short time.

139. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
oral exams	Lecture and discussion	Introduction to the readings and their rulings	theoretical	1	the first
oral exams	Lecture and discussion	Evidence of the revelation of the readings	theoretical	1	the second
oral exams	Lecture and discussion	The reason for the multiple readings	theoretical	1	the third
oral exams	Lecture and discussion	Benefits of multiple readings	theoretical	1	Fourth
oral exams	Lecture and discussion	Types of readings	theoretical	1	Fifth
Written tests	Lecture and discussion	Types of readings	theoretical	1	Sixth
oral exams	Lecture and discussion	Pillars of correct reading	theoretical	1	Seventh
Written tests	Lecture and discussion	The concept of abnormality	theoretical	1	Eighth
oral exams	Lecture and discussion	The concept of abnormality	theoretical	1	Ninth
oral exams	Lecture and discussion	Arguing based on variant readings	theoretical	1	tenth
oral exams	Lecture and	Choice in	theoretical	1	eleventh

	discussion	readings			
oral exams	Lecture and discussion	The difference between reading and choosing	theoretical	1	twelfth
Written or oral tests	Lecture and discussion	The connection of the ten readings to the seven letters	theoretical	1	thirteenth
oral exams	Lecture and discussion	A brief translation of the ten readers and their narrators	theoretical	1	fourteenth
				1	fifteenth
Written tests	Lecture and discussion	A brief translation of the ten readers and their narrators	theoretical	1	Sixteenth
oral exams	Lecture and discussion	A brief translation of the ten readers and their narrators	theoretical	1	seventeenth
oral exams	Lecture and discussion	Terminology in the science of Quranic readings	theoretical	1	eighteenth
Written or oral tests	Lecture and discussion	Terminology in the science of Quranic readings	theoretical	1	nineteenth
Written or oral tests	Lecture and discussion	Principles of Ibn 'Amir al-Shami's recitation	theoretical	1	Twenty
Written or oral tests	Lecture and discussion	Principles of Ibn Kathir al-Makki's recitation	theoretical	1	Twenty-first
Written or oral tests	Lecture and discussion	Principles of Asim al-Kufi's recitation	theoretical	1	Twenty-second
Written or oral tests	Lecture and discussion	Principles of the recitation of Abu Amr al-	theoretical	1	Twenty-third

		Basri			
Written or oral tests	Lecture and discussion	Principles of reading Hazza Al-Zayyat	theoretical	1	Twenty-fourth
Written or oral tests	Lecture and discussion	Principles of the recitation of Nafi' al-Madani	theoretical	1	Twenty-fifth
Written or oral tests	discussion	Principles of Ali al-Kisa'i's recitation	theoretical	1	Twenty-sixth
Written or oral tests	discussion	Principles of the recitation of Abu Ja'far al-Madani	theoretical	1	Twenty-seventh
Written or oral tests	discussion	Principles of the recitation of Yaqub al-Hadrami	theoretical	1	Twenty-eighth
Written or oral tests	discussion	Principles of reading Khalaf al-Baghdadi	theoretical	1	Twenty-ninth
		review	theoretical	1	thirty

140. Course evaluation

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

ظظ- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

عع- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

Final exam: (60 marks).

141. Learning and teaching resources

Lectures on the Science of Quranic Readings by Dr. Khalil Ibrahim Hammoudi and Dr. Ahmed Abdul Karim Al-Shawka	Required textbooks (methodology, if applicable)
• The Shining Full Moons in the Ten Mutawatir Readings: by Sheikh Abdul Fattah Al-Qadi. It is a book that compiles the ten readings and distributes them across the verses of the Qur'an in a very	Main references (sources)

<p>organized manner.</p> <ul style="list-style-type: none"> • Al-Wafi fi Sharh Al-Shatibiyya: by Sheikh Abdul Fattah Al-Qadi as well, and it is one of the easiest explanations for beginners. • Ghayth al-Naf' fi al-Qira'at al-Sab': by al-Safaqsi, which is an accurate reference in guiding the readings and linking them to the script and the pause. 	
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

Course description / Teaching methods

1- Course Name

Curricula and teaching methods

2-Course Code

EAMT306

3-Semester/Year

2025-2026

4- Date this description was prepared

9/10/5202

5- Available forms of attendance

Weekly in-person schedule (attendance is mandatory)

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

Hours: (60 hours)

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

Name: M.M. Nahed Abdullah Salman

Email: n.althewiny77@gmail.com

8-Course Objectives

Course objectives:

General objectives

- Helping students apply what they have learned from practical subjects inside and outside the university setting
- Helping them to apply what they have learned from theoretical materials inside and outside the university setting

Cognitive objectives:

- To help students understand teaching and learning methods that will help them achieve the targeted learning outcomes in the theoretical section.
- Helping them to understand the assessment methods used to ensure that students achieve the targeted learning outcomes.
- Helping them to understand the relationship between the program and its academic components (semester or course materials) with the awarded certificate and future job qualifications.

9- Teaching and learning strategies

Strategy:

Lecture

Interrogation (question and answer)

Dialogue and discussion

Problem solving

10-Course Structure

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week

oral exams	Lecture and discussion	Teacher's personality	The personality of a successful teacher	2	the first
oral exams	Lecture and discussion	Teacher qualities	Teacher qualities	2	the second
oral exams	Lecture and discussion	The concept of curriculum and its foundations	Curriculum: Concept and Foundations	2	the third
oral exams	Lecture and discussion	Readiness based on ability	Curriculum	2	Fourth
Written or oral tests	Lecture and discussion	Ingredients – Types	Curriculum components and types	2	Fifth
Written or oral tests	Lecture and discussion	Applications	Applications of the activity-based approach	2	Sixth
oral exams	Lecture and discussion	Its importance – its characteristics	textbook	2	Seventh
oral exams	Lecture and discussion	Definition of the goal - its areas	Educational goals	2	Eighth
oral exams	Lecture and discussion	Its concept - its components	Study content	2	Ninth
oral exams	Lecture and discussion	Its importance – its factors	Teaching planning	2	tenth
oral exams	Lecture and discussion	Types – Chapter Review	affective domain	2	eleventh
oral exams	Lecture and discussion	Its concept – its components –	Study content	2	twelfth
oral exams	Lecture and discussion	Educational content standards – analysis	Study content	2	thirteenth
oral exams	Lecture and discussion	Definition – Importance – General and Specific Plan	Planning and teaching	2	fourteenth
Written or oral tests			Review of the material	2	fifteenth

oral exams	Lecture and discussion	The concept of method and style - its types	Methods and techniques	2	Sixteenth
oral exams	Lecture and discussion	Lecture method	Methods	2	seventeenth
oral exams	Lecture and discussion	Standard method	Methods	2	eighteenth
oral exams	Lecture and discussion	Method of dialogue and discussion	Methods	2	nineteenth
oral exams	Lecture and discussion	Advantages of the interrogation method	Methods	2	Twenty
oral exams	Lecture and discussion	Story style	Methods	2	Twenty-first
Written or oral tests	discussion	Types	Types of concept maps	2	Twenty-second
oral exams	Lecture and discussion	Seminar style	Methods	2	Twenty-third
oral exams	Lecture and discussion	Inquiry method	Methods	2	Twenty-fourth
oral exams	Lecture discussion	Method of discovery	Methods	2	Twenty-fifth
oral exams	Lecture and discussion	Its concept – its skills – its characteristics – its fields	Educational resources	2	Twenty-sixth
oral exams	Lecture and discussion	The importance of the activity – its areas – its objectives – its standards	Educational activities	2	Twenty-seventh
oral exams	Lecture and discussion	Definition - Types	Teaching skills	2	Twenty-eighth
The tests	Lecture and discussion	Classroom management skills - effective communication	Teaching skills	2	Twenty-ninth

		skills			
oral exams	Lecture and discussion	Introduction to the calendar - its sections - its fields	Educational and pedagogical calendar	2	thirty

11-Course Evaluation

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

غ- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ف- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ق- Final exam: (60 marks).

12- Sources of education and teaching

Course Description/Linguistics

1- Course Name

linguistics

2-Course Code

2-Semester/Year

2025-2026

4- Date this description was prepared

9/10/2025

5-Available attendance formats

Mandatory attendance

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

Hours: (56) / Units: (112)

7- Name of the course coordinator

Name: M.M. Omar Abdelhadi Matar

Email:Omar_Hadi3@gmail.com

8-Course Objectives

- The student should know the nature of linguistics, its branches and fields.
- To be able to compare and contrast research methodologies in linguistics.
- To understand what the ancient Arabs brought and what the West or modern people brought, and to compare them.
- To know the levels of language and their applications.

9- Teaching and learning strategies

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

10- Course structure

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
Written and oral tests	discussion	Definition of linguistics and philology Its themes, characteristics, and dimensions	theoretical	2	the first
Written and oral tests	discussion	The relationship of linguistics to other sciences	theoretical	2	the second
Written and oral tests	discussion	Curricula in ancient times The Greek approach and its influence on Arabic linguistic studies - The descriptive Arabic approach Comparing the Arabic curriculum with the Greek curriculum	theoretical	2	the third
Written and oral tests	discussion	Standardized approach Comparing the normative approach with the descriptive approach	theoretical	2	Fourth
Written and oral tests	discussion	General review of the above	theoretical	2	Fifth
Written and oral tests	discussion	Modern approaches to	theoretical	2	Sixth

		language study The descriptive approach: its emergence and foundations Its development and most famous figures			
Written and oral tests	discussion	Structuralist school - Transformational Generative School - Mold School	theoretical	2	Seventh
Written and oral tests	discussion	- The historical approach - Comparative approach	theoretical	2	Eighth
Written and oral tests	discussion	Ancient phonetic studies - In India, Greece, and Rome - Among the Arabs, it is connected to the Quran.	theoretical	2	Ninth
Written and oral tests	discussion	- organs of speech - Articulation points and characteristics of sounds	theoretical	2	tenth
Written and oral tests	discussion	Arabic sounds: between stability and change - Audio clips in Al-Khalil's performances	theoretical	2	eleventh
Written and oral tests	discussion	Modern phonetics studies - organs of speech - Articulation points and characteristics of sounds	theoretical	2	twelfth
Written and oral tests	discussion	Special phonetics - Phoneme and syllable - Intonation and stress	theoretical	2	thirteenth
Written and oral tests	discussion	Linguistic structures and phonetic formation systems - Most and least voiced - Harmonious and hostile voices - Textile systems according to the outlets	theoretical	2	fourteenth
Written and oral tests	discussion	Morphological aspect - Introductions and Terminology - Morphology being independent from syntax among the	theoretical	2	fifteenth

		Arabs			
Written and oral tests	discussion	Exchange Investigations - Morphological analysis and its units - Morphological forms	theoretical	2	Sixteenth
Written and oral tests	discussion	- Morphological meanings number person	theoretical	2	seventeenth
Written and oral tests	discussion	Sex Appointment	theoretical	2	eighteenth
Written and oral tests	discussion	Grammatical aspect - Study of camels	theoretical	2	nineteenth
Written and oral tests	discussion	Linguistic methods in analyzing predicative compounds - Career orientation - distributional trend	theoretical	2	Twenty
Written and oral tests	discussion	- generative transformation trend The meaning of time in morphology and syntax	theoretical	2	Twenty-first
Written and oral tests	discussion	Semantic aspect The place of semantic study in our linguistic heritage History of Modern Semantics	theoretical	2	Twenty-second
Written and oral tests	discussion	Modern Semantics Studies The word's indication of its meaning - The relationship between derivation and context	theoretical	2	Twenty-third
Written and oral tests	discussion	The relationship between unity, multiplicity, and contradiction 1 - Subscription 2 - Synonymy 3 - Contradiction	theoretical	2	Twenty-fourth
Written and oral tests	discussion	Change of meaning - Factors of semantic change	theoretical	2	Twenty-fifth
Written and oral tests	discussion	- Images of semantic change 1- Generalizing the specific meaning 2 - Specifying the general meaning	theoretical	2	Twenty-sixth

Written and oral tests	discussion	3 - Transfer of meaning through proximity and cause 4 - Transition through metaphor and analogy 5 - Moving from the realm of sensory perception to the realm of abstraction	theoretical	2	Twenty-seventh
Written and oral tests	discussion	List the most important sources and references in linguistics	theoretical	2	Twenty-eighth

11-Course Evaluation

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

لك- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

لل-Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

مم- Final exam: (60 marks).

12- Sources of education and teaching

Course description template

1. Course Name	Management and Measurement and evaluation Third stages
2. Course code	AME305
3. Semester/Year	annual
4. Date this description was prepared	9/10/2025
5. Available forms of attendance	My presence

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

60 hours

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

1- **Name: M.M. Ahmed Ibrahim Othman**

Email: fafahmed51@gmail.com !

2- **Name:**

Email:

8. Course objectives

- 1- **Defining the concept of measurement and its types.**
- 2- **Clarifying the most important difficulties facing the measurement process in education.**
- 3- **Clarifying the purposes of educational assessment, and recalling most important goals and functions.**
- 4- **Understanding the types of tests, their advantages and disadvantages.**
- 5- **To become familiar with modern trends in the field of educational assessment.**
- 6- **Designing models for achievement tests of all types that meet criteria of a good test.**

Course objectives

9. Teaching and learning strategies

- 1- **The lecture method (delivery)**
- 2- **Method of dialogue and discussion**
- 3- **Collaborative learning – research and conclusion**

strategy

10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	The concept of measurement, its history, objectives, foundations, and importance		2	September 2
Classroom performance and exams	Standard method	Measurement levels		2	September 3
Classroom performance and exams	Standard method	Measuring instruments		2	September 4
Classroom performance and exams	Standard method	Individual differences		2	October 1
Classroom performance and exams	Standard method	The role of assessment in the educational process		2	October 2
Classroom performance and exams	Standard method	Calendar functions and characteristics		2	October 3
Classroom performance and exams		Classroom assessment methods and tools		2	October 4
Classroom performance and exams	Standard method		First month test	2	November 1
Classroom performance and exams	Standard method	Formative assessment		2	November 2
Classroom performance and exams	Standard method	Educational goals and their measurement		2	November 3

Classroom performance and exams	Standard method	Types of tests and requirements for a good test		2	November 4
Classroom performance and exams	Standard method	Psychological measurement tools (validity and reliability – standards)		2	December 1
Classroom performance and exams	Standard method	and how to design the test		2	December 2
Classroom performance and exams	Standard method	Intelligence, mental retardation, and academic underachievement		2	December 3
Classroom performance and exams	Standard method	Tests and their types		2	December 4
Classroom performance and exams	Standard method	Multiple choice		2	January 1
			Second month test	2	January 2
Classroom performance and exams	Standard method	Matching		2	January 3
Classroom performance and exams	Standard method	Right and Wrong – Completion		2	January 4
Classroom performance and exams	Standard method	Constructing and correcting questions		2	February 1
				holiday Spring	February 2
				holiday Spring	February 3
Classroom performance and exams	Standard method	Test validity: Content – Structure		2	February 4
Classroom performance and exams	Standard method	Test reliability: Equivalence and		2	March 1

		consistency			
			Third month test	2	March 2
Classroom performance and exams	Standard method	Statistical methods for measuring reliability		2	March 3
Classroom performance and exams	Standard method	Intelligence scales: The most popular intelligence tests		2	March 4
Classroom performance and exams	Standard method	Aptitude scales: Factors that influence aptitude		2	April 1
Classroom performance and exams	Standard method	Statistical analysis program: variables		2	April 2
Classroom performance and exams	Standard method	Data display methods		2	April 3
Classroom performance and exams	Standard method	Review and test		2	April 4
			Fourth month test	2	May 1
10. Course evaluation, final exams					
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.					
1- Monthly exam: 30 marks					
2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)					
3- Final exam: 60 marks					
11. Learning and teaching resources					
Educational Measurement and Evaluation Book Dr. Nouri Abbas Al-Alwani		Required textbooks (methodology, if applicable)			
The book "Educational and Psychological Measurement and Evaluation" by Saleh Al-Din Alam		Main references (sources)			

2- Measurement and evaluation in the teaching process by Ahmed Suleiman Awda	
3- Measurement and Evaluation by Adnan Mahmoud Al-Mahdawi	
There are many different websites specializing in this field.	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

Course description/grammar

1- Course Name

Arabic Grammar, Stage Three

2-Course Code

AG211

3-Semester/Year

2025-2026

4- Date this description was prepared

9/10/5202

5- Available forms of attendance

Mandatory attendance / Absence

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

Hours: (60 hours) Units: (120 units)

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

Name: M. M. Saja Khalaf Muhammad

Email:sajamohammd@gmail.com

8-Course Objectives

Course objectives:Preserving the rules of classical Arabic on the one hand, and forming the correct linguistic faculty that achieves its stability on the other hand, as it is a means of preserving the Arabic language and a part of the nation's history, in addition to helping him read the Qur'an correctly and protecting it from error and distortion, because it increases the understanding of the meanings contained in the correct way, and it is a valuable tool in interpreting the words of God Almighty.

9- Teaching and learning strategies

Strategy: This lesson aims to introduce modern methods of teaching grammar to general education students. These strategies include the text strategy, the problem-solving strategy, the inquiry strategy, and the dialogue and discussion strategy. It also uses the concept mapping strategy, relying on the descriptive-analytical approach to collecting, processing, classifying, and analyzing rules. The text strategy is considered the best strategy for achieving the goals set for grammar rules, and the problem-solving strategy allows students to be guided by it in their work, which increases their academic achievement in grammar. The inquiry strategy makes learning revolve around the student and positively affects academic achievement in grammar, and the concept mapping strategy works to focus learners and guide them to evaluate their ideas, which contributes to increasing their academic achievement in grammar.

10-Course Structure

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
Written or oral tests	delivery	Prepositional phrases	theoretical	2	the first
Written or oral tests	delivery	Meanings of prepositions	theoretical	2	the second
Written or oral tests	Discussion and induction	Nominal prepositions	theoretical	2	the third
Written or oral tests	delivery	Introduction to the topic of addition	theoretical	2	Fourth
Written or oral tests	Discussion	Types of addition and	theoretical	2	Fifth

	and induction	their rules			
Written or oral tests	Discussion and induction	The genitive construction and its rules	theoretical	2	Sixth
Written or oral tests	Discussion and induction	Added to the first-person singular pronoun	theoretical	2	Seventh
Written or oral tests	delivery	Summary of the topic of addition	theoretical	2	Eighth
Written or oral tests	delivery	Source application	theoretical	2	Ninth
Written or oral tests	Discussion and induction	Applying the source and its provisions	theoretical	2	tenth
Written or oral tests	Discussion and induction	The use of the active participle	theoretical	2	eleventh
Written or oral tests	Discussion and induction	The application of the active participle and its rules	theoretical	2	twelfth
Written or oral tests	Discussion and induction	The adjective resembling the active participle	theoretical	2	thirteenth
Written or oral tests	delivery	Summary of the topic of the active participle	theoretical	2	fourteenth
Written or oral tests	delivery	Definition of exclamatory forms	theoretical	2	fifteenth
Written or oral tests	Discussion and induction	The two forms of exclamation and their rules	theoretical	2	Sixteenth
Written or oral tests	delivery	Parsing exclamatory forms	theoretical	2	seventeenth
Written or oral tests	Discussion and induction	The superlative form and its rules	theoretical	2	eighteenth
Written or oral tests	Discussion and induction	Conditions for forming the superlative	theoretical	2	nineteenth
Written or oral tests	Discussion and induction	The grammatical analysis of the superlative adjective	theoretical	2	Twenty
Written or oral tests	Discussion and induction	Adjectives and their definitions	theoretical	2	Twenty-first
Written or oral tests	Discussion and induction	Types of adjectives and their grammatical analysis	theoretical	2	Twenty-second

Written or oral tests	Discussion and induction	Adjectives for definite and indefinite nouns	theoretical	2	Twenty-third
Written or oral tests	Discussion and induction	Emphasis and its rules	theoretical	2	Twenty-fourth
Written or oral tests	Discussion and induction	The appositive	theoretical	2	Twenty-fifth
Written or oral tests	Discussion and induction	The conjunction of the letters and their meanings	theoretical	2	Twenty-sixth
Written or oral tests	Discussion and induction	Substitution and its rules	theoretical	2	Twenty-seventh
Written or oral tests	Discussion and induction	Types of substitution and their grammatical rules	theoretical	2	Twenty-eighth

11-Course Evaluation

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

نن- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

هه- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

وو- Final exam: (60 marks).

12- Sources of education and teaching

Description of the course/memorization

1- Course Name

Quran memorization / Stage Three

2-Course Code

EAQM201

3-Semester/Year

2025/2026

4- Date this description was prepared

9/10/2025

5- Available forms of attendance

Mandatory attendance / Absence

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

28 hours 56 units

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

Dr. Ali Abdul Wahab Abdul Razzaq
amyl:aliabdlwahab89@imamaladham.edu.iq

8-Course Objectives

Course Objectives: To train the student to memorize the Quran correctly, master the Quranic verses, and enable the student to memorize the entire Juz'.

9- Teaching and learning strategies

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

10-Course Structure

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
Written or oral tests	Discussion	The cow, from verse	theoretical	1	the first

	and preservati on	253 to 256			
Written or oral tests	Discussion and preservati on	The cow, from verse 257 to 259	theoretical	1	the second
Written or oral tests	Discussion and preservati on	The cow, from 260 to 264	theoretical	1	the third
Written or oral tests	Discussion and preservati on	The cow, from 265 to 268	theoretical	1	Fourth
Written or oral tests	Discussion and preservati on	The cow, from verse 269 to 272	theoretical	1	Fifth
Written or oral tests	Discussion and preservati on	The cow, from verse 273 to 276	theoretical	1	Sixth
Written or oral tests	Discussion and preservati on	The cow, from verse 277 to 281	theoretical	1	Seventh
Written or oral tests	Discussion and preservati on	The cow from 282	theoretical	1	Eighth
Written or oral tests	Discussion and preservati on	The cow, from verse 283 to 286	theoretical	1	Ninth
Written or oral tests	Discussion and preservati on	Al Imran 1-6	theoretical	1	tenth
Written or oral tests	Discussion and preservati on	Al Imran, verses 7-10	theoretical	1	eleventh
Written or oral tests	Discussion and preservati on	Al Imran, verses 11-14	theoretical	1	twelfth
Written or oral tests	Discussion	Al Imran, verses 15-18	theoretical	1	thirteen

	and preservati on				th
Written or oral tests	Discussion and preservati on	Al Imran, verses 19-22	theoretical	1	fourteen th
Written or oral tests	Discussion and preservati on	Al Imran, verses 23-27	theoretical	1	fifteenth
Written or oral tests	Discussion and preservati on	Al Imran, verses 28-30	theoretical	1	Sixteent h
Written or oral tests	Discussion and preservati on	Al Imran, verses 31-36	theoretical	1	sevente enth
Written or oral tests	Discussion and preservati on	Al Imran, verses 37-40	theoretical	1	eighteen th
Written or oral tests	Discussion and preservati on	Al Imran, verses 41-45	theoretical	1	nineteenth
Written or oral tests	Discussion and preservati on	Al Imran, verses 46-49	theoretical	1	Twenty
Written or oral tests	Discussion and preservati on	Al Imran, verses 50-54	theoretical	1	Twenty-first
Written or oral tests	Discussion and preservati on	Al Imran, verses 55-60	theoretical	1	Twenty-second
Written or oral tests	Discussion and preservati on	Al Imran, verses 61-64	theoretical	1	Twenty-third
Written or oral tests	Discussion and preservati on	Al Imran, verses 65-70	theoretical	1	Twenty-fourth
Written or oral tests	Discussion	Al Imran, from 71 to	theoretical	1	Twenty-

	and preservation	75			fifth
Written or oral tests	Discussion and preservation	Al Imran, from 76 to 78	theoretical	1	Twenty-sixth
Written or oral tests	Discussion and preservation	Al Imran, from 79 to 84	theoretical	1	Twenty-seventh
Written or oral tests	Discussion and preservation	Al Imran, from 85 to 91	theoretical	1	Twenty-eighth

11-Course Evaluation

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

أ- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ب- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ج- Final exam: (60 marks).

12- Sources of education and teaching

Course description template

1. Course Name
Educational measurement and evaluationThird stage
2. codeThe course
EAME305
3. the chapter /Year
annual
4. Date this was preparedDescription

9/10/2025

5. Available attendance forms

My presence

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

60hour

7. Name of course coordinator(If more than one name is mentioned)

1- Name: M.M. Nahed Abdullah Salman

Email:n.althewiny77@gmail.com !!

2-the name:

Email:

8. Course objectives

Course objectives

- 1- Defining the concept of measurement and its types.
- 2- Clarifying the most important difficulties facing the measurement process in education.
- 3- Clarifying the purposes of educational assessment, and recalling its most important goals and functions.
- 4- Understanding the types of tests, their advantages and disadvantages
- 5- To become familiar with modern trends in the field of educational assessment.
- 6- Designing models for achievement tests of all types that meet criteria of a good test.

9. Teaching and learning strategies

1- The lecture method (delivery)

strategy

2- Method of dialogue and discussion	
3- Collaborative learning - research and conclusion	

10 Course Structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	The concept of measurement, its history, objectives, foundations, and importance		2	September 2
Classroom performance and exams	Standard method	Measurement levels		2	September 3
Classroom performance and exams	Standard method	Measuring instruments		2	September 4
Classroom performance and exams	Standard method	Individual differences		2	October 1
Classroom performance and exams	Standard method	The role of assessment in the educational process		2	October 2
Classroom performance and exams	Standard method	Calendar functions and characteristics		2	October 3
Classroom performance and exams		Classroom assessment methods and tools		2	October 4
Classroom performance and exams	Standard method		Test of the month the first	2	November 1
Classroom performance and exams	Standard method	Formative assessment		2	November 2
Classroom performance and exams	Standard method	Educational goals and their measurement		2	November 3
Classroom performance and exams	Standard method	Types of tests and requirements for a good test		2	November 4
Classroom performance and exams	Standard method	Psychological measurement tools (validity and reliability – standards)		2	December 1

Classroom performance and exams	Standard method	and how to design the test		2	December 2
Classroom performance and exams	Standard method	Intelligence, mental retardation, and academic underachievement		2	December 3
Classroom performance and exams	Standard method	Tests and their types		2	December 4
Classroom performance and exams	Standard method	Multiple choice		2	January 1
			Test of the month the second	2	January 2
Classroom performance and exams	Standard method	Matching		2	January 3
Classroom performance and exams	Standard method	Right and Wrong – Completion		2	January 4
Classroom performance and exams	Standard method	Constructing and correcting questions		2	February 1
				holiday Spring	February 2
				holiday Spring	February 3
Classroom performance and exams	Standard method	Test validity: Content – Structure		2	February 4
Classroom performance and exams	Standard method	Test reliability: Equivalence and consistency		2	March 1
			Test of the month the third	2	March 2
Classroom performance and exams	Standard method	Statistical methods for measuring reliability		2	March 3
Classroom performance and exams	Standard method	Intelligence scales: The most popular intelligence tests		2	March 4

Classroom performance and exams	Standard method	Aptitude scales: Factors that influence aptitude		2	April 1
Classroom performance and exams	Standard method	Statistical analysis program: variables		2	April 2
Classroom performance and exams	Standard method	Data display methods		2	April 3
Classroom performance and exams	Standard method	Review and test		2	April 4
			Test of the month Fourth	2	May 1

10. Course evaluation Final exams

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

1- Monthly exam 30 degrees

2- Conducting short research projects to be discussed within the classroom With daily preparation, 10 degrees

3- Final exam: 60 marks

11. Learning and teaching resources

book Educational measurement and evaluation Dr. Nouri Abbas Al-Alwani	Required textbooks (methodology, if applicable)
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1-Educational and Psychological Measurement and Evaluation by Salah al-Din Alam 2- Measurement and evaluation in the teaching process By Ahmed Suleiman Awda 3- Measurement and Evaluation by Adnan Mahmoud Al-Mahdawi	Main references (sources)
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There are many different websites specializing in this field.	Recommended supporting books and
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	references (scientific journals, reports...)
	Electronic references, websites

Description of the course, fourth stage

Course Description / Modern Arabic Literature

1- Course Name

Modern Arabic Literature / Stage Four

2-Course Code

AML409

3-Semester/Year

2025-2026

4- Date this description was prepared

9/10/2025

5- Available forms of attendance**Mandatory attendance****6- Number of study hours (total) / Number of units (total)**

Hours: (84) / Units: (168)

7- Name of the course coordinator**Name: M. Osama Ahmed Jassim****Email:osama.ahmed@imamaladham.edu.iq****the name:****Email:****8-Course Objectives**

Course objectives:

- The student should understand the stages that modern Arabic literature has gone through, the changes that have occurred in the style of poetry in terms of words and meanings, and be familiar with them, and be acquainted with the poets, writers, and critics of the modern era, and what they have brought forth..
- The student should be familiar with the new literary purposes and genres that have been created or introduced into Arabic literature.
- The student should be familiar with the sources of Arabic literature in general and modern literature in particular.
- And to be able to compare ancient and modern Arabic literature and identify the strengths and weaknesses of each.
- Helping him to Standing against Western literature, its atheistic philosophies, and intellectual invasion in general, and Confronting the enemies of the Muslim nation, who are plotting against it.

9- Teaching and learning strategies

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

clarification, for example: the blackboard, and urging students to visit libraries and how to access information in a short time.

10- Course structure

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
Written or oral tests	discussion	- Introduction Iraqi poetry in the nineteenth century	theoretical	3	the first
Written or oral tests	discussion	Revival Group 1 - Conservative poets Mahmoud Sami Al-Baroudi	theoretical	3	the second
Written or oral tests	discussion	2 - Moderate poets Ahmed Shawqi	theoretical	3	the third
Written or oral tests	discussion	- Diwan Group - Abdul Rahman Shukri	theoretical	3	Fourth
Written or oral tests	discussion	Apollo Group Ibrahim Naji	theoretical	3	Fifth
Written or oral tests	discussion	Diaspora Poetry: Its Figures and Trends	theoretical	3	Sixth
Written or oral tests	discussion	A general review of the above and a comparison between the groups' approaches and orientations.	theoretical	3	tenth
Written or oral tests	discussion	prose The development of modern Arabic prose Its factors and manifestations	theoretical	3	Seventh
Written or oral tests	discussion	Forms of prose 1 - Article - Mohammed Abdu	theoretical	3	Eighth
Written or oral tests	discussion	- Mustafa Lutfi al-Manfaluti - Mustafa Sadiq Al-Rafi'i	theoretical	3	Ninth
Written or oral tests	discussion	- Ahmed Amin 2- The story	theoretical	3	eleventh
Written or oral tests	discussion	- Muhammad Al-Muwaylihi - Muhammad Hussein Heikal	theoretical	3	twelfth
Written or oral tests	discussion	Mahmoud Ahmed El-	theoretical	3	thirteenth

	n	Sayed Naguib Mahfouz			h
Written or oral tests	discussion	3- The play Maroun al-Naqqash	theoretical	3	fourteenth
Written or oral tests	discussion	Ahmed Shawqi Tawfiq al-Hakim	theoretical	3	fifteenth
		Start of application period		3	Sixteenth
				3	seventeenth
				3	eighteenth
				3	Twenty
				3	Twenty-first
		Application period ends		3	Twenty-second
Written or oral tests	discussion	A general review of prose, its forms, trends, and prominent figures.	theoretical	3	Twenty-third
Written or oral tests	discussion	Selections from Modern Arabic Prose - Will he be a teacher? - Ahmed Amin O Earth: Kahlil Gibran	theoretical	3	Twenty-fourth
Written or oral tests	discussion	- The School for Everyone: Mikhail Naimy Minister's Pen: Ibrahim Saleh Shukr	theoretical	3	Twenty-fifth
Written or oral tests	discussion	- On the train: Mahmoud Taymour - The mouse: Mahmoud Taymour - The Heroes of Wine: Mahmoud El-Sayed	theoretical	3	Twenty-sixth
Written or oral tests	discussion	- The minor deities: Dhul-Nun Ayyub - The honest employee: Abdul Haq Fadel	theoretical	3	Twenty-seventh
Written or oral tests	discussion	General review of prose texts	theoretical	3	Twenty-eighth

11-Course Evaluation

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

daily preparation, daily, oral, monthly, and written exams, reports, etc.

تتت- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ثثث- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ججج- Final exam: (60 marks).

12- Sources of education and teaching

Course Description

1. Course Name
Late Period Literature
2. Course code
ALEL416
3. Semester/Year
2025-2026
4. Date this description was prepared
610/2025
5. Available forms of attendance
mandatory
6. Number of study hours (total) / Number of units (total)
60
7. Name of the course coordinator (if there is more than one, please mention it).
1- Name: M.M. Amal Hamed Badr Email: a73049285@gmail.com 2- Name Email: 3- Name: Email:

8. Course objectives

Introducing the literature of the later periods, and the impact of the political, social and cultural conditions on it, after the fall of the Abbasid Caliphate at the hands of the Mongols, discussing with students the erroneous name (Dark Ages) for the periods that followed the fall of Baghdad in the year (656 AH) and that Arabic literature did not reach decline and the abyss, urging students to look at the literature of that era, poetry and prose, which is an extension of the Arabic literary heritage, obliging students to memorize literary models, poetry and prose, after discussing them scientifically, and informing students about the most important newly developed arts and the most prominent poets and writers of that era.

Course objectives

9. Teaching and learning strategies

Teaching and learning strategies It refers to the strategies used by faculty members to enhance student teaching and learning; these are plans followed to achieve learning objectives. In other words, it describes all classroom and extracurricular activities aimed at achieving the program's learning outcomes.

strategy

10. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests	Lecture and discussion	Political, social and cultural life	knowledge	2	the first
Tests	Lecture and discussion	Poetry and its artistic characteristics	absorption	2	the second

Tests	Lecture and discussion	Newly developed arts: the couplet/muwashshah	knowledge	2	the third
Tests	Lecture and discussion	Zajal/Mawaliya	Monthly test	2	Fourth
Tests	Lecture and discussion	The can and the can/ the quma/ the band	knowledge	2	Fifth
Tests	Lecture and discussion	Shams al-Din al-Kufi	knowledge	2	Sixth
Tests	Lecture and discussion	Sharaf al-Din al-Busiri	knowledge	2	Seventh
Tests	Lecture and discussion	Safi al-Din al-Hilli	Monthly test	2	Eighth
Tests	Lecture and discussion	Ibn Zaylaq al-Mawsili	knowledge	2	Ninth
Tests	Lecture and discussion	Shihab al-Din al-Talafari	knowledge	2	tenth
Tests	Lecture and discussion	Ibn Hujjah al-Hamawi	knowledge	2	eleventh
Tests	Lecture and discussion	Fudhuli al-Baghdadi	knowledge	2	twelfth
Tests	Lecture and discussion	Ibn Ma'tuq al-Musawi	knowledge	2	thirteenth
Tests	Lecture and discussion	Prose and its types: Oratory	knowledge	2	fourteenth
Tests	Lecture and discussion	End-of-term exam	knowledge	2	fifteenth
Tests	Lecture and discussion	Political, social and cultural life	Monthly test	2	Sixteenth

Tests	Lecture and discussion	Poetry and its artistic characteristics	knowledge	2	seventeenth
Tests	Lecture and discussion	Official writing/Empathetic letters	Understanding + comprehension	2	eighteenth
Tests	Lecture and discussion	Ibn Nubata al-Masri	knowledge + comprehension	2	nineteenth
Tests	Lecture and discussion	Abu al-Abbas al-Qalqashandi	Monthly test	2	Twenty
Tests	Lecture and discussion	Youssef Al-Badi'i	knowledge	2	Twenty-first
Tests	Lecture and discussion	Official writing/Empathetic letters	absorption	2	Twenty-second
Tests	Lecture and discussion	Political, social and cultural life	knowledge	2	Twenty-third
Tests					Twenty-fourth

11. Course evaluation

12. Learning and teaching resources

Required textbooks (methodology, if applicable)

Main references (sources)

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

Electronic references, websites

Course Description

1. Course Name
Grammar schools
2. Course code
AGS415
3. Semester/Year
2025-2026
4. Date this description was prepared
9/10/2025
5. Available forms of attendance
Mandatory attendance / Absence
6. Number of study hours (total) / Number of units (total)
Hours: (56 hours) Units: (112 units)
7. Name of the course coordinator (if there is more than one, please mention it).
1- Name: Prof. Dr. Essam Mustafa Youssef Email: essammustafa87@imamaladham.edu.iq
8. Course objectives

Course objectives	Course objectives: It focuses on developing students' skills and educating them about grammatical schools, explaining the reasons behind the division of grammatical schools into Basran and Kufan, etc., based on the principles of grammatical research, namely, auditory and analogical reasoning. It also aims to establish a foundational intellectual culture that enables students to cultivate a scientific, research-oriented mindset, moving beyond mere standardization in making grammatical judgments.
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9. Teaching and learning strategies

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

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2	theoretical	Grammar schools – ancient and	Discussion and	Written or oral

			modern, and are there any schools?	presentation	tests
the second	2	theoretical	Basra, its cultural centers, Al-Mirbad, and the origins of grammar	Discussion and presentation	Written or oral tests
the third	2	theoretical	The term "grammar," the origins of grammar, and the founder of grammar.	Discussion and presentation	Written or oral tests
Fourth	2	theoretical	The motives behind the emergence of grammar and the beginnings of grammar	Discussion and presentation	Written or oral tests
Fifth	2	theoretical	The development of grammar according to Al-Khalil and the characteristics of the grammatical school in Basra	Discussion and presentation	Written or oral tests
Sixth	2	theoretical	Sibawayh	Discussion and presentation	Written or oral tests
Seventh	2	theoretical	Cooler	Discussion and presentation	Written or oral tests
Eighth	2	theoretical	The environment of Kufa, the origins of grammar in Kufa, and its early figures	Discussion and presentation	Written or oral tests

Ninth	2	theoretical	The development of grammatical studies in Kufa and al-Kisa'i	Discussion and presentation	Written or oral tests
tenth	2	theoretical	fur	Discussion and presentation	Written or oral tests
eleventh	2	theoretical	fox	Discussion and presentation	Written or oral tests
twelfth	2	theoretical	Grammar in Baghdad, the Baghdad School of Grammar, and the stance of the ancients and moderns towards it.	Discussion and presentation	Written or oral tests
thirteenth	2	theoretical	The most famous scholars, those who remained Basran, those who remained Kufan, and those who mixed the two schools	Discussion and presentation	Written or oral tests
fourteenth	2	theoretical	Ibn al-Anbari	Discussion and presentation	Written or oral tests
fifteenth	2	theoretical	And Ibn Kaysan	Discussion and presentation	Written or oral tests
Sixteenth	2	theoretical	Grammar in Egypt and the early Egyptian grammarians	Discussion and presentation	Written or oral tests
seventeenth	2	theoretical	application	Discussion and presentation	Written or oral tests
eighteenth	2	theoretical	application	Discussion and presentation	Written or oral tests

nineteenth	2	theoretical	application	Discussion and presentation	Written or oral tests
Twenty	2	theoretical	application	Discussion and presentation	Written or oral tests
Twenty-first	2	theoretical	application	Discussion and presentation	Written or oral tests
Twenty-second	2	theoretical	application	Discussion and presentation	Written or oral tests
Twenty-third	2	theoretical	Ibn al-Nahhas	Discussion and presentation	Written or oral tests
Twenty-fourth	2	theoretical	Al-Suyuti	Discussion and presentation	Written or oral tests

11. Course evaluation

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

أ- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ب- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ج- Final exam: (60 marks).

12. Learning and teaching resources

Required textbooks (methodology, if applicable)	Grammar schools
Main references (sources)	Grammar schools
Recommended supporting books and references (scientific journals, reports...)	The origins of grammar and the history of the most famous grammarians

cy of Qur'anic usage in the use of vocabulary and its effect in the Qur'anic context, its context and the secret of its structure, as well as to explain the use of sentences and to the rules of Arabic, and to explain the secrets of its rules, and to show the efforts whose wonders never end and whose marvels never cease.

Identify modern methods for teaching Qur'anic expression and linking it to the diverse secret of the beauty of Qur'anic rhetoric and specifying the context in explaining accurate reading and good contemplation, with an understanding of the concept of to focus students' minds in memorizing the Qur'anic text with an expressive sanctity of the Qur'anic text through the analysis of the sayings and interpretations of in light of modern scientific discoveries that imitate minds and help students

	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
	delivery	The concept of Qur'anic expression	theoretical	2	the first
	delivery	Sources of Qur'anic expression	theoretical	2	the second
	delivery	Stages of Composition in Qur'anic Expression	theoretical	2	the third
	delivery	Stages of the Holy Quran Challenge	theoretical	2	Fourth
	Discussion and induction	The unique characteristics of the Holy Quran in its use of words	theoretical	2	Fifth
	delivery	The concept of structure in Qur'anic expression	theoretical	2	Sixth
	Discussion and induction	Statement on the use of word structure in the Holy Quran	theoretical	2	Seventh
	delivery	The concept of precedence and postponement in the	theoretical	2	Eighth

		Holy Quran			
	Discussion and induction	Categories of cases of precedence and postponement in the Holy Quran	theoretical	2	Ninth
	delivery	The concept of mention and omission in the Holy Quran	theoretical	2	tenth
	Discussion and induction	Categories of mention and omission in the Holy Quran	theoretical	2	eleventh
	delivery	The concept of emphasis in the Holy Quran	theoretical	2	twelfth
	Discussion and induction	Examples of verses of emphasis in the Holy Quran	theoretical	2	thirteenth
	delivery	The concept of similarity and difference	theoretical	2	fourteenth
	Discussion and induction	Examples of the use of verses of similarity and difference in the Holy Quran	theoretical	2	fifteenth
	Discussion and induction	Precision in word choice in similar verses	theoretical	2	Sixteenth
	delivery	The concept of the Quranic verse ending	theoretical	2	seventeenth
	Discussion and induction	The use of Quranic verse endings in the Holy Quran	theoretical	2	eighteenth
	delivery	The concept of Qur'anic context	theoretical	2	nineteenth
	Discussion and induction	The expressive feature of the Qur'anic context	theoretical	2	Twenty
	Discussion and induction	Examples of word choice in the Qur'anic context and its effect on conveying meaning	theoretical	2	Twenty-first
	delivery	The concept of artistic gathering in the Holy Quran	theoretical	2	Twenty-second
	Discussion and induction	Examples of verses from the artistic crowd	theoretical	2	Twenty-third

	delivery	Summary of the topic of artistic crowds	theoretical	2	Twenty-fourth
	Discussion and induction	The artistic crowd in Qur'anic stories	theoretical	2	Twenty-fifth
	Discussion and induction	The artistic crowd in the story of our master Adam (ﷺ)	theoretical	2	Twenty-sixth
	Discussion and induction	The artistic crowd in the story of our master Moses, peace be upon him	theoretical	2	Twenty-seventh
	Discussion and induction	Interpretation of Surah At-Tin	theoretical	2	Twenty-eighth

According to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and (marks: for attendance and preparation, and 15 marks for the test).
(marks: for attendance and preparation, and 15 marks for the test).

The book of Quranic Expression by Dr. Fadhil Al-Samarrai

Course Description / Memorization of the Holy Quran

1- Course Name

Memorizing the Holy Quran / Stage Four

2-Course Code

EAQM402

3-Semester/Year

2025-2026

4- Date this description was prepared

9/10/2025

5- Available forms of attendance

Weekly in-person schedule (attendance is mandatory)

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

Hours: (60 hours)

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

Name: Prof. Dr. Ali Abdul Wahab Abdul Razzaq
 Email: aliabdlwahab89@imamaladham.edu.iq

8-Course Objectives**Course objectives:**General objectives

- Developing students' knowledge when studying the subject of memorizing the Holy Quran
- Encouraging students to memorize and develop their memorization skills

Cognitive objectives:

- The importance of memorizing the Quran is evident.
- Understanding the importance of memorization and its role in a student's life

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

Lecture

Interrogation and listening

Dialogue and discussion

Problem solving

11-Course Evaluation**10-Course Structure**

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
Written or oral tests	Discussion and	Al Imran 1-6	theoretical	1	the first

	preservation				
Written or oral tests	Discussion and preservation	Al Imran from 6 to 10	theoretical	1	the second
Written or oral tests	Discussion and preservation	Al Imran from 11 to 13	theoretical	1	the third
Written or oral tests	Discussion and preservation	Al Imran from 13 to 19	theoretical	1	Fourth
Written or oral tests	Discussion and preservation	Al Imran from 21 to 22	theoretical	1	Fifth
Written or oral tests	Discussion and preservation	Al Imran from 26 to 32	theoretical	1	Sixth
Written or oral tests	Discussion and preservation	Al Imran from 32 to 36	theoretical	1	Seventh
Written or oral tests	Discussion and preservation	Al Imran from 36 to 40	theoretical	1	Eighth
Written or oral tests	Discussion and preservation	Al Imran from 40 to 46	theoretical	1	Ninth
Written or oral tests	Discussion and preservation	Al Imran from 46 to 52	theoretical	1	tenth
Written or oral tests	Discussion and preservation	Al Imran from 52 to 58	theoretical	1	eleventh
Written or oral tests	Discussion and preservation	Al Imran from 58 to 62	theoretical	1	twelfth
Written or oral tests	Discussion and	Al Imran from 62 to 66	theoretical	1	thirteen

	preservation				th
Written or oral tests	Discussion and preservation	Al Imran from 66 to 70	theoretical	1	fourteenth
Written or oral tests	Discussion and preservation	Al Imran from 70 to 77	theoretical	1	fifteenth
Written or oral tests	Discussion and preservation	Al Imran from 77 to 83	theoretical	1	Sixteenth
Written or oral tests	Discussion and preservation	Al Imran from 83 to 90	theoretical	1	seventeenth
Written or oral tests	Discussion and preservation	Al Imran from 90 to 100	theoretical	1	eighteenth
Written or oral tests	Discussion and preservation	Al Imran from 100 to 109	theoretical	1	nineteenth
Written or oral tests	Discussion and preservation	Al Imran from 109 to 120	theoretical	1	Twenty
Written or oral tests	Discussion and preservation	Al Imran from 120 to 133	theoretical	1	Twenty-first
Written or oral tests	Discussion and preservation	Al Imran from 133 to 145	theoretical	1	Twenty-second
Written or oral tests	Discussion and preservation	Al Imran from 145 to 160	theoretical	1	Twenty-third
Written or oral tests	Discussion and preservation	Al Imran from 160 to 175	theoretical	1	Twenty-fourth
Written or oral tests	Discussion and	Al Imran from 175 to 185	theoretical	1	Twenty-

	preservation				fifth
Written or oral tests	Discussion and preservation	Al Imran from 185 to 200	theoretical	1	Twenty-sixth
Written or oral tests	Discussion and preservation	Women from 1 to 14	theoretical	1	Twenty-seventh
Written or oral tests	Discussion and preservation	Women aged 14 to 24	theoretical	1	Twenty-eighth

11-Course Evaluation

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

ذند - First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ررر - Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

زرز - Final exam: (60 marks).

12- Sources of education and teaching

Course Description

142. Course Name
Linguistics
143. Course code
ALJ414
144. Semester/Year

2025-2026

145. Date this description was prepared

9/2025/10/

146. Available forms of attendance

Mandatory attendance

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

Hours: (56) / Units (112)

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

the name :m.m:Amal Hamed Badr

Email:a73049285@gmail.com

149. Course objectives

1. Studying the origin and development of the Arabic language throughout the ages, tracing its historical phases and the reasons for its changes.
2. Understanding the nature and function of language as a tool for communication, thinking, and expressing culture and civilization.
3. Analyzing linguistic phenomena in terms of sounds, forms, meanings, and styles, and linking them to their social and historical context.
4. Uncovering the relationships between language, thought, and society, and demonstrating the impact of environment and culture on the formation and use of language.
5. Studying issues of linguistic status and semantics, such as the origin of words, semantic development, synonymy, and homonymy.

Course Objectives

150. Teaching and learning strategies

The strategy: To refine students' minds, develop their skills, and guide them in an academic and scientific manner based on

strategy

developing a positive spirit by enhancing confidence in individual and collective skills through scientific means directed towards students through scientific participation and skill-based activities through seminars, discussion panels, and attending discussions to benefit from the experiences of elders, and to work on achieving and clarifying academic and scientific goals for students, as well as using learning tools for clarification, for example: the blackboard, and urging students to visit libraries and how to access information in a short time.

151. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral and written tests	discussion	Defining the science and explaining the works of scholars in it. -	theoretical	3	the first
Oral and written tests	discussion	Common terms in linguistic studies	theoretical	3	the second
Oral and written tests	discussion	- The difference between linguistics and its jurisprudence, and the methodology of scholars in it.	theoretical	3	the third
Oral and written tests	discussion	Informative languages: their types and characteristics -	theoretical	3	Fourth
Oral and written tests	discussion	Factions of informative languages	theoretical	3	Fifth

		-			
Oral and written tests	discussion	Eastern News	theoretical	3	Sixth
Oral and written tests	discussion	North Western News	theoretical	3	Seventh
Oral and written tests	discussion	South Western News	theoretical	3	Eighth
Oral and written tests	discussion	- Arabic language and its types	theoretical	3	Ninth
Oral and written tests	discussion	- Classical Arabic	theoretical	3	tenth
Oral and written tests	discussion	- Arabic dialects	theoretical	3	eleventh
Oral and written tests	discussion	- Arabic dialect names	theoretical	3	twelfth
Oral and written tests	discussion	The Hijazi dialect, the Tamim dialect, and the relationship between them	theoretical	3	thirteenth
Oral and written tests	discussion	Characteristics of Classical Arabic	theoretical	3	fourteenth
Oral and written tests	discussion	End-of-term exam	theoretical	3	fifteenth
Oral and written tests	discussion	Start of the application	theoretical	3	Sixteenth
Oral and written tests	discussion		theoretical	3	seventeenth
Oral and written tests	discussion		theoretical	3	eighteenth
Oral and written tests	discussion	-	theoretical	3	nineteenth
Oral and written tests	discussion	-	theoretical	3	Twenty
Oral and written tests	discussion		theoretical	3	Twenty-first
Oral and written tests	discussion	An introduction to the general approaches of linguistics / The phenomenon of inflection and its explanation	theoretical	3	Twenty-second
Oral and written tests	discussion	The suitability of letters to their meanings verbal association	theoretical	3	Twenty-third
Oral and written tests	discussion	Derivation and its types, adjectives,	theoretical	3	Twenty-

		and Arabization / Classical Arabic and its modern equivalents			fourth
Oral and written tests	discussion	Arabic calligraphy	theoretical	3	Twenty-fifth
Oral and written tests	discussion	Pre-Islamic writing and inscriptions	theoretical	3	Twenty- sixth
Oral and written tests	discussion	Writing after Islam: Form, Diacritics, and Calligraphic Defects	theoretical	3	Twenty- seventh
Oral and written tests	discussion	End-of-term exam	theoretical	3	Twenty- eighth

152. Course evaluation

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

-س س س- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

-ش ش ش- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

Final exam: (60 marks).

153. Learning and teaching resources

	Required textbooks (methodology, if applicable)
	Main references (sources)
Various books and research papers that examine and study the pre-Islamic era	Recommended supporting books and references (scientific journals, reports...)
The World Wide Web	Electronic references, websites

Course description/viewing and application

154. Course Name	
Viewing and applying	
155. codeThe course	
EAQM408	
156. the chapter /Year	
2025-2026	
157. Date this was preparedDescription	
5/10/5202	
158. AAvailable attendance forms	
My presence	
159. Number of study hours (total) / Number of units (total)	
The total number of hours is (88) hours and the total number of un is (88) units	
160. Name of course coordinator(If more than one name is mentioned)	
Name: Prof. Dr. Essam Mustafa Youssef Email:essammustafa87@imamaladham.edu.iq Name: M. Osama Ahmed Jassim Email:osama.ahmed@imamaladham.edu.iq	
161. Course objectives	
1- Giving the student the opportunity to view theInformationOn teaching methods and techniques. 2-Enabling the viewer to follow whatYHe received it theoretically	Course objectives

from the material and applied it practically..

3-Definition of a viewing studentIn styleClassroom management and handling of educational situations.

4-Developing evaluation skillsActivitiesThe classroom thatYThe student watched it.

5-Directing the student viewer to the aspects thatTHis focus is on the application and making him aware of the difficulties that may arise.He faces itin order toYYou will prepare for it before youYHe began with the practical application process..

6-Introducing the student to the elements of the educational environment inschoolsAnd its role in the educational process.

162. Teaching and learning strategies	
<ul style="list-style-type: none"> • Lecture • Discussion (individual, group) • Exploration • workshops 	strategy
163. Course structure	

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Written or oral tests	Discussion and induction	The concept of classroom observation	theoretical	4	the first
Written or oral tests	Discussion and induction	Goals classroom observation	theoretical	4	the second
Written or oral tests	Discussion and induction	Classroom viewing requirements	theoretical	4	the third
Written or oral tests	Discussion and induction	The concept of practical application	theoretical	4	Fourth
Written or oral tests	Discussion and induction	Objectives of practical application	theoretical	4	Fifth
Written or oral tests	Discussion and induction	Practical application evaluation	theoretical	4	Sixth
Written or oral tests	Discussion and induction	Lesson planning concept	theoretical	4	Seventh
Written or oral tests	Discussion and induction	The importance of planning	theoretical	4	Eighth
Written or oral tests	Discussion and induction	Factors affecting planning	theoretical	4	Ninth
Written or oral tests	Discussion and induction	The concept of teaching skills	theoretical	4	tenth
Written or oral tests	Discussion and induction	The importance of skill	theoretical		eleventh
Written or oral tests	Discussion and induction	The concept of planning skills	theoretical	4	twelfth
Written or oral tests	Discussion and induction	The concept of goal setting	theoretical	4	thirteenth

Written or oral test	Discussion and induction	The concept of preparation groundwork	theoretical	4	fourteenth
Written or oral test	Discussion and induction	The concept of skillthe offer	theoretical	4	fifteenth
Written or oral test	Discussion and induction	The concept of interrogative skills	theoretical	4	Sixth ten
Written or oral test	Discussion and induction	The concept of classroom management skills	theoretical	4	seventeenth
Written or oral test		Periodic tests	theoretical		eighteenth
Written or oral test	Discussion and induction	The concept of reinforcement skills	theoretical	4	nineteenth
Written or oral test	Discussion and induction	Effects of negative punishment	theoretical	4	Twenty
Written or oral test	Discussion and induction	The concept of emotive content	theoretical	4	Twenty-one
Written or oral test	Discussion and induction	The importance of content analysis	theoretical		Twenty-second

164. Course evaluation

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

The evaluation of the viewing and application material is as follows:

The group	School administration	Educational Supervisor	Scientific Supervisor	Chapter Two	Chapter One
100	10	20	30	20	20

165. Learning and teaching resources

**Abdul Razzaq
Muhammad Amin Al-Jaf**

1- The companion guide in observation and application situations.

	Dr. Dawood Abdul Salam	2. Educational Applications / Observation and Application.
	All websites on the World Wide Web	3. Electronic references

Course description/grammar

1- Course Name

Grammar – Ibn Aqil's Explanation, Part Four

2-Course Code

AG308

3-Semester/Year

2025-2026

4- Date this description was prepared

9/10/2025

5- Available forms of attendance

Mandatory attendance / Absence

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

Hours: (84 hours) Units: (168 units)

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

Name: M.D. Mustafa Hamed Yaqoub
Email: mustafahamed56@imamaladham.edu.iq

8-Course Objectives

Course objectives: Preserving the rules of the language and preserving classical Arabic, making the tongue accustomed to the language correctly and away from error, enabling students to know and understand the parsing of precise grammatical styles and to understand grammatical applications through Qur’anic, poetic, and Prophetic Hadith evidence, and others, and developing students to memorize Ibn Malik’s Alfiyya, because it helps them to understand.

9- Teaching and learning strategies

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

10-Course Structure

Evaluation Method	Learning method	Unit name and topic	Required educational outcomes	Hours	Week
Written or oral tests	Discussion and induction	The call	theoretical	3	the first
Written or oral tests	Discussion and induction	The call	theoretical	3	the second
Written or oral tests	Discussion and induction	Rules of the vocative case	theoretical	3	the third
Written or oral tests	Discussion and induction	Rules of the vocative case	theoretical	3	Fourth
Written or oral tests	Discussion and induction	The vocative noun added to the first-person singular pronoun – nouns that are always used in the vocative case	theoretical	3	Fifth
Written or oral tests	Discussion and induction	The plea for help – the scar	theoretical	3	Sixth

Written or oral tests	Discussion and induction	Marbling	theoretical	3	Seventh
Written or oral tests	Discussion and induction	Specialization, warning, and enticement	theoretical	3	Eighth
Written or oral tests	Discussion and induction	Verb and onomatopoeic nouns	theoretical	3	Ninth
Written or oral tests	Discussion and induction	Nun of emphasis	theoretical	3	tenth
Written or oral tests	Discussion and induction	What is not divisible	theoretical	3	eleventh
Written or oral tests	Discussion and induction	What is not divisible	theoretical	3	twelfth
Written or oral tests	Discussion and induction	What is not divisible	theoretical	3	thirteenth
Written or oral tests	Discussion and induction	The subjunctive mood of the verb	theoretical	3	fourteenth
Written or oral tests	Discussion and induction	The subjunctive mood of the verb	theoretical	3	fifteenth
Written or oral tests	Discussion and induction	The subjunctive mood of the verb	theoretical	3	Sixteenth
Written or oral tests	Discussion and induction	application	theoretical	3	seventeenth
Written or oral tests	Discussion and induction	application	theoretical	3	eighteenth
Written or oral tests	Discussion and induction	application	theoretical	3	nineteenth
Written or oral tests	Discussion and induction	application	theoretical	3	Twenty
Written or oral tests	Discussion and induction	application	theoretical	3	Twenty-first
Written or oral tests	Discussion and induction	application	theoretical	3	Twenty-second

Written or oral tests	Discussion and induction	Jussives	theoretical	3	Twenty-third
Written or oral tests	Discussion and induction	The jussive mood and the separation of "if"	theoretical	3	Twenty-fourth
Written or oral tests	Discussion and induction	As for, and were it not for, and the news of what, and the definite article	theoretical	3	Twenty-fifth
Written or oral tests	Discussion and induction	number	theoretical	3	Twenty-sixth
Written or oral tests	Discussion and induction	number	theoretical	3	Twenty-seventh
Written or oral tests	Discussion and induction	How many, and how many, and so on, and the story	theoretical	3	Twenty-eighth

11-Course Evaluation

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

صصص- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ضضض- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test).

ططط- Final exam: (60 marks).

12- Sources of education and teaching