

- **Academic Program Description**
- **University name:** Imam Al-adham University College
- **College name:** Al-Imam Al adham University College
- **Department:** Department of Da'wah, Oratory, and Islamic Thought – Kirkuk
- **Program Title:** Bachelor's Program in Islamic teaching
- **Degree :** Bachelor of Islamic Sharia with a specialization in Da'wah, Oratory, and Islamic Thought – Kirkuk.
- **System of Study:** Annual Study System.
- **Date of Program Description Preparation:** 1 October 2020 **Date of Form Completion:** 10 October 2020



Signature

Head of department

Assis prof, dr, hamza abdullaa

Date / / 2020 / /



Signature

Assistant Dean for Academic Affairs:

Prof. Dr. Ayman Farouk Mohammed

Date / / / 2020



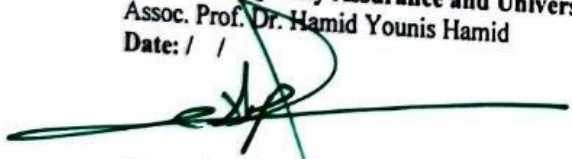
Reviewed and verified by:

Department of Quality Assurance and University Performance

Signature

Director of Quality Assurance and University Performance:
Assoc. Prof. Dr. Hamid Younis Hamid

Date: / /



Approval of dean



1. Program Vision

Vision: Leadership in numbers cadres Da'wah and rhetoric Intellectual Eligible scientifically And skillfully, Capable on to publish Moderation And moderation, and strengthening Identity Islamic Treatment Cases the society Contemporary Spirit Scientific And dialogue, In what Contributes in service the society in Kirkuk Iraq General.

Leadership and excellence Scientific: Presentation program academic sober in sciences Invitation and rhetoric And thought Islamic, as well as to encourage Search Scientific in Cases Invitation Contemporary, and also concerned with preparation Staff Eligible

To graduate preachers preachers They own:

1-Rooting Sharia.

2-Skills Rhetoric.

3-Ability on communication with various slices the society.

4-Enhancement Moderation And moderation

5-Consolidation Methodology moderation in speech Da'wah.

6- Confrontation Extremism extremism By thought and dialogue.

7-Service the society Treatment Cases Contemporary

8-Link side Theory By application Field.

9-Attention In cases Young people, And the family, And the media, And polygamy Cultural in Kirkuk.

2. Program message

Seeks program to divide Invitation and rhetoric And thought to numbers cadres Scientific And preaching Eligible qualification Legally Intellectually And skillfully, possess ability on Notification message Islam With wisdom And the sermon The good deed, and strengthening Values Moderation And moderation, and service the society In various Its components in Kirkuk And Iraq, from during education academic sober, and research scientific Purposeful, and partnership Community active.

Foundations message

1-Rooting Scientific

presentation Knowledge legitimacy Intellectual existing on Curriculum Middle.

2- Qualification Skillful

development skills Public speaking, And the delivery, And dialogue, and communication media.

3- Research Scientific

to treat Cases Invitation Contemporary With studies Scientific Applied.

4-Service the society

Contribution in Strengthening The ladder community coexistence in environment Multiple cultures.

3. AProgram objectives

Firstly:Goals Scientific cognitive

1-Supply Students With knowledge legitimacy Specialized in sciences Invitation and rhetoric And thought Islamic.

2-Consolidation Curriculum Middle Moderate in to understand Texts legitimacy Treatment Cases Contemporary.

3-Development ability on Analysis criticism Scientific For the issues Intellectual Contemporary.

secondly:Goals Skill

1-Acquiring Students skills Public speaking And the delivery and impact in The audience.

2-Development skills Dialogue and communication Effective with various Categories the society.

3-Training Students on numbers Speeches And the lessons and programs Da'wah In methods contemporary.

4-Employment means Media and technology Modern in the job Da'wah.

Third:Goals Values behavior

1-Enhancing Values moderation tolerance coexistence Peaceful in environment Multiple cultures As an environment Kirkuk.

2-Consolidation spirit Responsibility community and belonging National.

3-Development Ethics The preacher from sincerity, And wisdom, And patience, and role model Good.

Fourth:Goals Research Community

1-Encouragement Search Scientific in Cases Invitation And thought Contemporary.

2- Link side Theory By application Field via Training practical and rhetoric in mosques and institutions.

3-Contribution in to treat Problems social intellectual through dialogue and the approach Scientific.

4. Program accreditation

Work is underway on it

5. Other external influences

Ministry of Higher Education and Scientific Research / Scientific Cooperation Agreements with the University KirkukMosul / Application and viewing with the Ministry of EducationDepartment of Religious Education and Islamic Studies.

6. Program structure

comments	Percentage	Study unit	Number of courses	Program structure
Core course	11.11%	8	5	Institutional requirements
Core course	22.22%	42	10	College requirements
Core course	64.44%	122	29	Department requirements
			nothing	Summer training
Core course	2.22%	4	1 (Scientific Application)	practical application

***The notes may include the followingelf the course is basicAOr optionalA .**

Certificates and Accredited Hours

7-Program DescriptionCurriculum for the primary stages, Department of Da'wah and Public Speaking, for the year 2025-2026

	Credit hours and units		Course name	Course code	Academic stage
DurBachelor's degree (140) credit unit hours are required	prac tical	theor etical	First stage Course code		
		1	human rights	DWF101	First
		1	Islamic doctrine	DWF113	First
		2	Memorizing the Quran and Tajweed	DWF104	First
		1	computer	DWF105	First
		2	Interpretation	DWF106	First
		2	Jurisprudence	DWF110	First
		1	Quranic Sciences	DWF111	First
		1	Introduction to the Study of Thought	DWF112	First
		1	sociology	DWF114	First
		2	Jurisprudence of the Prophet's Biography	DWF109	First
	2	Grammar and Morphology	DWF107	First	
	2	Principles of Da'wah	DWF108	First	
	1	English language	DWF103	First	

		1	Educational Psychology	DWF102	First
		20	the total		
Phase Two Course Code					
		2	Interpretation	DWF106	Second
		1	Freedom and democracy	DWF201	Second
		3	Grammar and Morphology	DWF204	Second
		1	English	DWF202	Second
		2	Jurisprudence and Inheritance	DWF203	Second
		2	Grammar and Morphology	DWF204	Second
		1	computer	DWF205	Second
		2	Jurisprudence of the Prophet's Biography	DWF206	Second
		1	religions	DWF207	Second
		2	Intellectual currents	DWF208	Second
		2	Orientalism	DWF213	Second
		1	Islamic systems	DWF209	Second
		2	Hadith terminology	DWF210	Second

		2	Memorization and Tajweed	DWF211	
		22	the total		
Phase Three Course Code					
		1	Religions	DWF205	Third
		2	Teaching methods	DWF301	Third
		1	Memorization of the Quran	DWF302	Third
		1	Biography of the Prophet's Family	DWF303	Third
		2	Jurisprudence	DWF304	Third
		2	Islamic doctrine	DWF305	Third
		2	Logic	DWF306	Third
		2	Islamic thought	DWF307	Third
		2	Explanation of the Hadith	DWF308	Third
		2	Measurement and evaluation	DWF309	Third
		2	Grammar	DWF310	Third
		2	Public speaking	DWF311	Third
		1	Principles of Islamic Jurisprudence	DWF312	Third
		2	Methods of preachers	DWF313	Third
		1	Research Methodology	DWF314	

		25	the total		
Phase Four Course Code					
		2	The present state of the Islamic world	DWF401	Fourth
		2	Comparative jurisprudence	DWF402	Fourth
		2	Grammar	DWF403	Fourth
		2	Principles of Islamic Jurisprudence	DWF404	Fourth
		2	Rhetoric	DWF405	Fourth
		2	Explanation of the Hadith	DWF406	Fourth
		1	Memorizing the Quran	DWF407	Fourth
		2	Methods of the speakers	DWF408	Fourth
		4	View and apply	DWF409	Fourth
		2	Methods of Da'wah (Islamic propagation)	DWF410	Fourth
		2	Media	DWF411	Fourth
			Writing the incitement	DWF412	Fourth
		23	the total		

8.Expected learning outcomes of the program

Knowledge

Statement of Learning Outcomes 1

1- It shows Concepts Basic For knowledge

Learning Outcomes 1

Knowledge And understanding

Invitation And its origins and its methods and its trends Contemporary.

2- Explains Evolution Historical For the invitation Islamic and its schools Intellectual and its effect Civilized.

3- Analyzes Foundations Scientific For oratory And the delivery and rules impact persuasion.

4- Evaluates Currents Intellectual Contemporary in a light Curriculum Islamic Middle.

5- Explains relationship Integration between Invitation And thought and the media and transformations community.

6- Determines Controls legitimacy and morality For the speech religious in Communities Diverse.

1-Understanding Origins Invitation Islamic and its principles Basic and its sources legitimacy(The Quran (And the Sunnah)).

2-Understanding Concepts Public speaking Islamic And he founded it, And its objectives, and its role in repair the society.

3-Distinction Currents Intellectual Islamic Contemporary Analysis Its impact on the society and individuals.

4- Recognition on Methods Da'wah Modern and keeping up with it For challenges The era.

Skills

Statement of Learning Outcomes 2

1-Preparation speech Friday or a lecture Da'wah according to Methodology scientific.

2-Throwing sermon In style influential He takes into account skills Sound and language The body.

3-Analysis Texts legitimacy and employing it in speech Da'wah.

4-Treatment Cases Intellectual In style scientific balanced.

5-Management a dialogue intellectual In style wise convincing.

6-Employment means Media and technology in Invitation.

7-Writing Articles or Research Da'wah Intellectual Sober.

8-Preparation Programs Da'wah Respond For needs the society.

9- Dealing with Categories the society

Learning Outcomes 2

1-Owning Knowledge legitimacy deep

2-Understanding strong principles Islam, science The invitation Origins Public speaking, And he founded thought Islamic application skills Invitation and rhetoric In a way effective

3-Ability on numbers Presentation speeches Lessons Da'wah In a way methodology and attractive It agrees with Values Moderation And moderation.

4-Ability on communication and interaction with the society show skills communication oral and leadership in Dealing with Categories the society different In what Serves to publish Awareness religious In a way

different consciously cultural.
 10- Calendar speech Da'wah And his criticism according to Standards Scientific.

positive.
5-Development thinking Critical and culture Scientific
6-Development capacity student on analysis Cases Intellectual social with Reliance to Evidence Legitimacy, and motivation Awareness Cultural in ocean.
7- Commitment With morals Islamic Professionalism
8-Acquisition Values Ethical Distinguished in behavior Work Da'wah Include respect Diversity And strengthen Moderation and combat extremism.
9-Preparation cadres Eligible for the market the job Da'wah Education religious
10-Graduation specialists Capable on the job As preachers, Preachers, And orators, and teachers in Institutions education religious and community.❖

Values

Statement of Learning Outcomes 3
 1- Commitment With ethics The preacher And the preacher Saying And in practice.
 2-Moderation And moderation in the proposal intellectual.
 3-Respect Diversity doctrinal Intellectual in the society.
 4-Tolerance Responsibility community The initiative in Reform.
 5-Enhancement Values coexistence Peace Al Ahly.

Learning Outcomes 3
Skills Personality Professionalism
 ✓ to improve skills communication Effective with The audience Diverse.
 ✓ Strengthening ability on Planning and organization in the job Da'wah.
 ✓ Commitment With morals Islamic in Performance Da'wah Al-Khattabi.
 ✓ development sense Responsibility community Work Volunteer Service the society.

9.Teaching and learning strategies

Targeted learning outcomes are developed from during Activities and strategies The following teaching:

First, teaching strategies:

A.Lecture Interactive

Description:presentation Material Theory with Involvement Students With questions short Discussions.

Tools:OffersPowerPoint, clips video Short, means Media.

the goal:to understand Concepts Basic in Invitation and rhetoric And thought Islamic.

for.Learning Standing on Projects

Description:assignment students projects short like numbers speech or study condition Intellectual.

Tools:sources Office And electronic, Offers Introduction.

the goal:development skills Search and analysis and the application practical.

C.Learning Cooperative

Description:formation Groups small To discuss topic specific or solution problem Intellectual.

Tools:Groups discussion, paintings Electronic, sessions Storm mental.

the goal:Strengthening skills communication Work collective.

D-.Simulation And representation

Description:training students on throw speeches or Lectures short before Their colleagues.

Tools:stage small, registration video To assess Performance.

the goal:to improve skills Public speaking Contact The masses.

secondlyLearning strategies:

A.Learning Self

to encourage student on Search on Information via Books and sources Electronic. presentation Lists reading and sources Trusted.

for.Learning Built-in

to merge education traditional with tools education electronic like: platforms education electronic.

Groups discussion Electronic.

clips Video Educational.

C.Learning By discussion

to organize episodes discussion Weekly around Topics Intellectual or Da'wah.

incentivize students on Expression on Their opinions and discussion Destinations Looking different.

ThirdPolicies followedAs per the schedule:

- 1- Attendance and absence policy.**
- 2- Absence from exams**
- 3- Delivering assignments on time.**

- 4- procedures Safety and Prevention Health, vaccination against epidemics.
- 5- Cheating and deviating from classroom rules Through the student disciplinary code.
- 6- Giving grades.

Services available at college Which contributes to the study of the material (The library in the college)

10. Evaluation methods

- Oral, daily, and monthly tests.
- Research and reports.
- The ability to discuss, analyze, and answer.
- Intellectual questions.
- Student discussion sessions.

11 Faculty

Faculty members						
Faculty preparation		Requirements/ Special skills (If found)	Specialization		Scientific rank	Teaching name
lecturer	angel		private	general		
	king		Hadith	Fundamentals of Religion	Mr	Raddad Khalaf Attallah
	angel		Hadith	Fundamentals of Religion	Mr	Taha Ali Dawood
	ange		Hadith	Fundamentals of	Mr	Marouf Muhammad Ismail

	l			Religion		
	a n g e l		Religions	Fun dam ental s of Reli gion	Mr	Al-Miqdad Khalil Saleh
	a n g e l		Comparati ve jurisprude nce	Juri spru denc e	assistant professor	Mahmoud Hassan Ahmed
	a n g e l		Biography	the date	assistant professor	Mona Sultan Atwan
	a n g e l		invitation	Prea chin g and publ ic spea king	teacher	Mustafa Muhammad Ali
	a n g e l		Interpretat ion	Fun dam ental s of Reli gion	teacher	Abdul-Moneim Juma Saleh
	a n g e l		Principles of Islamic Jurisprude nce	Juri spru denc e	teacher	Ziad Salem Tawfiq
	a n g e		Principles of Islamic Jurisprude nce	Juri spru denc e	teacher	Salah El-Din Mohamed Ramadan

	l a n g e l			explanation	Fun dam ental s of Reli gion	teacher	Khaled Khalil Ibrahim
	a n g e l			Grammar	Ara bic	teacher	Asu Saleh Rashad
	a n g e l			doctrine	Fun dam ental s of Reli gion	assistant professor	Mu'adh Muhammad Ubaid
	a n g e l			Grammar	Ara bic	Mr.	Walid Adel Ali
	a n g e l			artificial intelligence	Com pute r Sci ence	assistant professor	Yassin Ahmed Mohamed
lec tur er				explanation	Fun dam ental s of Reli gion	teacher	Junaid Fakhrudin Sadiq
	a n g e l			explanation	Fun dam ental s of Reli gion	teacher	Ali Hassan Ahmed

obligations.

- Providing new faculty members with detailed information about the college's facilities and services.
- **Encouraging new faculty members to participate in seminars and development workshops.**
- **He encouraged new faculty members to participate in local and international conferences.**
- **Encouraging them to publish scientific research in peer-reviewed journals.**

Professional development of faculty members

- 1- Urge Faculty members To participate in seminars and development workshops in the administrative and scientific aspects.**
- 2- Working to publish outstanding scientific research by fourth-year students in order to push the scientific movement in the right direction.**
- 3- Encouraging the creation of books that include the course syllabi agreed upon by the scientific committees.**
- 4- Paying attention to the extent of adherence to the specified time for submitting assignments.**
- 5- Writing periodic research papers within the specific area of specialization and discussing them within the department's plan.**
- 6- to encourage Faculty members To participate in local and international seminars, workshops and scientific conferences.**

12. Admission standard

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

13. Key sources of information about the program

- Academic websites (Scientific Researcher)
- books The call an
- Iraqi Digital Repository for Theses and Dissertations
- Website of Iraqi peer-reviewed journals.

14. Program development plan

**Using new concepts in the field of specialization and using electronic devices -1
to present information**

Program Skills Plan

Learning outcomes required from the program

Values				Skills				Knowledge				Essential or optional	Course Name	Course code	Year / Level
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√		essential	explanation	DWF106	the first
√	√	√	√	√	√	√	√	√	√	√		essential	Islamic thought	DWF112	
√	√	√	√	√	√	√	√	√	√	√		essential	Memorization and Tajweed	DWF211	the second
	√	√	√	√	√	√	√	√	√	√		essential	Intellectual trends	DWF208	
	√	√	√	√	√	√	√	√	√	√		essential	Principles of rulings	DWF310	the third
	√	√	√	√	√	√	√	√	√	√		essential	Biography of the Prophet's Family	DWF303	
√	√	√	√	√	√	√	√	√	√	√		essential	Islamic media	DWF411	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	essential	Memorizing the Quran	DWF407	

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

Course Description

1. Course Name
The Holy Quran: Memorizing the second part of Surah Al-Baqarah with Tajweed rules
2. Course code
DWF302
3. Semester/Year:
annual
4. Date this description was prepared
1/10/2025
5. Available forms of attendance:
My presence
6. Number of study hours (total) / Number of units (total)
64 units
7. Name of the course coordinator (if there is more than one, please mention it).
1- Name:Dr. Ziad Salem Tawfiq Email: Ziadsalm26@imamaladham.edu.iq 2- Name Email: 3- Name: Email:

8. Course objectives

Course objectives
Enabling the student to memorize the second part of Surah Al-Baqarah perfectly and without errors./Consolidation The app practical Correct For rulings Tajweed during Recitation.
Cognitive objectives/2- that recognizes student on rulings Tajweed Incoming in verses The scheduled.
3Skill objectives that Applies rulings Tajweed application right during Preservation.
4-Affective (behavioral) goals)development love The Quran And care on Review it.

9. Teaching and learning strategies

Direct recitation (traditional): The student reads to the teacher to correct the recitation and intonation.
Peer teaching: A cooperative system in which learners recite verses to each other under the supervision of the teacher.
Digital strategies: Using Quranic applications and websites that provide diverse recitations and automatic repetition.
Linking and mental association: Linking verses to each other, or using neuro-linguistic programming techniques and imagination to solidify memorization.
Linking and mental association: Linking verses to each other, or using neuro-linguistic programming techniques and imagination to solidify memorization.
The strategy of dialogue and discussion: using the method of deduction and observation to understand the meanings.
The whole and part method: Memorizing the entire surah (whole method) or dividing it into verses or paragraphs (part method).
Project-based learning: using storytelling, examples, and micro-teaching methods derived from various approaches.

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10–Course structure

Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Explanation with instruction	Introduction and rules of Tajweed	The student should know the rules of Tajweed. Basic And he applies it practically	2	1-
Instruction and correction	142 - 150	To recite the verses (142)-150) Correct recitation	2	2-
Oral	151 - 157	Applying the rules of articulation and characteristics of letters	2	3-
collaborative learning	158-163	To memorize the verses perfectly without melody	2	4-
individual instruction	From 164-171	To master the articulation points and characteristics of letters	2	5
Group review	review	To recite the previous verses without error	2	6
Instructing	177 - 182	To apply the articulation points of the opposing letters	2	7
Analytical reading	183 - 188	To recite the verses of fasting correctly	2	8
Oral	189-196	To master the articulation points and distinguish between letters	2	9
review	From 197-203	To combine memorization with mastery	2	10
Instructing	From 204-210	To master recitation according to the rules	2	11
revision	From 211-216	To avoid both obvious and subtle melody	2	12
collaborative learning	From 217-221	To apply the characteristics of letters	2	13
Instructing	From 222-228	To apply the verses	2	14

			correctly		
Scientific application	From 229-233	To recite correctly and melodiously	2	15	
review	From 234-242	The lesson should be recited without repetition.	2	16	
Instructing	From 243-248	to controlPerformanceSound	2	17	
Individual correction	From 249-252	To improve the articulation of the letters' characteristics	2	18	
collaborative learning	From 253-260	To apply the characteristics of antonymous and non-antonymous letters	2	19	
Instructing	From 261-267	To recite verses with proficiency	2	20	
Oral	From 268-274	To maintain the integrity of performance	2	21	
Analysis with reading	From 275-281 (verses on usury)	To apply the characteristics of letters to their cases	2	22	
Intensive training	From 282-283 (Verse of Debt)	To master the recitation of the Quran and its related texts	2	23	
comprehensive review	Pages 284-286 + Comprehensive Review General review	To recite the entire section perfectly	2	24	
comprehensive review	General review	To recite the entire section perfectly	2	25	
comprehensive review	General review	To recite the entire section perfectly	2	26	
comprehensive review	General review	To recite the entire section perfectly	2	27	
comprehensive review	General review	To recite the entire section perfectly	2	28	

	review		section perfectly		
omprehensive	review	General review	To recite the entire section perfectly	2	29
omprehensive	review	General review	To recite the entire section perfectly	2	30
omprehensive	review	General review	To recite the entire section perfectly	2	31
omprehensive	review	General review	To recite the entire section perfectly	2	32
				2	

11- Course evaluation:

Course grades are based on annual effort (40%), distributed among periodic tests, practical application, continuous review, and class participation, while (60%) is allocated to

10. Learning and teaching resources

The Book of Tajweed by Al-Jazari	Required textbooks (methodology, if applicable)
Al-Khaqani System /	Main references (sources)
The ultimate goal of the seeker in the science of Tajweed / The gift of the beneficiary in the rules of Tajweed	Recommended supporting books and references (scientific journals, reports...)
Comprehensive Library	Electronic references, websites

Course Description

1. Course Name:
Interpretation of Surah Al-Fatihah and Al-Baqarah
2. Course code
DWF106
3. Semester/Year
annual
4. Date this description was prepared:
1/10/2025
5. Available forms of attendance:
My presence
6. Number of study hours (total)/
Number of units (total) 64 units
7. Name of the course coordinator (if there is more than one, please mention

it).	
1- Name: Dr. Ziad Salem Tawfiq Email: Ziadsalm26@imamaladham.edu.iq 2- Name Email: 3- Name: Email:	
8. Course objectives	
<p>A statement of the truth about faith, disbelief, and hypocrisy through the presentation of examples of the Children of Israel and the hypocrites., Strengthening trust Promise God His threat. Introducing the student to the rules of worship mentioned in the Surah (prayer, fasting, Hajj, Zakat), to understand rulings Family (Divorce, Breastfeeding, The equipment).</p> <p>Developing a spirit of obedience and submission to God's commands., Warning from strictness And the abundance The debate as an act Banu Israel., Strengthening patience and steadfastness in Confrontation Trials.</p> <p>Developing the skill of contemplation and analysis of the Qur'anic text., link verses In fact life Contemporary., training student on Extraction rulings and benefits from Text.</p> <p>Transforming religious beliefs into practical behavior., Strengthening spirit Reform in</p>	<p>Course objectives:</p> <p>1-Strengthening faith in God Almighty and His names and attributes.</p> <p>2-Legislative objectives.:</p> <p>3-Educational goals.</p> <p>4-Intellectual and scientific goals.</p> <p>Fifth: Behavioral objectives.</p>
9. Teaching and learning strategies	
<p>The teaching of the interpretation of Surah Al-Baqarah relies on a diverse set of strategies that combine the analytical presentation of the Quranic text with scholarly interaction with students. This is achieved through interpretive and analytical lectures, scholarly discussions and dialogues, and collaborative learning in analyzing verses and extracting rulings and benefits.</p>	<p>strategy</p> <p>1-Direct strategies~Lecture Interpretive Analytical, Explanation of the verses with an explanation of the reasons for revelation, linguistic meanings, and</p>

Furthermore, the strategy of systematic reflection and problem-based learning is employed to connect the verses to contemporary reality. Presentations, e-learning, and short formative assessments are also used to measure the achievement of learning outcomes and to develop students' thinking, analytical, and deductive reasoning skills.

derived rulings.
 2-Interactive strategies discussion and dialogue
 Scientific, Posing thoughtful questions and encouraging students to participate.
 3-Strategies for developing thinking Learning Standing on Problems Present a contemporary issue and link it to the verses of the surah (such as usury or the family).

10. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
oral recitation + short questions	An introduction to Surah Al-Fatihah - Praise, Lordship, Guidance Live explanation + group recitation	For Fatiha 1-7	Understanding the overall meanings of Al-Fatihah, interpreting its vocabulary, and linking praise to God with guidance.	2	1-
short oral test	Opening verses - Believers and belief in the unseen Group	For a cow 1-5	Distinguishing between believer and disbeliever,	2	2-

		explanation + motivational questions		understanding faith in the unseen, and linking meaning to daily life.		
recitation + practice questions	Group	The disbelievers and the hypocrites: a warning against negligence Text analysis + classroom discussion	6-16	Identifying the characteristics of the hypocrite and the disbeliever, and drawing lessons and morals.	2	3-
Short quiz + participation	class	Verses of guidance and misguidance Explanation + Real-Life Examples	17-25	Understanding the manifestations of guidance and misguidance, the ability to link meaning to moral values	2	4-
Detailed explanation + connection to reality	Group recitation + questions	The creation of man and the explanation of the laws of Lordship	26-39	Understanding the wisdom behind human creation, knowing the attributes of divinity, and deducing the values learned.	2	5-
Moral test		Obedience to God and the Messengers Group	40-50	Understanding the importance of obedience, interpreting	2	6-

		explanation + questions		texts related to the prophets, and linking them to individual behavior.		
Practical explanation + classroom activity group recitation		The basic acts of worship - prayer and zakat	51-60	Understanding the basic rules of worship, and the ability to apply them.	2	7-
Interpretive study + discussion Practical questions + classroom participation		Warning against sins and extremism	61-70	Understanding the consequences of sins, drawing lessons	2	8
Narrative analysis + value deduction Recitation + Short Quiz		Stories of the Children of Israel and the lessons	71-80	Understanding moral lessons, the ability to extract practical lessons	2	9
Simplified explanation of Islamic jurisprudence + examples Recitation + Classroom Discussion		Primary legislation - limits and covenants	81-90	Understanding the primary rulings, the ability to interpret religious texts	2	10
Moral test		Justice and	91-100	Understanding	2	11

		equality Group discussion + questions		the concepts of justice and equality, and linking them to societal values.		
Recitation + Questions		Sanctions and penalties Explanation and semantic analysis	101-110	Understanding the rules of punishment and penalty, deriving legal principles	2	12
Recitation + Classroom Participation		History and Lessons - Events of the Children of Israel Narrative analysis + conclusion	111-120	Learning from history, connecting events to reality, understanding God's wisdom in guidance	2	13
Short test		Obedience and the commands of God Interpretation + Connection to Reality	121-130	Understanding the verses of obedience, the ability to apply Quranic guidance	2	14
group recitation		Gratitude, patience, and rules of transactions Educational explanation + practical activity	131-141	Understanding the meanings of patience and gratitude, and grasping the practical principles of daily interactions.	2	15
Final midterm exam		Cumulative review	For Fatiha + Al-		2	16

			Baqarah 1-50			
	Oral test	Mid-Part 1 Review Group recitation + analysis	Al- Baqarah 51-100	Enhancing understanding, interpreting verses and linking them to the context of the surah	2	17
Partial test		Installing Part 1 Analytical discussion + practical questions	Al- Baqarah 101-141	Comprehending the full meanings, extracting educational and jurisprudential lessons	2	18
	group recitation	Cumulative review Group recitation + questions	Al-Fatihah + Al- Baqarah 1-50	Enhancing memorization and understanding, linking clips to reality	2	19
	Oral test	Cumulative review Group recitation + discussion	For a cow 51- 100	Establishing meanings, understanding the Qur'anic context	2	20
Recitation + Test		Cumulative review	For cows 101-141	Establishing meanings, understanding the Qur'anic context	2	21
	group recitation	Cumulative review Group	Al-Fatihah + Al- Baqarah	Reinforce memorization, linking	2	22

		recitation + explanation	1-50	passages to meanings		
Short test		review Interactive questions + discussion	For a cow 51-100	Enhancing understanding and analyzing lessons	2	23
Recitation + Practice Questions		review Practical activity + discussion	Al-Baqarah 101-141	Memorizing meanings and lessons	2	24
Midterm exam		Comprehensive review/Group recitation + questions	Al-Fatihah + Al-Baqarah 1-50	Consolidating memorization and understanding	2	25
group recitation		Comprehensive review/Group activity + discussion	Al-Baqarah 51-100	Enhancing reflection and practical understanding	2	26
Recitation + Test		Comprehensive review Explanation + Questions	For cows 101-141	Enhancing reflection and practical understanding	2	27
Comprehensive midterm exam		Comprehensive review/Group recitation + explanation	Al-Fatihah + Al-Baqarah 1-141	Enhancing reflection, linking texts to reality	2	28
Recitation + Discussion		Comprehensive review/Group activity + practice questions	Al-Fatihah + Al-Baqarah 1-141	Strengthening memorization and understanding, and the ability to interpret verses.	2	29

Comprehensive test	Comprehensive review Group recitation + questions	Al-Fatihah + Al-Baqarah 1-141	Enabling the student to memorize meanings and connect passages	2	30
group recitation	Comprehensive review Practical activity + discussion	Al-Fatihah + Al-Baqarah 1-141	Comprehending the full meanings, drawing practical lessons	2	31
Comprehensive final exam	Final review	Al-Fatihah + Al-Baqarah 1-141	Group recitation	2	32

Course evaluation :- \ .

Course grades are based on annual effort (40%), distributed among periodic tests, practical application, continuous review, and class participation, while (60%) is allocated to

11. Learning and teaching resources

The best of interpretations by Al-Sabuni	Required textbooks (methodology, if applicable)
Ibn Atiyya's Tafsir / Al-Razi's Mafatih al-Ghayb / Al-Qurtubi's Tafsir / Ibn Kathir's Tafsir	Main references (sources)
Saadi's interpretation, Jalalayn's interpretation	Recommended supporting books and references (scientific journals, reports...)
Comprehensive Library / Website of the Center for Qur'anic Exegesis / Electronic Qur'an Project YKing Saud	Electronic references, websites

University	
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Course Description

12.Course Name
Principles of rulings
13.Course code
DWF312
14.Semester/Year
annual
15.Date this description was prepared
1/10 2-25
16.Available forms of attendance

My presence

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

Number of units: 32

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

1- Name: Dr. Ziad Salem Tawfiq

Email: Ziadsalm26@imamaladham.edu.iq

2- Name

Email:

3- Name:

Email:

19. Course objectives

Enabling the student to understand the general principles upon which the derivation of legal rulings is based.

-development ability on Link between Evidence legitimacy and rulings Jurisprudence.

rooting Curriculum Scientific in Dealing with Texts legitimacy.

Cognitive objectives: For the student to define the Sharia ruling and its categories.

To distinguish between the obligatory ruling and the positive ruling.

To explain the evidence for rulings (the Quran, the Sunnah, consensus, and analogy).

Skill objectives: To apply fundamental principles to matters of Islamic jurisprudence

AThe legal ruling is extracted from its evidence according to a disciplined methodology.

To analyze the religious texts in a fundamentalist manner.

Affective (behavioral) goals: Developing respect for and reverence for religious texts.

To promote a spirit of moderation and discipline in understanding and reasoning.

Course objectives:

Course objectives

The course on the principles of rulings aims to enable students to understand the general rules upon which the derivation of legal rulings is based, to identify the sources of Islamic legislation and their levels, to develop the ability to analyze legal texts according to a disciplined methodological approach, and to apply the fundamental rules to jurisprudential issues, in a way that contributes to building a solid scientific faculty based on correct reasoning and systematic preference.

20. Teaching and learning strategies

1. The integrated strategy (mind map):
Explanation: The fundamental issue (such as: command, prohibition, general, specific) is presented not as a text paragraph, but in the form of a mind map.

2. Reciprocal teaching strategy:
Explanation: It is based on dividing the learners into groups, each group taking on the responsibility of explaining a specific part of the upcoming lesson.

- **Application:** A group that explores "parts of speech" (Specificity, generality, absoluteness, restriction) and another set in "the meanings of words" (correspondence, inclusion, commitment), then each team explains what they understood to the others under the supervision of the teacher.

3-Strategies for developing application and deduction skills (intermediate level)

4Problem-based learning strategy:
Explanation: The lesson begins by presenting a real-life jurisprudential problem that requires a legal ruling.

5Legal representation strategy (simulation):
Explanation: The learners are divided into roles (inquirer, giver of fatwa, and objector).

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21. Course structure

Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Lecture + Discussion	Definition of the Principles of	The student defines science and distinguishes	1	1

		Islamic Jurisprudence	it from jurisprudence.		
instorming		Its subject and importance	It demonstrates the importance of the principles of jurisprudence in deduction.	1	2
Student presentation		His belongings	It analyzes the goals and function of science.	1	3
Interactive lecture		His upbringing	It explains the stages of historical development	1	4
group discussion		Stages of writing	He compares the fundamentalist schools	1	5
concept map		classifies evidence	Sources of legislation in general	1	6
Text explanation		The Quran: Its Definition and Authority	Proves the authority of the Qur'an	1	7
Text explanation		The rulings and characteristics of the Quran	Applies features And Quran	1	8
Lecture + Examples		Year: Definition	It demonstrates its validity	1	9
working groups		Types of year	It distinguishes between its types	1	10
case studies		The relationship of the Sunnah to the Qur'an	Analyzes aspects of the statement	1	11

Explanation + Examples	Consensus	He knows it and mentions its conditions	1	12
Group comparison	Types of consensus	Distinguishing between explicit and implicit	1	13
Practical training	Measurement: its definition and elements	It defines the pillars of measurement	1	14
Applied discussion	Measurement conditions	He analyzes the conditions of its health	1	15
Solving problems	Measurement applications	Deduction is practiced	1	16
Representation discussion	approval	He knows it and cites his evidence.	1	17
scientific debate	The authority of preference	The disagreement is discussed within it	1	18
Study examples	reclamation	Analyzes the concept of interest	1	19
Student representation	The authority of reform	He compares the doctrines	1	20
Real-life examples	custom	Its effect on rulings is evident	1	21
Case studies	Blocking the means	Explains the concept and its applications	1	22
discussion	Types	Solutions and the survival of the evidence	1	23
Practical	Presumption of	It analyzes its types	1	24

Explanation	continuity			
to explain	TypesPresumption of continuity	Rules and their foundations	1	25
Guided discussion	The saying of the companion	He discusses its validity	1	26
to explain	TypesA, and level	Cases of sayings	1	27
			1	
conservation	Work of the people of the city	It shows his status	1	28
to explain	EvidenceTo prove it	Expansion of work	1	29
discussion	Its definition was legislated by those before us.	importanceShall	1	30
Interactive lecture	It was legislated by those before us	It specifies the conditions for invoking it.	1	31
General review and test	General review and test	It connects the rules	1	32

22. Course evaluation

Course grades are based on annual effort (40%), distributed among periodic tests, practical application, continuous review, and class participation, while (60%) is allocated to

23. Learning and teaching resources

A Concise Guide to the Principles of Islamic Jurisprudence / A Clear Guide to the Principles of Islamic Jurisprudence

Required textbooks (methodology, if applicable)

<p style="text-align: center;">The Ocean Sea / The Book of the Veil / Agreements / The Epistle / The Principles of al-Sarakhsi / The Principles of al-Bazdawi</p>	<p style="text-align: center;">Main references (sources)</p>
<p style="text-align: center;">The hoped-for / in the principles of jurisprudence Rawdat al-Nadhir fi Usul al-Fiqh</p>	<p style="text-align: center;">Recommended supporting books and references (scientific journals, reports...)</p>
<p style="text-align: center;">Comprehensive Library</p>	<p style="text-align: center;">Electronic references, websites</p>

Course Description

24.Course Name
Memorizing the Holy Quran, Part Four
25.Course code
DWF407

26.Semester/Year	
annual	
27.Date this description was prepared	
1/10/2025	
28.Available forms of attendance	
My presence	
29.Number of study hours (total) / Number of units (total)	
Total number of hours: 32; Number of units: 32	
30.Name of the course coordinator (if there is more than one, please mention it).	
1- Name:Dr. Ziad Salem Tawfiq Email: Ziadsalm26@imamaladham.edu.iq 2- Name Email: 3- Name: Email:	
31. Course objectives	
<p>First: Cognitive objectives Mastering the memorization of the verses of the fourth part in a correct and perfect manner. Knowing the overall meanings of the memorized vocabulary and verses. Identifying the locations and order of the verses in the Quran.</p> <p>Second: Skill-based objectives Developing the skill of perfect memorization according to the rules of Tajweed. The ability to recite verses without hesitation or error that distorts the meaning. Improving the quality of recitation in terms of pronunciation and articulation of letters.</p> <p>Third: Affective goals</p>	Course objectives

To promote love for and connection to the Holy Quran.
 Developing a spirit of diligence and discipline in daily review.
 Sensing the effect of the verses on purifying the soul and correcting behavior.
 If you wish, write it in the form of a single, concise general objective suitable for a course description form.

32. Teaching and learning strategies

Guided repetition strategy: Repeating the verses a specific number of times under the supervision of the teacher until the memorization is established.

Recitation and memorization: The teacher reads the text as a model, then the students memorize it individually.

Staged segmentation: Dividing the verses into short segments that are memorized gradually while linking them.

Periodic recitation: Adopting a regular schedule for daily and weekly recitation to enhance mastery.

Cooperative learning: Students reciting to each other in small groups for mutual review.

Semantic connection: Explaining the overall meaning of the verses to facilitate memorization and reduce forgetfulness.

Cumulative review: Allocating a fixed time to review previously memorized material along with new material.

Positive reinforcement: Motivating students with praise and appreciation to increase motivation.

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33. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Individual recitation	Recitation with syllabic repetition	Al Imran 92-93	Memorize verses 92-93 of Surah Al Imran	1	1

				accurately, with correct recitation and Tajweed rules.		
recitation	Repeat with a link to the previous one	94-95	Memorize verses 94-95 and connect them to the previous verses, distinguishing between the sections.	1	2	
recitation	Gradual saving	96-97	Memorize verses 96-97 and understand the overall meaning to facilitate recall.	1	3	
Short test	collective repetition	98-99	Memorize verses 98-99 while continuously reviewing the previous verses.	1	4	
recitation	Installation and connection	100-101	Memorize verses 100- 101 and master correct recitation.	1	5	
recitation	Dividing sections	102-103	Memorize verses 102- 103 while relating them to the context	1	6	

				of the surah.		
recitation	Review with new information	104-105	Memorize and repeat verses 104-105 to reinforce memorization.	1	7	
memorization test	Phased preservation	106-109	Memorize verses 106-109, cumulative review of verses 92-109	1	8	
recitation	Instructing	110-111	Memorize verses 110-111 and master the articulation of the letters.	1	9	
recitation	Repetition and linking	112-115	Memorize verses 112-115 while reviewing previously memorized verses.	1	10	
Short test	Cumulative review	116-120	Memorize verses 116-120 and connect them to the previous section to understand the sequence.	1	11	
oral test	Save my clip	Review 92-120	A thorough review of verses 92-120 and confident memorization	1	12	

				of them		
	recitation	Save my clip	121-123	Memorize verses 121-123 and reinforce the memorization through repeated recitation.	1	13
	recitation	Repetition with linking	124-127	Memorize verses 124-127 with cumulative review of the memorized portion.	1	14
	a test	stabilizing	128-129	Memorize verses 128-129 and master Tajweed during recitation.	1	15
	recitation	Gradual saving	130-132	Memorize verses 130-132 and link them to the previous verses to facilitate memorization.	1	16
	recitation	repetition	133-136	Memorize verses 133-136, focusing on correct pronunciation.	1	17
	Short test	stabilizing	137-141	Memorize verses 137-	1	18

				141 and conduct a comprehensive review of the previous section.		
recitation	save	142-145	Memorize verses 142-145, linking the meanings to facilitate memorization.	1	19	
recitation	link	146-148	Memorize verses 146-148 and master recitation and intonation.	1	20	
Short test	stabilizing	149-152	Memorize verses 149-152 with a cumulative review of previous verses.	1	21	
recitation	save	153-158	Memorize verses 153-158, focusing on consistency and not forgetting.	1	22	
recitation	Directed repetition	159-165	Memorize verses 159-165 and conduct a comprehensive review of the previous	1	23	

				sections.		
	a test	stabilizing	166-171	Memorize verses 166-171 with repetition and focus on memorization.	1	24
	recitation	save	172-175	Memorize verses 172-175 and master correct recitation.	1	25
	We hear	link	176-180	Memorize verses 176-180 and link them to the memorized portion of Al Imran.	1	26
	test	stabilizing	181-186	Memorize verses 181-186 with a cumulative review of the previous section.	1	27
	We hear	save	187-194	Memorize verses 187-194 and strengthen the connection between the different sections.	1	28
comprehensive	Semi-test	The conclusion of Al Imran	195-200	Memorize verses 195-200 and the end of Surah Al	1	29

				Imran, and reinforce your memorization.		
recitation	Instruction with division	Women 1-7		Memorize verses 1-7 of Surah An-Nisa and apply the rules of Tajweed.	1	30
recitation	Gradual saving	8 - 14		Memorize verses 8-14 of Surah An-Nisa and connect them to the previous verses.	1	31
Final exam	Full review of the section	15-23		Memorizing verses 15-23 of Surah An-Nisa + a comprehensive review of the entire fourth part	1	32

34. Course evaluation

Course grades are based on annual effort (40%), distributed among periodic tests, practical application, continuous review, and class participation, while (60%) is allocated to

35. 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
2. Course code RGR 111
3. Semester/Year 2025-2026
4. Date this description was prepared: 1/10/2025
5. Available attendance formats: In-person

6. Total study hours / Total unit hours: 2 hours / 2 unit hours

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

**1- Name: Prof./Dr. Hamza Abdullah Mohammed
Email:hammza@imamaladham.edu.iq**

**2- Name
Email:**

**3- Name:
Email:**

8. Course objectives

1. To protect the tongue from grammatical errors in speech, and to protect the pen from errors in writing.

2. Understanding the Holy Quran correctly
Because changing the movement can change the meaning, grammar helps in proper understanding.

3. Understanding the Prophetic Sunnah
Understanding the precise meanings in the Prophetic traditions in their correct form.

4. Mastering the

skill of parsing

Knowing the positions of words in a sentence, distinguishing the subject from the object, the topic from the predicate, and so on.

5. Clarity of oral and written expression

To enable the student to speak and write in correct Arabic.

6. Developing the ability to analyze language

Training the mind to think systematically through analyzing structures.

7. Preserving Arab heritage

Because literary and scientific heritage was written in eloquent language that requires knowledge of grammar to understand it.

8. Distinguishing between similar meanings

Sometimes, a difference in

grammatical analysis leads to a difference in meaning.

Service of Islamic Sciences

Jurisprudence, interpretation, and the principles of jurisprudence rely on grammatical rules for deduction.

10. Teaching and learning strategies

1. Correcting intentions and defining goals
Remembering that learning grammar is to serve the Quran, Sunnah, and language.
Set a clear goal: (Mastering grammar – Improving writing – Passing the exam).

2. Start with the basics before branching out.
Understanding the parts of speech: noun – verb – particle.
Understanding nominal and verbal sentences before going into the finer details.

3. Understanding before memorization
It is not enough to memorize the rule, but to understand its meaning and examples.
Link the rule to examples from the Quran, Hadith, or literary texts.

4. Extensive practice and analysis
Practical parsing is the key to mastering grammar.
Solve daily exercises, even if they are few.
Parse at least one sentence daily.

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5 Gradual increase in difficulty

Do not move on to a new chapter before mastering the previous one.

Start with the nominative cases, then the accusative cases, then the genitive cases, then the dependent words.

6 Using mind maps and tables

Summarize each chapter in a clear outline.

Write the rules in the form of short bullet points.

7. Periodic review

Weekly review of previous rules.

Re-solving the exercises after a while to ensure the information is retained.

8 Learning through practical application

Correcting linguistic errors in everyday speech.

Reading eloquent texts and attempting to analyze them.

9 The question arises when there is a problem.

Leave no question ambiguous.

Discuss the difficult examples with the teacher or colleagues.

Patience and perseverance

Grammar requires time and a gradual approach.

A little that is consistent is better than a lot that is intermittent.

11. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
sharīg+ Question and Answer	The meeting lecture+discussion	"Kana and its sisters"	The verbs "akāna" and its sisters, their function, and their meanings. The verbs "akāna" and its sisters, both those that are inflected and those that are not.	2	1 -
sharīg+ Question and Answer	Meeting lecture+Examples	"Kana and its sisters"	Rules for mediating the news. Presenting the predicate of "kana" and its sisters when negated by "ma" and other means.	2	2 -
Question and Answer	Meeting lecture+sharīg	"Kana and its sisters"	The subject of the news does not follow the agent. It was complete and additional.	2	3 -

a report	Meeting lecture	"Kana and its sisters"	The deletion was alone. Delete the word "was" along with its name.	2	4	-
Classroom questions	Meeting lecture Using the whiteboard for presentation	"Kana and its sisters"	Conditions for deleting the nun of "kana". Monthly exam / 1	2	5	-
sharings+ Question and Answer	The meeting a lecture+discussion	that and its sisters	Inna and its sisters: their function and meanings. The rule is to place the predicate before the subject, and the rule is that the object of the predicate should be followed by "inna" and its sisters.	2	6	-
sharings+ Question and Answer	Meeting, lecture, and Q&A session	that and its sisters	The position where the hamza of "inna" must be broken. The position where the hamza of 'anna' must be opened. Exchange : Monthly exam /	2	7	-

			1		
Report ing Duty	The meetinga lecture+discuss ion	Inna and its sisters	The permissibility of two faces. Condition s for the inclusion of the initial "lam" on the predicate of "inna" and its sisters.	2	8 -
sharin g+ Questi on and Answer	Meeting lectureUsing the whiteboard	Inna and its sisters	The entry of the initial "lam" on the noun, the object of the predicate, the pronoun of separation. The conjunction of "ma" with "inna" and its sisters.	2	9 -
viva voce	Meeting lectureUsing the whiteboard	Inna and its sisters	Conjuncti on with the name of "inna" after its predicate has been fulfilled. Rules for softening the nun of "inna" when the hamza is broken.	2	1 0-
Questi on and Answer	The meeting, lecture, and discussion will	Inna and its sisters	Rules for softening the nun of 'anna' when the hamza is	2	1 1-

	be held in person.		open. Monthly exam / 2 Morphology: Sources of six-letter verbs.		
duty	Giving the lecture	No to denying sex	No, denying gender is its own work and conditions. Types of nouns used to negate gender.	2	1 2-
Participation, Question and Answer	Giving the lecture	No to denying sex	The ruling regarding what is conjoined to a noun is that it is not used to negate the genus if it is repeated. The adjective "la" is used to negate the gender.	2	1 3-
Participation, questions and answers, and assignments	The meeting, lecture, and discussion will be held in person.	No to denying sex	The rule regarding conjunction with a noun that is not used to negate the gender if it is not repeated. The interrogative particle "hamza" is added to "la" to negate the gender.	2	1 4-

Participation, questions and answers, and assignments	The meeting, lecture, and discussion will be held in person.	No to denying sex	Rules for omitting the predicate of "la" to negate the gender. General review	2	1	5-
Written exam	written	exam	Midterm exam	2	1	6-
Question and Answer	The meeting, the lecture, and the use of the PowerPoint presentation.	ظن and its sisters	The verbs of supposition and their related forms, their types and meanings. Rules of and its sisters: ظن Cancellation and suspension, meanings of علم with examples.	2	1	7-
Question and Answer	The meeting, the lecture, and the use of the PowerPoint presentation.	ظن and its sisters	Meanings of "saw" with examples. Rules for the objects of verbs of supposition and their sisters.	2	1	8-
oral news	The meeting, lecture, and discussion will be held in	ظن and its sisters	The statement was made in the manner of conjecture. Verbs	2	1	9-

	person.		that take three objects.		
Question and Answer	Meeting lecture	and ظن its sisters	<p>What proves my effect is that I am more knowledgeable and more perceptive.</p> <p>Other verbs that take three objects, with examples.</p>	2	2 0-
a report	Giving the lecture	actor	<p>The subject, its definition, its rules, and the opinions of grammarians regarding whether the subject is dual or plural.</p> <p>Rules for omitting the subject's subject-raising element.</p>	2	2 1-
Question and Answer	Giving the lecture	actor	<p>Instances where the verb must be feminine.</p> <p>Instances where the verb can be made feminine.</p>	2	2 2-

<p>a report</p>	<p>The meeting, the lecture, and the use of the PowerPoint presentation.</p>	<p>The agent</p>	<p>Rules for placing the object before the subject, or the verb.</p> <p>Rules for placing the subject before the object.</p>	<p>2</p>	<p>2</p> <p>3-</p>
<p>Question and Answer</p>	<p>The meeting included a lecture and practical examples.</p>	<p>review</p>	<p>review.</p>	<p>2</p>	<p>2</p> <p>4-</p>
<p>Question and Answer</p>	<p>Meeting, lectures and discussion</p>	<p>The subject of the passive verb</p>	<p>Rules of the passive voice, how to convert the verb to the passive voice.</p> <p>Rules for converting a hollow word to an indefinite noun.</p>	<p>2</p>	<p>2</p> <p>5-</p>
<p>Display only</p>	<p>The meeting included a lecture and practical examples.</p>	<p>The subject of the passive verb</p>	<p>What takes the place of the subject: the source.</p> <p>What takes the place of the subject: the adverbial phrase, the prepositional phrase.</p>	<p>2</p>	<p>2</p> <p>6-</p>

Display only	Video presentation	The subject of the passive verb	Scholars' opinions on the substitution of a non-object for the subject. Rules for the second object acting in place of the subject.	2	2	7-
Display only	Video presentation	Work	The occupation, its meaning, its pillars, its conditions. The position where the noun being addressed must be put in the accusative case.	2	2	8-
Display only	Video presentation	Work	The position where the name of the person being addressed must be removed. The position in which it is permissible to put the noun in the accusative or nominative case.	2	2	9-
Final exam (written)	written	Work	The position where it is possible to put the noun in the accusative or	2	3	0-

			<p>nominative case that is being discussed.</p> <p>The places where the nominative and accusative cases are the same.</p>		

12. Course rating: Good

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

A. Preparation and Class Participation: 10 marks
b) Monthly test: 30 marks
C - Final Exam: 60 marks
Total: 100 points

13. Learning and teaching resources

	The text of Al-Ajrumiyyah, Al-Tuhfah Al-Saniyyah, Al-Anmudhaj, Al-Awamil, and others.
Ibn Aqil's Commentary	Main references (sources)
Websites for grammar and morphology	Electronic references, websites

Course Description

1. Course Name	
	Principles of rulings
2. Course code	
3. Semester/Year	

annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
7. Name of the course coordinator (if there is more than one, please mention it).	
<p>1- Name: Dr. Marouf Muhammad Ismail</p> <p>Email:marouf@imamalam.edu.iq</p> <p>2- Name</p> <p>Email:</p> <p>3- Name:</p> <p>Email:</p>	
8. Course objectives	
<p>Enabling the student to understand the general principles upon which the derivation of legal rulings is based.</p> <p>-development ability on Link between Evidence legitimacy and rulings Jurisprudence.</p> <p>rooting Curriculum Scientific in Dealing with Texts legitimacy.</p> <p>Cognitive objectives: For the student to define the Sharia ruling and its categories.</p> <p>To distinguish between the obligatory ruling and the positive ruling.</p> <p>To explain the evidence for rulings (the Quran, the Sunnah, consensus, and analogy).</p> <p>Skill objectives:To apply fundamental principles to matters of Islamic jurisprudence</p> <p>AThe legal ruling is extracted from its evidence according to a disciplined methodology.</p> <p>To analyze the religious texts in a fundamentalist</p>	Course objectives

manner.

Affective (behavioral) goals: Developing respect for and reverence for religious texts.

To promote a spirit of moderation and discipline in understanding and reasoning.

Course objectives:

The course on the principles of rulings aims to enable students to understand the general rules upon which the derivation of legal rulings is based, to identify the sources of Islamic legislation and their levels, to develop the ability to analyze legal texts according to a disciplined methodological approach, and to apply the fundamental rules to jurisprudential issues, in a way that contributes to building a solid scientific faculty based on correct reasoning and systematic preference.

If you wish

9. Teaching and learning strategies

1. The integrated strategy (mind map):

Explanation: The fundamental issue (such as: command, prohibition, general, specific) is presented not as a text paragraph, but in the form of a mind map.

2. Reciprocal teaching strategy:

Explanation: It is based on dividing the learners into groups, each group taking on the responsibility of explaining a specific part of the upcoming lesson.

• **Application:** A group that explores "parts of speech" (Specificity, generality, absoluteness, restriction) and another set in "the meanings of words" (correspondence, inclusion, commitment), then each team explains what they understood to the others under the supervision of the teacher.

3-Strategies for developing application and deduction skills (intermediate level)4Problem-based learning strategy:

Explanation: The lesson begins by presenting a real-life jurisprudential problem that requires a legal ruling.5Legal representation strategy (simulation):

Explanation: The learners are divided into roles (inquirer, giver of fatwa, and objector).

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10. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
oral question	Interactive lecture	Introduction to the semantics of words	This demonstrates the importance of studying words in deduction.	2	1
practical exercise	Explanation + Examples	Types of clear: apparent	The apparent defines and distinguishes	2	2
Short test	discussion	Text	Distinguish between text and appearance	2	3
Editorial duty	demonstration	The interpreter and the arbitrator	It distinguishes between degrees of clarity	2	4
Practical assessment	Solving problems	Applications of clear types	Apply the rules to texts	2	5
Short test	Practical explanation	General: Its Definition and Forms	General formulas are defined	2	6
duty	Case studies	General allocation	It shows the allocation methods	2	7
Writing exercise	group discussion	Private matters and their rules	Distinguish between public and private	2	8

Activity evaluation	Practical training	Applications for public and private use	He analyzes religious texts	2	9
Short test	Lecture + Examples	Subscriber	He knows him and represents him	2	10
duty	Applied discussion	Joint Rules	It shows the methods of weighing its meanings	2	11
oral question	Text explanation	absolute	He defines the absolute and gives examples of it.	2	12
Writing exercise	Practical examples	The restricted	It distinguishes between the absolute and the relative	2	13
Short test	Solving problems	The unrestricted is interpreted in light of the restricted.	The rule applies	2	14
duty	Scientific presentation	the truth	It shows the types of truth	2	15
a test	discussion	metaphor	Distinguish between literal and figurative language	2	16
analytical assessment	Practical training	Applications of literal and figurative language	He analyzes texts	2	17
Short test	a lecture	The imperative: its definition and forms	It determines the meaning of the command	2	18

an exercise	Study examples	Implications of the matter	Distinguish between obligation and recommendation	2	19
duty	discussion	Prohibition	It shows its significance and impact	2	20
Practical assessment	Solving problems	Explicit wording (command and prohibition)	application Apply the rules to texts	2	21
Short test	Practical explanation	Letters of meaning: Waw	It shows its significance	2	22
duty	Applied comparison	The letter Ba, the letter Fa, and then	He distinguishes between its meanings	2	23
a test	Case studies	Conditional and exception tools	Analyze its impact on rulings	2	24
Essay question	Guided discussion	Conflict between the evidence	It explains the reasons for the conflict	2	25
evaluation	Practical training	Methods of combining evidence	Applying collection methods	2	26
Show rating	Student presentation	Preference	He mentions the rules of preference.	2	27
Short test	Problem solving	Applications in conflict and preference	It solves fundamental problems	2	28
oral question	a lecture	Ijtihad: Its Definition	Ijtihad is defined as...	2	29
Short test	discussion	Conditions of the	He lists his	2	30

		Mujtahid	conditions		
Editorial duty	brainstorming	tradition	Distinguish between it and diligence	2	31
a test	Comprehensive review	General review and test	He connects the rules and applies them	2	32

11. Course evaluation

Course grades are based on annual effort (40%), distributed among periodic tests, practical application, continuous review, and class participation, while (60%) is allocated to

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

13. Course Name	
	Hadith
14. Course code	
	DWF4SH
15. Semester/Year	
	annual
16. Date this description was prepared	
	1/10/2025
17. Available forms of attendance	
	My presence
18. Number of study hours (total) / Number of units (total)	
	Total number: 64 units
19. Name of the course coordinator (if there is more than one, please mention it).	
	1- Name: Dr. Marouf Muhammad Ismail Email:marouf@imamalam.edu.iq 2- Name

Email:

3- Name:

Email:

20. Course objectives

The Hadith course aims to enable students to understand the Prophet's Sunnah as the second source of Islamic legislation after the Holy Quran, and to deepen their connection with the life and guidance of Muhammad ﷺ. The course also aims to develop their ability to comprehend and analyze hadith texts scientifically and systematically. Furthermore, it seeks to instill...ValuesEthics derived from the Sunnah, building awareness of the importance of Hadith in deriving legal rulings and addressing real-world issues, while enhancing basic skills in reading Hadith, understanding its terminology, and making overall distinctions between its levels.

Course objectives

21. Teaching and learning strategies

Interactive lecture

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Presenting the text of the hadith and explaining it, along with posing stimulating questions to the students during the lesson./Oral questions, short quiz

Analysis of the Hadith Text/Training students to study the chain of transmission (isnad) and the text (matn) and to extract meanings and rulings.

Analytical assignment, written exam Cooperative learning/Dividing students into groups to study a specific hadith and extract its benefits

Group presentation, group performance evaluation/Problem-based learning

Raising contemporary issues and linking them to the sayings of Muhammad ﷺ extract the solutions/a reportShort, classroom discussion

Stormmental/stimulationStudents' ideas about the objectives of the hadith and its educational dimensions

sharingSafia, note-taking/Learningself-directed/assignmentStudents prepare a short research paper on a hadith narrator or topic./researchWritten, individual presentation

inductionand deduction:ExtractionGeneral rules from several hadiths with a common theme

a testMy analysis The appractical/actingLife situations that reflect the values learned from the hadith

evaluationMy behavior, continuous monitoring

22. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
My book's summary of the most important sources.	Interactive lecture, presentation, open discussion. Classroom participation.	Introduction: Introduction to the subject, the most important sources and references (Sahih al-Bukhari, Umdat al-Ahkam, Fath al-Bari, Bulugh al-Maram), methodology for studying jurisprudence and hadith.	<ul style="list-style-type: none"> - The student should become familiar with the course plan and its resources. - To understand the importance of the book of sales in Islamic jurisprudence. 	2	1
Short test	A lecture using mind maps: practical examples	Chapter on the sale of touch and rubbing	The student should understand the meaning of "sale by touch" and "sale by throwing," explain the reason for the prohibition, and distinguish between them and valid sales.	2	2
oral test	Group and individual recitation with linguistic explanation	Hadiths related to touching and throwing	The student should memorize the text of the two hadiths with correct pronunciation of the words.	3	3

Short test	A lecture analyzing legal texts with real-life examples.	Chapter on the invalidity of the sale of pebbles and sales involving uncertainty: an explanation that the rules of uncertainty apply to contemporary scenarios.	The student should understand the sale of pebbles and its forms, explain the concept of uncertainty (gharar) and its categories, and apply the rules of uncertainty to contemporary scenarios. Discussion of real-life examples. Short quiz - to explain the concept of uncertainty (gharar) and its categories.	2	4
Short written assignment, oral memorization assessment.	Recitation, explanation of the hadith with its connection to the chapter, discussion groups.	Reading and memorizing the third and fourth hadiths while listening (hadiths about selling pebbles and uncertainty).	- To memorize and explain the two hadiths. - To derive legal rulings from them. Test	2	5
homework	A lecture using infographics and illustrative examples. Interactive questions.	Chapter on the prohibition of selling the rope of life (Explanation) - The student should explain the meaning of selling the rope of life.	- To explain the ruling on selling what is in the wombs of livestock. - To compare it with other types of sales.	2	6

Oral test, writing a similar conversation.	Recitation, explanation of the hadith, discussion	Reading and memorizing the fifth hadith while listening (the hadith prohibiting the sale of the offspring of an unborn animal) -	To memorize the fifth hadith. - To explain its meaning. - To mention its contemporary applications.	2	7
A written test covering the first four chapters.	Group review, solving sample questions.	8 exams (review and evaluation) -	The student should review what they studied in previous weeks. They should also assess their understanding through a test.	2	8
Discussion of business ethics. Participation in the discussion, case studies.	Lecture, text analysis.	Chapter on the prohibition of a man selling on top of his brother's sale (Explanation)	- The student should explain the meaning of a man selling on top of his brother's sale. - He should explain its ruling and wisdom. - He should identify its forms in the present era (auctions).	2	9
An oral and written test of the meaning of the hadith.	Explanation of the Hadith, listening to the recordings.	Reading and memorizing the sixth hadith while listening (the hadith prohibiting a man from selling on top of his brother's sale).	- To memorize the hadith. - To explain it concisely. To mention its benefits. Recitation.	2	10
A written assignment on the ruling	discussion	Chapter on the prohibition of receiving goods	- To explain its ruling and its harms. - To	2	11

regarding receiving gifts.		(Explanation) - The student should know the meaning of receiving goods.	compare it with monopoly. (Lecture, presentation of explanatory videos)		
Oral test.	Recitation, analysis of the speech.	Reading and memorizing the seventh hadith while listening (the hadith prohibiting intercepting goods)	- To memorize the seventh hadith. - To explain its economic implications.	2	12
A summary of the jurisprudence of the chapter.	An extensive lecture, extracting benefits, discussion	13 Explanation of the hadiths in the chapter on the prohibition of intercepting goods, along with an explanation of their jurisprudence (Hadith 8 and details) -	The student should be able to understand the detailed legal rulings in the hadiths of the chapter. - To deduce the legal principles.	2	13
A short quiz.	Lecture, practical examples, dialogue.	Chapter 14: Prohibition of selling to a Bedouin (Explanation) - The student should explain the meaning of selling to a Bedouin.	- To explain the reason for the prohibition. - To apply it to contemporary markets.	2	14
Oral and written test.	Recitation, explanation of the two hadiths.	Reading and memorizing the ninth and tenth hadiths while listening to them	To memorize the two hadiths. - To explain them.	2	15

		(hadiths of the chapter) -			
A comprehensive written test. [Review, test.	Exam (Semester) -	16. The student should assess his understanding of chapters 5 to 9.	2	16
Practical assignment.	Lecture, concept maps, examples.	Chapter 17: Sharecropping (Explanation)	The student should understand the sharecropping contract and its essential elements. - Explain its conditions and legal ruling. - Compare it to a lease.	2	17
Oral test.	Recitation, explanation of the hadith.	Reading and memorizing the sixteenth hadith while listening (the hadith on sharecropping) -	To memorize the hadith. - To explain its jurisprudence.	2	18
Interactive questions	A lecture, a comparison...	Chapter 19: Sharecropping (Explanation) - The student should explain the sharecropping contract. - He should clarify its ruling and conditions.	To distinguish between it and farming.	2	19
Oral test.	Recitation, analysis.	Reading and memorizing the seventeenth hadith while listening (the hadith of Musaqah) -	To memorize the hadith. - To deduce rulings.	2	20

a test	A lecture, verses and hadiths encouraging agriculture.	Chapter on the virtue of planting and sowing (Explanation)	The student should mention the virtue of planting and sowing in Islam. - They should connect worship with work.	2	21
Oral test.	Recitation, explanation.	Reading and memorizing the eighteenth hadith while listening (the hadith "There is no Muslim who plants a tree...") -	22. To memorize the hadith. - To explain its meanings.	2	22
A research assignment about pandemics.	Lecture, examples of jurisprudence	Chapter on the Ruling Regarding Calamities (Explanation) - The student should understand calamities and their rulings.	23. To show how to deal with infected fruit.	2	23
Oral test.	Recitation.	The nineteenth and its preservation with listening (Hadith on the placement of calamities)	24. Reading the Hadith - memorizing the Hadith. - Explaining it.	2	24
discussion.	Lecture, case studies.	Chapter on the sale of goods to the buyer (Explanation)	The student should explain the ruling regarding someone who finds their money with a bankrupt person. They should also clarify the rights of both the seller and the buyer.	2	25

Oral test.	Recitation, analysis.	Reading and memorizing the twentieth hadith while listening (the hadith "Whoever finds his money in person with a man who has gone bankrupt...")	- To memorize the hadith. - To apply the rule.	2	26
duty	To explain the etiquette of creditors and debtors. A lecture, verses, and hadiths.	Chapter on the virtue of overlooking and forgiving the hardship of a person in difficulty (Explanation)	The student should mention the virtue of giving respite to the debtor in financial difficulty.	2	27
Oral test.	Recitation, explanation.	To memorize the hadith. - To explain its merits.	Reading and memorizing the twenty-first hadith while listening (the hadith "Whoever gives respite to a debtor in difficulty...") -	2	28
Written test.		Exam (Review and Evaluation)	- The student should review chapters 10 to 14. Review.	2	29
a test	Lecture, text analysis, examples of Islamic finance. Short research on contemporary applications.	Chapter 30: Prohibition of the like (Prohibition of selling a sample or selling food before taking possession of it) - Explanation - The student should explain the meaning of the chapter	- To explain the ruling on the sale of a sample and its contemporary forms.	2	30
Oral test.	Recitation,	Reading and	To memorize the	2	31

	explanation.	memorizing the twenty-second hadith while listening (the hadith related to the chapter) -	hadith. - To explain its implication regarding the prohibition of 'inah (a type of usury).		
A comprehensive final exam (written and oral).	Group recitation, comprehensive review, discussion.	Reading and memorizing the twenty-third hadith, along with listening and general review - to memorize the twenty-third hadith.	- To review all the hadiths and chapters.	2	32

23. Course evaluation

Course grades are based on annual effort (40%), distributed among periodic tests, practical application, continuous review, and class participation, while (60%) is allocated to

24. 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

25. Contemporary intellectual trends
26. Course code
27. Semester/Year 2025–2026
28. Date this description was prepared 1/10/2025
29. Available forms of attendance My presence

30. Number of study hours (total) / Number of units (total) 48 hours / 48 units	
31. Name of the course coordinator (if there is more than one, please mention it).	
<p style="text-align: center;">1- Name: Dr. Walid Adel Ali green Email: dwaleedalsabawy@gmail.com</p> <p style="text-align: right;">2- Name Email:</p> <p style="text-align: right;">3- Name: Email:</p>	
32. Course objectives	
<p>Statement of fact Contemporary trends and understanding their nature Explaining it to the students and giving similar examples so that the picture becomes completely clear to the second-year students.</p>	<p style="text-align: center;">Course objectives:</p> <p style="text-align: center;">1-Consolidation The concept of intellectual trends.</p> <p style="text-align: center;">2-Legislative objectives.:</p> <p style="text-align: center;">3-Educational goals.</p> <p style="text-align: center;">4-Intellectual and scientific goals.</p> <p style="text-align: center;">Fifth: Behavioral objectives.</p>
33. Teaching and learning strategies	
<p>Teaching depends Intellectual Trends Material It employs a range of diverse strategies that combine the analytical presentation of the Qur'anic text with scholarly interaction with students, through analytical lectures, discussions and scholarly dialogues, and collaborative learning in analyzing verses and extracting rulings and benefits. Grammar In addition to employing a</p>	<p style="text-align: center;">strategy</p> <p style="text-align: center;">1-Direct strategies~Lecture The classroom approach adopts a detailed explanation through the presentation of practical examples so that the picture is clear</p>

systematic approach to reflection and problem-based learning to connect the verses in the student's mind. Presentations, e-learning, and short formative tests are also used to measure the achievement of learning outcomes and to develop thinking, analytical, and deductive reasoning skills. With the students.

to all students..
 2-Interactive strategies discussion and dialogue
 Scientific, Posing thoughtful questions and encouraging students to participate.
 3-Strategies for developing thinking Learning Standing on Problems and offer Issues And he linked it to the verses of the surah (The work of derivatives and sources).

34. Course structure

Evaluation method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Question	Interactive lecture	Islamic thought	Definition of Islamic thought and its characteristics	2	1-
Practical task	group discussion	Factors of Islamic Thought	A statement of the sources of Islamic thought and an analysis of their influence	2	2-
Short test	Presentation + Examples	Islam's stance on empirical thinking	Clarifying the relationship between Islam and science	2	3-

Class participation	Concept map	The emergence of intellectual schools of thought	Explanation of the reasons for the emergence of schools of thought	2	4-
Analytical question	Analytical lecture	The era of the Church's dominion	Analysis of the nature of ecclesiastical rule	2	5-
Comparison duty	Group comparison	Age of Enlightenment	Explaining the intellectual shift in Europe	2	6-
Short test	Text analysis	Positivism	Definition of positivism and its foundations	2	7-
Research	Presentation and discussion	pragmatism	A statement of its concept and pioneers		8
Report	Case study	Ethics in Pragmatism	Analysis of the concept of utilitarianism		9
Oral presentation	Critical discussion	Islam's stance on pragmatism	Critique of the doctrine from an Islamic perspective		10
Open test	Text analysis	The reality of existence	Understanding the concept of freedom and existence		11

l essay	Open dialogue	Critique of Existentialism	Statement of doctrinal shortcomings		12
ort test	a lecture	secularism	Definition of secularism and its characteristics		13
oral ntation	debate	Islam's stance on secularism	Presenting a critical legal perspective		14
uestion	discussion	Circumstances of the emergence of secularism	Analysis of the political and social context		15
					16
ort test	a lecture	nationalism	Definition of nationalism and its characteristics		17
Written gnment	discussion	Defining nationalism in the general sense	Distinguishing between concepts		18
a test	Historical presentation	History of the emergence of nationalism	Statement of the stages of its development		19
search	discussion	Islam's stance on Arab nationalism	Analyzing the relationship between ideology and nationalism		20

Student presentation	Comparison table	Between Arabism and Islam	Comparison between the two concepts		21
Analytical question	Interactive lecture	Nationalism	Definition of patriotism and its criteria		22
Activity	discussion	Modern nationalism	Understanding the evolution of the concept		23
Short test	Analytical presentation	capitalism	Definition of the capitalist system		24
Practical exercise	Study of concepts	Rules of capitalism	Understanding the fundamentals of the free market		25
Analytical problems	Practical applications	Law of supply and demand	Explaining the market mechanism		26
Short test	Comparative presentation	Definition of socialism and its types	Socialist doctrines		27
Research assignment	discussion	Analysis of its development	Modern Socialism		28
Group presentation	Comparison table	Types of socialist ideologies	Comparison of trends		29
Short test	Text analysis	Marxism	They are the intellectual foundations		30

l essay	analytical discussion	The origin of the Marxist perspective	Explanation of historical materialism		31
l exam	Review and debate	Review and debate	Comparison and conclusionIslamic		32

35. Course evaluation :

Course grades are based on annual effort (40%), distributed among periodic tests, practical application, continuous review, and class participation, while (60%) is allocated to

36. Learning and teaching resources

Contemporary intellectual trends of Dr. Jumaa Al-Khouli	Required textbooks (methodology, if applicable)
Intellectual currents of a group of thinkers	Main references (sources)
General books on contemporary trends	Recommended supporting books and references (scientific journals, reports...)
Comprehensive Library	Electronic references, websites

Course Description

37.Course Name:	
	Grammar
38.Course code	
	DWF3NA
39.Semester/Year	
	The year 2025–2026
40.Date this description was prepared:	
	1/10/2025
41.Available forms of attendance:	
	My presence

42. Number of study hours (total) / Number of units (total)	
Total number of hours (60) Units (90)	
43. Name of the course coordinator (if there is more than one, please mention it).	
1- Name: Dr. Walid Adel Ali green Email: dwaleedalsabawy@gmail.com	
44. Course objectives	
<p>Statement of fact Arabic language, morphological structures, and their application in light of student usage, along with an explanation of the prescribed vocabulary. The curriculum includes solving applications that will convey a comprehensive idea to university students.</p>	<p style="text-align: center;">Course objectives:</p> <p>1-Consolidating the Arabic language among students.</p> <p>2-Legislative objectives.:</p> <p>3-Educational goals.</p> <p>4-Intellectual and scientific goals.</p> <p>Fifth: Behavioral objectives.</p>
45. Teaching and learning strategies	
<p>Teaching depends Grammar It employs a range of diverse strategies that combine the analytical presentation of the Qur'anic text with scholarly interaction with students, through analytical lectures, discussions and scholarly dialogues, and collaborative learning in analyzing verses and extracting rulings and benefits. Grammar In addition to employing a systematic approach to reflection and problem-based learning to connect the verses In the student's mind Presentations, e-learning, and short formative tests are also used to measure the achievement of learning outcomes and to develop thinking, analytical, and deductive reasoning</p>	<p style="text-align: center;">strategy</p> <p>1-Direct strategies~Lecture The language used adopts a detailed explanation through the presentation of practical examples so that the picture is clear to all students..</p> <p>2-Interactive strategies discussion and dialogue Scientific, Posing thoughtful questions</p>

skills. With the students.

and encouraging students to participate. 3-Strategies for developing thinking Learning Standing on Problemsan offerIssuesAnd he linked it to the verses of the surah (The work of derivatives and sources).

46. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Class participation	Lecture and discussion	Introduction to Grammar	Understanding the purposes of the Arabic language	2	.١
Written test	collaborative learning	The situation	Analysis of the current situation	2	.٢
Short test	Literary analysis	Types of adverbial phrases	Understanding the types of adverbial phrases and their applications	2	.٣
Sharing	discussion	Presenting the circumstantial clause before its agent	Identifying Quranic evidence	2	.٤
discussion	Analytical lecture	Presenting the situation before its subject	Understanding the topics	2	.٥

Participation	Class	Calendar Offers	The singular adverbial	Analysis of grammatical rules	2	.٦
Class participation		Grammatical analysis	The adverbial phrase	Understanding the uses of the adverbial phrase	2	.٧
Written test		Discuss and solve the problem	Transitional state	Practical examples of the situation	2	.٨
Short test		Lecture and discussion	The necessary condition	Uses of the adverbial phrase in Arabic literature	2	.٩
Sharing	collaborative learning		Grammatical analysis	Examples of poetic meters	2	.١٠
discussion	Literary analysis		absolute object	Understanding the cases of the absolute object	2	.١١
Participation	Class discussion		The object with it	Practical examples from the Qur'an	2	.١٢
Participation	Class	Analytical lecture	The object in it	Understanding the uses of the adverbial accusative	2	.١٣
Written test		Calendar Offers	Discrimination	Examples of discrimination in the Qur'an	2	.١٤
Short test		Grammatical analysis	Proportional discrimination	Understanding discrimination applications	2	.١٥
Sharing		Discuss and solve the problem	Self-distinction	Understanding the uses of discrimination	2	.١٦

discussion	Lecture and discussion	The effect of it	Knowing the conditions of the object	2	.١٧
Participation	Class collaborative learning	Exception	The Quranic exception	2	.١٨
Participation	Class Literary analysis	The complete exception	Hadith evidence for exception	2	.١٩
Written test	discussion	The complete connected exception	The perfect app	2	.٢٠
Short test	Analytical lecture	The separate exception	The perfect app	2	.٢١
Sharing	Calendar Offers	prepositions	The perfect app	2	.٢٢
discussion	Grammatical analysis	Meanings of prepositions	The perfect app	2	.٢٣
Participation	Class Discuss and solve the problem	Addition	Understanding the concept of addition and its types	2	.٢٤
Participation	Class Lecture and discussion	pure addition	Applications on the add-on	2	.٢٥
Written test	collaborative learning	non-pure addition	Quranic and grammatical evidence for the non-pure genitive construction	2	.٢٦
Participation	Class Lecture and discussion	Acquiring the feminine gender from the possessive pronoun	Applications on the add-on	2	.٢٧
Participation	Class Lecture and discussion	What can be added to sentences	Applications on the add-on	2	.٢٨

Class participation	Lecture and discussion	any Necessary addition	Applications on the add-on	2	.٢٩
Class participation	Lecture and discussion	Laden and Ma'a and what is added to it	Applications on the add-on	2	.٣٠
Class participation	Lecture and discussion	Other than, and before, and their counterparts	Applications on the add-on	2	.٣١
Class participation	Lecture and discussion	The first noun being modified is omitted, while the second noun remains in its place.	Applications on the add-on	2	.٣٢

47. Course evaluation :

Course grades are based on annual effort (40%), distributed among periodic tests, practical application, continuous review, and class participation, while (60%) is allocated to

48. Learning and teaching resources

Ibn Aqil's explanation	Required textbooks (methodology, if applicable)
The clearest paths to Ibn Malik's Alfiyya	Main references (sources)
The Fundamentals of Grammar by Ibn al-Sarraaj and the Sufficient Book on Grammar	Recommended supporting books and references (scientific journals, reports...)
Comprehensive Library / Language Books Center Website	Electronic references, websites

Course Description

49.Course Name
Biography of the Prophet's Family
50.Course code
DWF3SB
51.Semester/Year
annual
52.Date this description was prepared
1-10-2025
53.Available forms of attendance
My presence
54.Number of study hours (total) / Number of units (total)
Number of hours: 1 / Number of units: 2
55.Name of the course coordinator (if there is more than one, please mention it).
1- Name: Prof. Dr. Raddad Khalaf Attallah Email: raddad@imamaladham.edu.iq 2- Name Email: 3- Name: Email:
56. Course objectives

<p style="text-align: center;">The course aims to:</p> <ol style="list-style-type: none"> 1. Defining and clarifying the concept of Ahl al-Bayt (People of the House) linguistically and legally. 2. Studying the scholarly and practical biographies of the prominent figures of the Ahl al-Bayt. 3. Highlighting their role in preserving Islamic law and spreading knowledge. 4. A statement of their impact on building the ethical and educational approach in Islam. 5. Developing the student's analytical ability in reading historical and hadith texts related to their biography. 6. Establishing the values of moderation and emulation of the Prophet's biography and the Ahl al-Bayt in individual and social behavior. 	<p>Course objectives</p>
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57. Teaching and learning strategies

<ul style="list-style-type: none"> • Interactive lecture. • Group discussion and text analysis. • Short research-based learning. • Student presentations. • Analysis and evaluation of historical narratives. • Collaborative learning within groups. 	<p>strategy</p>
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58. Course structure

Evaluation	Learning	Unit	Required	Hours	Week
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	Method	method	or topic nam e	learning outcome s		
	Class participation	Lecture + Discussion	An introduction to the biography of the Prophet's family and their concept	Defining the concept of Ahl al-Bayt and clarifying the terminology	2	1-2
	analytical task	Text analysis	The Ahl al-Bayt in the Qur'an and Sunnah	Understanding Qur'anic and Hadith evidence	2	3-4
	Short test	Presentation + Discussion	Biography of Fatima al-Zahra	Statement on the status of Lady Fatima	2	4-5
	sharing	Interactive lecture	Biography of Ali ibn Abi Talib	Analysis of Imam Ali's personality	2	5-6
	duty	discussion	Biography of Al-Hasan ibn Ali	Understanding the role of Imam Hassan	2	7-8
	Short test	historical analysis	Biography of Al-Hussein ibn Ali	Analysis of Imam Hussein's Revolution	2	8-10
Student presentation		Guided reading	Biography of Ali Zayn al-Abidin	Study of Imam Zain Al-Abidin School	2	11-12
First semester exam		Scientific discussion	Biography of Muhammad al-Baqir	Understanding the scientific role of Imam al-Baqir	2	13-14
	duty	Research presentation	Biography of Ja'far al-Sadiq	Highlighting the school of jurisprudence	2	15-16
	Show rating	Group research	Contributions of the Ahl al-Bayt to jurisprudence and hadith	A statement of their role in Islamic sciences	2	17-18
	sharing	discussion	Ethical and educational approach	Ethical analysis	2	19
	Short test	Text analysis	The stances of	Studying their	2	20-21

		the Ahl al-Bayt regarding tribulations	political stances		
duty	an offer	The influence of the Prophet's family on Islamic thought	Statement of their cultural impact	2	22-23
Second semester exam	panel discussion	A critical reading of the sources of the biography	Developing the skill of historical criticism	2	24
Preparation for the final	Open discussion	General review and evaluation	Comprehensive review	2	25-26
Tests review	Tests review	Tests review	Tests review	2	27-28-
				2	20-30

59. Course evaluation

First semester exam 20%, Second semester exam 20%, Final exam 60%, Total 100%

60. Learning and teaching resources

A book of lectures on the biography of the Prophet's family by a group of scholars from the Imam Al-Azam University College

Required textbooks (methodology, if applicable)

Biographies and History Books

Main references (sources)

nothing

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

nothing

Electronic references, websites

Course Description

Course Name: - -\	
Explanation of the Hadith	
61.Course code:	
	DWF40F
62.Semester/Year:	
	annual
63.Date this description was prepared:	
	1/10/2025
64.Available forms of attendance:	
	My presence
65.Number of study hours (total) / Number of units (total)	
The hadith explains that the number of weekly hours is 2, the total -\ number is 60, and the number of units is 60.	
66.Name of the course coordinator (if there is more than one, please mention it).	
	1- Name: Prof. Dr. Raddad Khalaf Attallah Email: raddad@imamaladham.edu.iq 2- Name Email: 3- Name: Email:
67. Course objectives	

<p>Explaining the Hadith aims to teach the jurisprudential rulings derived from the Hadiths and to enrich the student with the sayings of scholars, especially the four schools of thought, and to identify the most correct opinion among them.</p> <p>The terminology of Hadith aims to familiarize the student with the terminology of this field and to understand its meanings in order to distinguish between authentic and weak hadiths, and so on.</p>	<p>Course objectives</p>
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68. Teaching and learning strategies

<p>classrooms and blackboards</p>	<p>strategy</p>
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69. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
discussion	a lecture	the introduction	Book Introduction	2	1
discussion	a lecture	Chapter on Purification	First Hadith	2	2
discussion	a lecture	Chapter on Purification	The second hadith	2	3
discussion	a lecture	Chapter on Purification	The third hadith	2	4
discussion	a lecture	Chapter on Purification	The fourth hadith	2	5

discussion	a lecture	Chapter on Purification	The fifth hadith	2	6
a test	a test	a test	a test	2	7
discussion	a lecture	Chapter on Prayer	First Hadith	2	8
discussion	a lecture	Chapter on Prayer	The second hadith	2	9
discussion	a lecture	Chapter on Prayer	The third hadith	2	10
discussion	a lecture	Chapter on Prayer	The fourth hadith	2	11
discussion	a lecture	Chapter on Prayer	The fifth hadith	2	12
a test	a test	a test	a test	2	13
discussion	a lecture	Chapter on Zakat	First Hadith	2	14
discussion	a lecture	Chapter on Zakat	The second hadith	2	15
discussion	a lecture	Chapter on Zakat	The third hadith	2	16
a test	a test	a test	a test	2	17
discussion	a lecture	Chapter on Fasting	First Hadith	2	18
discussion	a lecture	Chapter on Fasting	The second hadith	2	19
discussion	a lecture	Chapter on Fasting	The third hadith	2	20
a test	a test	a test	a test	2	21
discussion	a lecture		First Hadith	2	22
discussion	a lecture		The second hadith	2	23
discussion	a lecture		The third hadith	2	24
discussion	a lecture		a test	2	25
discussion	a lecture		First Hadith	2	26
discussion	a lecture		The second hadith	2	27

a test	a test		a test	2	28
discussion	review		review	2	29
discussion	review		review	2	30

70. Course evaluation Excellent	
71. Learning and teaching resources	
Required textbook	Required textbooks (methodology, if applicable)
Books on hadith classification and defects, as well as books of jurisprudence for the four schools of thought.	Main references (sources)
Books on hadith transmission and defects, as well as books on the understanding of the four schools of thought.	Recommended supporting books and references (scientific journals, reports...)
There is no need for websites due to the availability of resources.	Electronic references, websites

Course Description

72. Course Name

Hadith terminology	
73.Course code	
DWF2MH	
74.Semester/Year	
annual	
75.Date this description was prepared	
1-10-2025	
76.Available forms of attendance	
My presence	
77.Number of study hours (total) / Number of units (total)	
Number of hours: 2 / Number of units: 4	
78.Name of the course coordinator (if there is more than one, please mention it).	
1- Name: Prof. Dr. Raddad Khalaf Attallah Email: raddad@imamaladham.edu.iq 2- Name Email: 3- Name: Email:	
79. Course objectives	
<p>The course on Hadith terminology aims to:</p> <ol style="list-style-type: none"> 1. Introducing the student to the origins, development, and importance of the science of Hadith terminology in preserving the Prophetic Sunnah.. 2. To enable the student to understand basic hadith terminology and distinguish between types of hadith. 3. Training the student to differentiate between 	Course objectives

- authentic, good, and weak hadiths.
4. Informing the student about the conditions of acceptance and response according to the modern scholars.
 5. Developing the ability to apply practically in the initial analysis and evaluation of hadith..
 6. Highlighting the efforts of scholars in serving the Sunnah of the Prophet.

80. Teaching and learning strategies

- **Interactive lecture.**
- **Scientific discussion and dialogue.**
- **Cooperative learning.**
- **Student performances.**
- **Applied analysis of hadith texts.**
- **short research assignments.**

strategy

81. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral questions	Lecture and discussion	Introduction to the Science of Hadith Terminology	Understanding terminology and its importance	2	1
Short assignment	a lecture	The emergence and	A statement on the origin and	2	2

			codification of terminology	development of science		
	Short test	Explanation and analysis of texts	Authentic Hadith (its definition and conditions)	Understanding the categories of Hadith based on acceptance	2	3
	duty	Practical lecture	The good hadith	Distinguishing between authentic and good	2	4
	Short test	discussion	Weak Hadith and its categories	Statement of reasons for weakness	2	5
	oral assessment	Example analysis	The connected, the disconnected, and the problematic	Differentiating between the sections of the chain of transmission	2	6
	duty	Student presentation	The sender and the deceiver	Understanding the types of interruptions	2	7
	Midterm exam	a lecture	The fabricated hadith and its causes	Identifying the topic of the hadith	2	8
	duty	discussion	The science of criticism and its terminology	Understanding the concept of criticism and modification	2	9
	Short test	Text analysis	Levels of criticism and disparagement	Understanding the ranks of narrators	2	10
Classroom	questions	a lecture	Mutawatir and Ahad Hadith	Distinguishing between Mutawatir and Ahad	2	11
	duty	Presentation and discussion	The famous, the dear, and the strange	Knowing the divisions of units	2	12
	Short test	Applied analysis	The defective and anomalous hadith	Understanding Hadith defects	2	13
Practical	assessment	practical application	Methodology of Hadith Authentication	Applying graduation rules	2	14
Preparation for the first	semester exam	Open discussion	Comprehensive review	General review	2	15
	Introduction	Open discussion	Its sections and conditions	The troubled	2	16

Scientific evaluation	Lecture and analysis	Its sections and conditions	Inverted	2	17
Oral assessment	Lecture and application	Its sections and conditions	deviant	2	18
Oral assessment	Lecture and application	Its sections and conditions	Denial	2	19
Short test	Lecture and analysis	Its sections and conditions	The abandoned	2	20
a test	a test	a test	a test	2	21
		Types	the topic	2	22
	Models and discussion	Statement of sections and conditions	Common ground between authentic, good, and fabricated	2	23
	Models and discussion	Types	Increase confidence	2	24
	Applications	Its sections	Follower and witness	2	25
			review	2	26
review	review	review	review	2	28
a test	a test	a test	a test	2	29
a test	a test	a test	a test	2	30

82. Course evaluation

First semester exam 20%, Second semester exam 20%, Final exam 60%, Total 100%

83. Learning and teaching resources

A book of lectures on facilitating the sciences of the Sunnah	Required textbooks (methodology, if applicable)
The prescribed textbook along with terminology books	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)

Comprehensive Library	Electronic references, websites
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Course Description

84.name The course
Islamic systems

85.Course code	
DWF2NI	
86.Semester/Year	
Year 2025-2026	
87.Date this description was prepared	
01/10/2025	
88.Available forms of attendance	
My presence	
89.Number of study hours (total) / Number of units (total)	
Number of hours(32) Number of units (32)	
90.Name of the course coordinator (if there is more than one, please mention it).	
1. the name: Dr. Junaid Fakhruddin Sadiq Email: hurmuzlugunid@gmail.com	
91. Course objectives	
<p style="text-align: center;">The course aims to:</p> <ol style="list-style-type: none"> 1. General knowledge about secular systems and their relationship to the Islamic system. 2. Raising student awareness and broadening their knowledge of Islam 	Course objectives
92. Teaching and learning strategies	
1. Interactive theoretical lecture . 2. Classroom discussion . 3. The dialogue style in presenting topics.	strategy
4. Course structure	

Evaluation method	Learning method	Unit or topic name	Required learning	Hours	Week
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				outcomes		
Questions	a lecture	Introduction to the subject and curriculum	Information about the material	1	1	
Operative learning	discussion	Features of Islamic systems	General culture	1	2	
Hom test	a dialogue	The relationship of Islamic systems to Islamic law	Comparison between systems	1	3	
Questions	a lecture	The world's need for Islamic systems	Human nature and its need for order	1	4	
Operative learning	discussion	The emergence of Islamic and secular systems	History and development of this science	1	5	
Questions	a dialogue	Faith and moral foundations	Linking behavior and faith	1	6	
Operative learning	a lecture	The blending of ethics and law	The relationship between law and ethics	1	7	
Questions	discussion	Writing in Islamic systems	Systems documentation	1	8	
Operative learning	a dialogue	The goal of Islamic systems	The ultimate goal of systems in Islam	1	9	
Questions	a lecture	Divine	Connecting the servant to his Lord	1	10	
Operative learning	discussion	The prohibition of alcohol in America and its consequences	The practical application of eradicating vices	1	11	
Hom test	a dialogue	Inclusivity	The scope of Sharia	1	12	
Hom test	a lecture	The Qur'an and	Islam is a way	1	13	

		Sunnah encompass all aspects of daily life.	of life		
Questions	discussion	A vivid description of the comprehensiveness of Islamic law and its systems	Description of inclusivity	1	14
om test	a dialogue	Global	Our Islamic system is for all times and places.	1	15
om test	a lecture	The bankruptcy of Western civilization and its systems	Inadequacies of positive systems	1	16
orative ning	discussion	Moderation	Moderation in Islamic systems	1	17
Questions	a dialogue	The problem of private ownership	The Islamic solution to the problem	1	18
om test	a lecture	The problem of sexual instinct	Moderation towards instincts	1	19
orative ning	discussion	Combining stability and flexibility	The authenticity and modernization of Islamic systems	1	20
om test	a dialogue	Factors of capacity and flexibility in Islamic systems	Flexible means	1	21
om test	a lecture	Examples of verses and hadiths that represent general principles	College of Texts	1	22

Questions	discussion	Taking into account human nature	Islam's simulation of human life	1	23
from test	a dialogue	Combining worldly and otherworldly reward	The duality of reward and punishment in Islam	1	24
from test	a lecture	Islam and worldly reward	Justice in Islamic systems	1	25
prative ning	discussion	Obtaining God's pleasure and reward	Achieving the ultimate goal	1	26
Questions	a dialogue	Achieving balance in the life of the nation	Mediation and balancing	1	27
from test	a lecture	The cure for the nation's problems and its tools	Islam is the solution	1	28
prative ning	discussion	Unity of the Islamic nation	Unifying the word	1	29
Questions	a dialogue	Empowering the nation	Divine companionship	1	30

5. Course evaluation:

examChapter One (Theory):20% .١
examChapter Two (Theory):20% .٢
final exam:60% .٣

4. Learning and teaching resources

Introduction to the Study of Islamic Theory Imam Al-Azam College	Required textbooks (methodology, if applicable)
Islamic Systems by Ahmed Dhiab History of Islamic Legislation and History of Systems by Ahmad al-Shalabi	Main references (sources)

<p>Islamic Systems by Abdul Aziz Al-Douri .¹ Islamic systems by Maliha Rahmatullah .²</p>	<p>Recommended supporting books and references (scientific journals, reports...)</p>
<p>The Prophet's website Al-Aluka website</p>	<p>Electronic references, websites</p>

Course Description

<p>93.nameThe course</p>
<p>Quranic Sciences</p>

94.Course code	
DWF1AQ	
95.Semester/Year	
Year 2025-2026	
96.Date this description was prepared	
01/10/2025	
97.Available forms of attendance	
My presence	
98.Number of study hours (total) / Number of units (total)	
Number of hours(32) Number of units (32)	
99.Name of the course coordinator (if there is more than one, please mention it).	
1. the name: Dr. Junaid Fakhruddin Sadiq Email: hurmuzlugunid@gmail.com	
100. Course objectives	
<p style="text-align: center;">The course aims to:</p> <ol style="list-style-type: none"> 3. Introducing students to the meaning of the Qur'an, revelation, and the reasons for the revelation of verses and chapters. 4. Educating the student about the proper etiquette for dealing with the Quran. 5. Educating students about the stages of the revelation of the Qur'an, its diacritical marks, and its compilation. 	Course objectives
101. Teaching and learning strategies	
Interactive theoretical lecture .٦ Classroom discussion .٧ The dialogue style in presenting topics. .٨	strategy

9. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Short questions	a lecture	An introduction to Quranic sciences, their origins and development	Introduction to science and its history	1	1
Collaborative learning	discussion	Definition of the Quran	The meaning of the Qur'an, linguistically and technically	1	2
Classroom test	a dialogue	Definition of revelation and its types	Statement of Gabriel's tasks	1	3
Short questions	a lecture	Revelation to the angels	How to suggest to the king	1	4
Collaborative learning	discussion	How angels revealed themselves to the messengers	How to inspire the Prophet	1	5
Short questions	a dialogue	The Meccan and Medinan chapters: Scholars' attention to them	Distinguishing between the revelation of the surahs	1	6
Collaborative learning	a lecture	Knowledge of Meccan and Medinan verses	The fruits of distinguishing between the surahs	1	7
Short questions	discussion	Features of	Signs that	1	8

			Meccan and Medinan	distinguish between the surahs		
collaborative learning	a dialogue	First and last revealed	Gradual descent	1	9	
short questions	a lecture	Reasons for revelation	Understanding Surahs	1	10	
collaborative learning	discussion	Defining the reason and the benefits of knowing the reason for revelation	The fruits of knowing the cause	1	11	
classroom test	a dialogue	What is relied upon to know the reason for revelation	Methods of determining the reasons for revelation	1	12	
classroom test	a lecture	General wording and reason	Interpretive rule	1	13	
short questions	discussion	Formulas for the reason for revelation	Tools for determining the reason for revelation	1	14	
classroom test	a dialogue	The connection between the verses	The aesthetics of Quranic arrangement	1	15	
classroom test	a lecture	The connection between the surahs	The aesthetics of Quranic arrangement	1	16	
collaborative learning	discussion	The revelation of the Quran as a whole	General understanding of the Qur'an	1	17	
short questions	a dialogue	The gradual revelation of	Meaning of (tanzilan)	1	18	

			the Quran			
classroom test	a lecture	The impact of the gradual revelation of the Quran on education and upbringing	Applying astrology to education	1	19	
collaborative learning	discussion	The compilation of the Quran and its stages	The role of humans in preserving the Quran	1	20	
classroom test	a dialogue	Order of verses and chapters	Divine arrangement of the Quran	1	21	
classroom test	a lecture	Ottoman drawing	The concept of Ottoman drawing	1	22	
short questions	discussion	Verses breaks and endings	Knowledge of verse endings and verse titles sparked	1	23	
classroom test	a dialogue	The revelation of the Quran in seven modes of recitation	Multiple recitations of the Quran	1	24	
classroom test	a lecture	The wisdom behind the revelation in seven letters	The Quran's interest in the diversity of dialects	1	25	
collaborative learning	discussion	Compact and similar	Which verses are interpreted and which are not?	1	26	
short questions	a dialogue	Difference in knowledge of similarities	Multiple interpretations of the verses	1	27	

classroom test	a lecture	Success in interpretation	The comprehensive statement of the various interpretations	1	28
collaborative learning	discussion	reprehensible interpretation	What prevents interpretation	1	29
short questions	a dialogue	Abrogating and abrogated verses	Knowing the timing of the descent	1	30

10. Course evaluation:

examChapter One (Theory):20% .٥
 examChapter Two (Theory):20% .٦
 final exam:60% .٧

8. Learning and teaching resources

Researcher in Quranic Sciences for Al-Qattan Imam Al-Azam College	Required textbooks (methodology, if applicable)
Lectures on Qur'anic Sciences by Al-Quduri Al-Itqan by Al-Suyuti	Main references (sources)
Basic Introductions to Qur'anic Sciences by Abdullah Al-Jadiah .٣ Mastering the proof by Fadl Abbas .٤ Editor in Quranic Sciences by Musa'id al-Tayyar .٥	Recommended supporting books and references (scientific journals, reports...)
locationThe forum of scholars of interpretation. .١	Electronic references, websites

Course Description

102.	name The course
	computerfor
103.	Course code
	HAS103
104.	Semester/Year
	First stage / First and second semesters
105.	Date this description was prepared
	01/10/2025

106. Available forms of attendance											
Attendance/laboratory work											
107. Number of study hours (total) / Number of units (total)											
hourWeekly (1 practical)Two units											
108. Name of the course coordinator (if there is more than one, please mention it).											
1. the name: Dr. Yassin Ahmed Mohammed Dawood Email: eng.yassin.ahmed@imamaladham.edu.iq											
109. Course objectives											
<p style="text-align: center;">The course aims to:</p> <ol style="list-style-type: none"> 6. Introducing students to the basic concepts of computers and their hardware and software components.. 7. Enabling students to understand the operating system environment Windows 10 and how to handle it efficiently. 8. Introducing students to the concept of viruses, their types, and methods of protection against them. 9. Developing students' skills in managing files and folders. 10. Enhancing students' basic digital literacy. 	Course objectives										
110. Teaching and learning strategies											
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">Interactive theoretical lecture</td> <td style="text-align: right;">. ١١</td> </tr> <tr> <td style="text-align: right;">Practical demonstration inside the laboratory</td> <td style="text-align: right;">. ١٢</td> </tr> <tr> <td style="text-align: right;">Learning by doing (Hands-on Training)</td> <td style="text-align: right;">. ١٣</td> </tr> <tr> <td style="text-align: right;">Classroom discussion</td> <td style="text-align: right;">. ١٤</td> </tr> <tr> <td style="text-align: right;">Solving practical exercises</td> <td style="text-align: right;">. ١٥</td> </tr> </table>	Interactive theoretical lecture	. ١١	Practical demonstration inside the laboratory	. ١٢	Learning by doing (Hands-on Training)	. ١٣	Classroom discussion	. ١٤	Solving practical exercises	. ١٥	strategy
Interactive theoretical lecture	. ١١										
Practical demonstration inside the laboratory	. ١٢										
Learning by doing (Hands-on Training)	. ١٣										
Classroom discussion	. ١٤										
Solving practical exercises	. ١٥										

16. Course structure

	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
	Lecture	Definition of a computer and its importance	Introduction to computers	1	1
	discussion	Analysis of the advantages and disadvantages of use	Uses, advantages, and disadvantages of computers	1	2
	Practical demonstration	Identifying input and output components	physical components(Hardware)	1	3
	Lecture + Practical	to explain CPU and RAM	Processing and memory units	1	4
	practical	Comparison between types of storage	storage media(HDD / SSD)	1	5
	exercises	conversion between Bit, Byte, KB, MB	Data measurement units	1	6
	Lecture	Distinguishing between System & Application	Software (Software)	1	7
	discussion	List of operating system functions	Operating systems	1	8
	offer	Comparison between Windows and other systems	Types of operating systems	1	9
	discussion	Strengthening concepts	General review	1	10

Laboratory work	Interface recognition	environmentWindows 10	1	11
practical	Customize backgrounds and icons	Desktop and its components	1	12
practical	Application Management	Start menu and taskbar	1	13
practical	Reduce, enlarge, sort	Window Management	1	14
-	Comprehensive assessment of the first chapterThe second	Mid-year exam	1	15
practical	UseSettings	System settings	1	16
practical	Controlling system properties	Accounts and Energy Management	1	17
practical	Creating and organizing files	Files and folders	1	18
practical	Distinguishing between extensions	File types	1	19
practical	Using the search bar	Search within the system	1	20
lecture	Definition of the virus	Viruses – The Concept	1	21
discussion	virus classification	Types of viruses	1	22
lecture	Analyzing its effects	Virus damage	1	23
practical	UseWindows Defender	antivirus programs	1	24
discussion	Digital protection principles	Basic Information Security	1	25
practical	Applying system skills	Comprehensive practical applications(1)	1	26

practical	Advanced file management	Comprehensive practical applications(2)	1	27
discussion	Establishing concepts	Comprehensive general review	1	28
practical	Exam practice	Solving questions/examples	1	29
-	Measuring final outputs	Final exam	3	30

17. Course evaluation:

examChapter One (Practical + Theoretical):15%	.9
examChapter Two (Practical):15%	.10
Activities and short quizzes: 10%	.11
final exam:60%	.12

13. Learning and teaching resources

Computer Science course notes – Imam Al-Azam College	Required textbooks (methodology, if applicable)
Computer Fundamentals and Applications – Recent Editions	Main references (sources)
International Computer Driving .6 Licence (ICDL) books(ICDL) EvidenceOfficial Microsoft .7	Recommended supporting books and references (scientific journals, reports...)
locationOfficial Microsoft .2 Educational lessonsWindows on .3 YouTube Approved e-learning platforms .4	Electronic references, websites

Course Description

111.	name The course	
		computerfor
112.	Course code	
		HASS312
113.	Semester/Year	
		Phase Two / Annual
114.	Date this description was prepared	
		01/10/2025
115.	Available forms of attendance	
		Attendance/laboratory work
116.	Number of study hours (total) / Number of units (total)	
		hourWeekly (1 practical)Two units
117.	Name of the course coordinator (if there is more than one, please mention it).	
	1. the name: Dr. Yassin Ahmed Mohammed Dawood Email: eng.yassin.ahmed@imamaladham.edu.iq	
118.	Course objectives	
	<p style="text-align: center;">This course aims to:</p> <p>Enabling students to use the programMicrosoft Word 2019Efficient in preparing academic and official documents. .١</p> <p>To equip students with the skills to format texts and insert tables, images, and charts. .٢</p> <p>Training students to prepare presentations usingMicrosoft PowerPoint 2019. .٣</p> <p>Developing presentation skills using multimedia. .٤</p>	Course objectives

Enhancing the ability to produce professional reports and presentations that serve different disciplines.

6. Teaching and learning strategies

	Hours	strategy
Interactive theoretical lecture	.18	
Practical demonstration inside the laboratory	.19	
Learning by doing(Hands-on Training)	.20	
Classroom discussion	.21	
Solving practical exercises	.22	

23. Course structure

Learning method	Unit or topic name	Required learning outcomes	Hours	Week
a lecture	Package identificationOffice	Introduction toMicrosoft Office	1	1
practical	Dealing with tapes and menus	Interface recognitionWor d	1	2
practical	Create a new document and save it	Creating and saving documents	1	3
practical	Change font type, size, and color	Text formatting	1	4

	practical	Alignment, enumeration, spacing	Paragraph formatting	1	5
	practical	Creating and formatting tables	Insert tables	1	6
	practical	Working with graphic elements	Inserting images and shapes	1	7
	practical	Insert page numbers	Heads and tails	1	8
	practical	Integrated academic document formatting	Report preparation	1	9
	practical	Print preparation	Print and preview	1	10
	practical	Password protect the document	Protection and preservation of the document	1	11
l	practical	Comprehensive application	reviewWord	1	12
	practical	Measuring acquired skills	practical controlWord	1	13
	practical	Interface recognition	Introduction toPowerPoint	1	14
	-	Comprehensive chapter evaluationFourth	Mid-year exam	1	15
	practical	Creating new segments	Creating a presentation	1	16
	practical	Slide formatting	Slide formatting	1	17
l	practical	Using multimedia	Inserting images and videos	1	18
	practical	applicationAnimation & Transition	Movements and transitions	1	19
	practical	Visual display of data	Insert charts and tables	1	20
	practical	Presenter View	Display methods	1	21
	practical	Building a complete presentation	Preparing an academic presentation	1	22
al	discussion	Presentation skills	Presentation	1	23

			skills		
practical	Preparing a specialized presentation	Individual presentation project	1	24	
an offer	Student presentation	Presenting proposals	1	25	
practical	Establishing concepts	General review	1	26	
practical	to merge Word with PowerPoint	Advanced applications	1	27	
discussion	Establishing concepts	Comprehensive general review	1	28	
practical	Exam preparation	Final review	1	29	
-	Measuring final outputs	Final exam	3	30	

24. Course evaluation:

exam Chapter One (Practical + Theoretical):15%	.١٤
exam Chapter Two (Practical):15%	.١٥
Activities and short quizzes: 10%	.١٦
final exam:60%	.١٧

18. Learning and teaching resources

Computer Science course notes – Imam Al-Azam College	Required textbooks (methodology, if applicable)
User guide Microsoft Word 2019 .١ User guide Microsoft PowerPoint 2019 .٢	Main references (sources)
books ICDL for Office applications .٨ Evidence Official Microsoft .٩	Recommended supporting books and references (scientific journals, reports...)
location Official Microsoft .٩ Educational lessons Windows on YouTube .٦	Electronic references, websites

Approved e-learning platforms .v	
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Course Description

119. Course Name	
	Studies in Orientalism
120. Course code	
	CEO 417
121. Semester/Year	
	annual
122. Date this description was prepared	
	1-10-2025 AD
123. Available forms of attendance	
	My presence
124. Number of study hours (total) / Number of units (total)	
	64 hours - 64 units
125. Name of the course coordinator (if there is more than one, please mention it).	
	1- Name:Dr. Abdul-Moneim Juma Saleh Email:abdalmonem@imamaladham.edu.iq

2- Name
 Email:
 3- Name:
 Email:

126. Course objectives

<p>The student's knowledge of the concept of Orientalism, and an explanation of the importance of reviewing the studies of Orientalists. .١</p> <p>Understanding the goals of Orientalists and the nature of those goals .٢</p> <p>Knowing the most important schools of Orientalists, both old and new, and the difference between them in terms of methodology and objectives. .٣</p> <p>To examine the methods and approaches used by orientalists in their studies. .٤</p> <p>Understanding and recognizing the pseudo-Orientalists and their fabrications against Islam and Muslims, and how to refute them. .٥</p>	<p>A Course objectives</p>
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127. Teaching and learning strategies

<p>Scientific lecture .١</p> <p>Discussion and dialogue .٢</p> <p>self-learning .٣</p> <p>Taking into account individual differences by diversifying activities between reading, discussion, and presentations. .٤</p> <p>Continuous assessment using short questions, interactive tests, or oral presentations to measure students' comprehension. .٥</p>	<p>strategy</p>
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128. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Class participation	a lecture	Defining Orientalism and explaining the efforts of Muslims in studying Orientalism and revealing its objectives	Introduction to Orientalism	2	the first
Lecture and discussion	a lecture	Muslim approaches to Orientalist studies	Reviewing examples of Muslim studies on Orientalism	2	the second
Short test	a lecture	History and causes of the emergence of Orientalism	Understanding the history and origins of Orientalism	2	the third
Class participation	Lecture and discussion	The concept of Orientalism among Westerners	Evaluating the concept of Orientalism among Western scholars	2	Fourth
Duty	Lecture and participation	The motives and general goals of Orientalists	Understanding the motives of Orientalists and identifying their general objectives in studying the East and its	2	Fifth

				conditions		
th 1	Test				2	Sixth
class icipation	ion	Lecture and discussion	Specific goals: 1. Religious goal 2. Scientific objective	Analysis of the religious and scientific goals of Orientalists	2	Seventh
icipation and duty	tion duty	Dialogue and review of examples of Orientalist books	3. A political and colonial objective 4. Presenting examples of books by Orientalists	Understanding the link between the three objectives and the relationship between Orientalism and colonialism	2	Eighth
dialogue	logue	a lecture	The effects of Orientalism on Muslim countries: 1. Doctrinal effects	Understanding the doctrinal effects of Orientalism on Muslim society	2	Ninth
dialogue	logue	a lecture	2. Social effects 3. Political repercussions	Understanding the social effects of Orientalism on Muslim society	2	tenth
logue and Duty	and Duty	a lecture	4. Economic effects	Understanding the economic effects of Orientalism on Muslim society	2	eleventh
icipation discussion	tion discussion	a lecture	Orientalists' methods for achieving their goals: 1. Books,	Understanding the most important methods used	2	twelfth

			journals, and periodicals	by Orientalists to achieve their goals		
uar	test				2	thirteenth
uty		a lecture	2. University education 3. Seminars and conferences	Understanding how Orientalists exploited university education as an important means of spreading Orientalism	2	fourteenth
icipation dialogue		a lecture	Orientalist Schools 1. The British School	Understanding the methodology of the British school of Oriental studies and its sources	2	fifteenth
duty		a lecture	2. The French School	Understanding the French curriculum and its relationship to the British school system	2	Sixteenth
ogue and icipation		a lecture	3. The German School 4. The American School	To examine the curriculum of the two schools, their most prominent figures, and their relationship to older schools.	2	seventeenth

presenting a sample of books by orientalists and reading some of their texts	a lecture	<ol style="list-style-type: none"> 1. Contemporary Orientalism and its characteristics 2. Presenting examples of converts to Islam from the East 	Understanding the characteristics of Orientalism and the most prominent converts to Islam.	2	eighteenth
presenting samples of books by orientalists discussing their methodologies	a lecture	<ol style="list-style-type: none"> 3. Biased orientalists 4. Fair-minded Orientalists 	Knowing examples of biased and fair-minded Orientalists and being familiar with their methodologies and books	2	nineteenth
monthly test				2	Twenty
lecture and participation	a lecture	<ol style="list-style-type: none"> 1. Orientalist Methodologies 2. Orientalist misconceptions such as 	Evaluating the methodologies of Orientalists and their approach to studying the conditions of the East; how to respond to the Orientalists' doubts and identify the sources that addressed those doubts.	2	Twenty-first

ng books Muslims dealt with refuting the doubts of Orientalists	a lecture	1. The Prophet's marriage (peace and blessings be upon him) 2. The spread of Islam by the sword	Understanding the most prominent misconceptions of Orientalists and how to refute them with rational and textual evidence.	2	Twenty-second
ogue and discussion	a lecture	1. The allegation of harsh punishments in Islamic law. 2. The allegation of the Prophet's illiteracy (peace and blessings be upon him).	Learn methods of responding to doubts and refuting misconceptions using reason, logic, and evidence.	2	Twenty-third
ogue and discussion	a lecture	1. Misconceptions about the division of inheritance in Islam. 2. Misconceptions about the harshness of Islamic punishments and their incompatibility with mercy.	Learn methods of responding to doubts and refuting misconceptions using reason, logic, and evidence.	2	Twenty-fourth
discussion	a lecture	Orientalists	Recognizing	2	Twenty-

		have likened the Islamic veil to a symbol of rigidity, while the religion is one of ease.	the importance of learning the skill of refuting doubts		fifth
ny month				2	Twenty-sixth
est of the above	a lecture	The misconception that women's veiling hinders half of society and keeps women confined to their homes	Knowing the rational arguments to refute doubts	2	Twenty-seventh
reviewing the books dealt with finding the Sunnah	a lecture	Orientalists' doubts about the authority of the Prophet's Sunnah	Learn the skills of refuting doubts and arguing in a good manner.	2	Twenty-eighth
		General review		2	Twenty-ninth
nthly test				2	thirty

129. Course evaluation:Course grades are based on annual effort (40%), distributed among periodic tests, practical application, continuous review, and class participation, while (60%) is allocated toFor the final exam.

130. Learning and teaching resources

Studies in Orientalism	Required textbooks (methodology, if applicable)
Orientalists' fabrications about Islam, Dr. Abdul Azim Ibrahim. Orientalism and Islamic Studies, Dr. Abdul Qahar Al-Ani. Orientalism is the face of intellectual colonialism, Dr. Abdul-Muta'al Muhammad Al-Jabri	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
Comprehensive Library and the World Wide Web	Electronic references, websites

Course Description

131. Course Name	Islamic media
132. Course code	CIM412
133. Semester/Year	annual
134. Date this description was prepared	

135. Available forms of attendance

My presence

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

64 hours–64 units

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

**1- Name: Abdul-Moneim Juma Saleh
Email:abdalmonem@imamaladham.edu.iq**

**2- Name
Email:**

**3- Name:
Email:**

138. Course objectives

- 1. To introduce the student to the concept and nature of Islamic media, and to familiarize him with its characteristics and features.**
- 2. A statement of its legal ruling, and the ruling on learning it.**
- 3. A statement of the importance of Islamic media in light of global changes.**
- 4. Understanding the characteristics that distinguish Islamic media from Western media**
- 5. Clarifying the concepts of Islamic media theory, and identifying its most important media institutions.**
- 6. To learn about its most prominent functions and to understand the relationship between it and the Islamic call in terms of generality and specificity.**
- 7. Explaining the importance of electronic**

Course objectives

media as a comprehensive form of media that includes written, audio, and visual content.

139. Teaching and learning strategies

<p>Scientific lecture .٦ Discussion and dialogue .٧ self-learning .٨ Taking into account individual differences by diversifying .٩ activities between reading, discussion, and presentations. Continuous assessment using short questions, .١٠ interactive tests, or oral presentations to measure students' comprehension. Practical application involves reviewing magazines, .١١ newspapers, and some websites and understanding their contents.</p>	strat egy
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140. Course structure

	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
	a lecture	M1. A general definition of the importance of media and its role in shaping beliefs	The student learns about the origins of media, its stages of development, and its impact on the	2	the first

		and its influence on changing behavior M2. The emergence of media, its stages of development, and its transition to mass media	audience.		
	a lecture	M1. The tasks of media in general and Islamic media in particular M2. Definition of media linguistically and technically, as well as Islamic media, and the difference between them.	The student learns about the most important tasks of media in general and Islamic media in particular, and the difference between them.	2	the second
	a lecture	M1. Statement of researchers' positions on media and its classification M2. Definition and explanation of the geographical and historical dimensions	To familiarize the student with the researchers' positions and how to classify media	2	the third
	a lecture	M1. Understanding the ideal dimension and its importance M2. Realistic Dimension	The student's understanding of the ideal and realistic dimensions and the difference between them	2	Fourth
	a lecture	M1. Specialization Dimension M2. Methodological Dimension	The student's understanding of the two dimensions—the subject-specific and	2	Fifth

			the methodological—and which is closer to the truth.		
				2	Sixth
a lecture	M1. A statement explaining the concepts of media and advocacy linguistically and technically, and the relationship between them. Are Islamic advocacy and media one and the same, or different in terms of methodology and objective?	The student will learn the difference between the two terms and what they mean.		2	Seventh
a lecture	M1. Islamic advocacy is part of the media M2. Islamic advocacy is broader than media.	The student learns about the relationship between Islamic advocacy and media in terms of generality and specificity, and which is more important.		2	Eighth
a lecture	Q1. Ruling on learning and working in Islamic media: a. Individual obligation M2. B. Sufficient obligation	The student learns the ruling on Islamic media in terms of learning and working in it, and that its ruling revolves around whether it is an		2	Ninth

			individual obligation or a collective obligation, or a combination of both.		
	a lecture	M1. Ruling on media C. Combining the two previous rulings (individual obligation and collective obligation)	The student learns which of these statements is correct and how to reconcile the two rulings.	2	tenth
	a lecture	M1. Public Media Functions M2. Functions of Islamic Media	The student learns the most important functions of public media and Islamic media.	2	eleventh
				2	twelfth
	a lecture	Q1. The meaning of the characteristics and features of Islamic media, and an explanation of the first characteristic: that it is a committed, doctrinal media. M2. Freedom in Islamic media is guaranteed and responsible	The student learns the characteristics of Islamic media, including that it is ideological media that explains the concept of Islamic doctrine, and that freedom is guaranteed within it, but it is responsible for what it conveys; it holds itself accountable before holding others accountable.	2	thirteenth
	a lecture	M1. One of the characteristics of	The student learns the remaining	2	fourteenth

	<p>Islamic media is that it is public and fair.</p> <p>M2. Realistic and developmental media</p>	<p>characteristics of Islamic media: that it is media that does not operate in secrecy, because what it says and conveys expresses the methodology of Islam and reflects reality, working to develop and improve it.</p>		
a lecture	<p>M1. One of the characteristics of Islamic media is its comprehensiveness , global reach, and communication.</p> <p>M2. Its characteristics are positive and constructive</p>	<p>The student should be aware of the other characteristics of Islamic media, such as comprehensiveness , global reach, and positivity.</p>	2	<p>fifteenth</p> <p>Sixteenth</p>
a lecture	<p>M1. The pillars of media and its most important elements: the media message</p> <p>M2. Explaining the concept of commitment in Islamic media and the concept of obligation in Western media</p>	<p>The student learns the concept of the media message and its contents, what should be taken into account in it, and the concept of the term commitment and obligation.</p>	2	seventeenth
a lecture	<p>M1. Introducing the Sender and explaining his most important</p>	<p>The student learns about the most important personality traits of</p>	2	eighteenth

		<p>attributes: a. A divinely inspired personality M2.B. From the sender's character of high morals</p>	<p>the sender.</p>		
	a lecture	<p>M1. C. One of the essential elements of the Islamic media personality is scientific knowledge. M2. D. Professionalism.</p>	<p>The student learns the remaining components of a successful media professional's personality, such as knowledge and professionalism.</p>	2	nineteenth
				2	Twenty
	a lecture	<p>M1. The third element in media is the recipient (the one to whom it is sent). M2. Methods of changing the message and how to win over the recipient and build trust between the sender and the recipient</p>	<p>The student learns about the most important characteristics of the recipient of the media message, the different levels of audience understanding, how to deal with them, the importance of language, and the shared feelings between the sender and the receiver.</p>	2	Twenty-first
	a lecture	<p>M1. Define media, explain its importance and development M2. The most important media outlets: A. Oral</p>	<p>The student learns about the means of conveying the media message, how it varies according to the levels of recipients, how it is developed,</p>	2	Twenty-second

			and its advantages.		
	a lecture	M1. Other media such as print, audio, visual, and electronic media M2. The fifth pillar: Responding to the media message and the reaction or feedback	The student learns the features and characteristics of each media outlet, such as television, radio, and websites, and understands methods for evaluating the recipient's reaction and feedback regarding the acceptance or rejection of the media message.	2	Twenty-third
	a lecture	M1. Explanation of the concept of Islamic media theory and its distinguishing features M2. Statement of the concept of the Islamic media work charter	The student learns the concept of Islamic media theory, which is based on commitment, and the most important foundations of that theory and the articles of the media work charter.	2	Twenty-fourth
	a lecture	M1. Clarifying media policies and their objectives M2. The concept of international Islamic media and its importance in conveying the message to the world	The student will examine the term "media policy" for media institutions and the importance of international media at this time for conveying the message of Islam to the world.	2	Twenty-fifth

	a lecture	<p>M1. The most important and prominent global Islamic media institutions, such as the INA news agency</p> <p>M2 of the Islamic media institutions: The Islamic States Broadcasting Union</p>	<p>The student learns about the most prominent international Islamic media institutions, their functions, where they operate, and their history.</p>	2	Twenty-sixth
	a lecture	<p>M1. Among the international Islamic media institutions are the International Islamic Media Organization and the Islamic Press Association.</p> <p>M2. The latest global institutions for Islamic media: purposeful visual media</p>	<p>The student learns about other global Islamic institutions, their importance, and their functions.</p>	2	Twenty-seventh
	a lecture	<p>M1. Islamic satellite channels and the motives behind their increase</p> <p>M2. Specifications and classification of Islamic satellite channels</p>	<p>The student learns about the most prominent Islamic channels, how they are classified, and the reasons for their increase in light of the data on media expansion.</p>	2	Twenty-eighth
	a lecture	<p>M1. The main objectives of establishing satellite channels</p>	<p>The student's knowledge of the most prominent goals and media</p>	2	Twenty-ninth

	M2. Initial Policies of Islamic Satellite Channels	policies adopted by satellite channels in their work		
			2	thirty

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

141. Learning and teaching resources

Islamic Media - Dr. Taha Al-Zaydi	Required textbooks (methodology, if applicable)
Towards Islamic Media: Dr. Ali .1 Grisha Principles of Islamic Media by Dr. .2 Mohi El-Din Abdel Halim Towards a purposeful Islamic .3 media, by Dr. Abdul Latif Hamza	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
Comprehensive Library–Dar Al-Manzuma -	Electronic references, websites

Course Description

142.	Course Name
Explanation of Al-Kharida Al-Bahiyya in the Science of Monotheism - by Imam Ahmad Al-Dardir (the approved prescribed book).	
143.	Course code
DWF1AI	

144. Semester/Year	
	annual
145. Date this description was prepared:	
	1/10/2025
146. Available forms of attendance:	
	My presence
147. Number of study hours (total) / Number of units (total)	
	30 hours / 60 units
148. Name of the course coordinator (if there is more than one, please mention it).	
	1- Name: Mu'adh Muhammad Ubaid Email: Moath@imamaladham.edu.iq 2- Name Email: 3- Name: Email:
149. Course objectives	
Deepening faith in God Almighty and strengthening the pillars of faith in the hearts of students. Introducing the student to the sources of Islamic doctrine from the Holy Quran and the Prophetic Sunnah. Developing the ability to understand matters of faith correctly, far from extremism and deviation. Responding to contemporary intellectual doubts in a systematic, scientific manner. Strengthening Islamic identity and connecting the student to its values and principles. Developing disciplined critical thinking in matters of doctrine. Linking faith to behavior and ethics in daily life. Preparing conscious scientific personnel capable of spreading the correct understanding of the doctrine.	Course objectives

150. Teaching and learning strategies

Interactive lecture: Presentation of doctrinal concepts with questions and dialogue.
Textual analysis: A study of texts from the Qur'an and Sunnah
Dialogue and discussion: Discussing contemporary issues and doubts in a scientific manner.
Collaborative learning: Working in groups to research topics or doctrinal teams
Problem-based learning: Addressing contemporary intellectual issues with legitimate evidence.
Continuous assessment: quizzes, research, and presentations.

strategy

151. Course structure

Learning	Unit or topic	Required learning	Hours	Week
lecture	introduction In the science of monotheism	identification The science of monotheism and its subject	2	1
discussion	translation Al-Sanusi and Al-Dardir	identification On the translation of the poet and the commentator	2	2
explain My analysis	The ruling Intellectual, ordinary, and legal	discrimination Divisions of Governance	2	3
applications	Sections rational judgment	to understand The obligatory, the impossible, and the rationally permissible	2	4
analysis	the duty For himself and for others	to explain The meaning of rational obligation	2	5
on Scientific	The impossible For himself and for others	statement Mental impossibility	2	6
cooperative	The prize The mind and its proofs	statement mental reward	2	7

explain	Save	qualities	Obligatory in general	Count	God's attributes in general	2	8	
analysis	text		Existence	to explain	psychological trait	2	9	
	an offer	foot	And survival	to explain	Negative qualities (1)	2	10	
discussion		Violation	For accidents and self-care	to explain	Negative qualities (2)	2	11	
analysis	Evidence	oneness	Self, Attributes, and Actions	to explain	Oneness	2	12	
plain	applied		ability	to explain	The attribute of power	2	13	
discussion		Willpower	And its attachment	to explain	The attribute of will	2	14	
	analysis		Science	to explain	The attribute of knowledge	2	15	
ers	scientific		life	to explain	The quality of life	2	16	
ooper	ative		hearing and sight	to explain	The attribute of hearing and sight	2	17	
discussion		Speech	psychological and verbal	to explain	The quality of speech	2	18	
application			qualities	Discrimination	Between the attributes of meaning and abstraction	2	19	
	analysis		Impossibilities	In detail	conclusion	Impossibilities in relation to God	2	20
discussion		create	The world and its destruction	statement	What is permissible in the right of God	2	21	
to explain		Honesty	Honesty, reporting, and intelligence	Count	The essential qualities of the prophets	2	22	
	analysis		Lying and betrayal	statement	The impossible for prophets	2	23	
discussion		Symptoms	non-repulsive	statement	What is	2	24	

	humanity	permissible in the case of prophets		
explainMy analysis	identificationFaith and its pillars	studyFaith and its reality	2	25
Discussion	FaithBy the angels	studyangels	2	26
cooperative	FaithBy the books and the messengers	studyBooks and Messengers	2	27
analysis	The BaathAnd the gathering, heaven and hell	studyThe other day	2	28
onScientific	mattressesfate	studyFate and destiny	2	29
ediscussion	Applicationscomprehensive doctrine	employmentRules for refuting doubts + general review	2	30

152. Course evaluation

My semester 40%
Final 60%

153. Learning and teaching resources

ShThe book “Al-Kharida Al-Bahiyya fi ‘Ilm Al-Tawhid” by Imam Ahmad Al-Dardir (the approved prescribed book).

Required textbooks (methodology, if applicable)

**Explanation of Umm al-Barahin – -١
by Imam Muhammad ibn Yusuf al-Sanusi.
Al-Maqasid – by Saad Al-Din Al- -٢
Taftazani.
Explanation of Al-Nasafiyyah -٣
Creeds – by Al-Taftazani.
The Jewel of Monotheism – by -٤
Ibrahim Al-Laqqani.**

Main references (sources)

**forThe Ash'ari doctrine was -١
published in the journals of the
faculties of Sharia and Fundamentals
of Religion.**

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

<p>Master's and doctoral theses related to explaining Al-Kharida Al-Bahiyya or Al-Manhaj Al-Sanusi. Comparative research in Islamic theology and doctrine.</p>	
<p>A Comprehensive Library (digital copies of books on creed) Al-Durar Al-Sunniyya website (in the field of Hadith classification and doctrinal studies). Official Iraqi university platforms that provide scientific theses in [format]PDF. Academic databases such as Google Scholar</p>	<p>Electronic references, websites</p>

Course Description

154. Course Name	
	Islamic Creed and its Schools of Thought by Dr. Qahtan Abdul Rahman Al-Douri
155. Course code	
	DWF3AI
156. Semester/Year	
	First and second/Third
157. Date this description was prepared	
	1/10/2025
158. Available forms of attendance	

analytical tests.

163. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral questions	a lecture	Definition of faith	To define faith correctly	2	1
Short assignment	discussion	Increase and decrease of faith	To explain the meaning of its increase and decrease	2	2
Short test	Analytical explanation	The relationship between Islam and faith	To differentiate between Islam and faith	2	3
classroom activity	a lecture	Negative qualities (1)	To list the negative qualities	2	4
duty	discussion	Negative qualities (2)	To explain the meanings of negative attributes	2	5
Short test	Text analysis	Negative traits (3)	That it may be used as evidence of transcendence	2	6
Written test	—	a test	Measuring the comprehension of the chapter on attributes	2	7
Oral questions	a lecture	Attributes of meanings (1)	To list the attributes of	2	8

			meanings		
duty	discussion	Attributes of meanings (2)	To explain their meanings in general	2	9
Short test	Practical explanation	Attributes of meanings (3)	To show its connections	2	10
classroom activity	Show evidence	Seeing God Almighty (1)	To prove the vision with evidence	2	11
analytical task	Scientific discussion	Seeing God Almighty (2)	To respond to the doubts of denial	2	12
oral assessment	General discussion	review	To summarize the most important issues studied	2	13
Written test	—	a test	Measuring the level of understanding and analysis	2	14
—	—	Mid-year break	—	—	15
Oral questions	a lecture	Definition of Prophet and Messenger	To differentiate between a prophet and a messenger	2	16
duty	discussion	Ruling on sending messengers	To explain the wisdom behind sending messengers	2	17
classroom activity	Analytical explanation	Benefits of human symptoms	To explain its wisdom	2	18
Short test	a lecture	The characteristics of messengers	To list the qualities required of	2	19

		and prophets (1)	them		
duty	discussion	The characteristics of messengers and prophets (2)	To explain the impossible attributes	2	20
Oral questions	to explain	The miracle and its conditions (1)	To define a miracle	2	21
Short test	Applications	The miracle and its conditions (2)	To list the conditions of a miracle	2	22
Written test	—	a test	Measuring the comprehension of the chapter on prophecies	2	23
duty	a lecture	Belief in the grave and questioning it	To prove the question of the grave	2	24
Short test	discussion	The torment and bliss of the grave	To reveal their true nature	2	25
classroom activity	an offer	Signs of the Hour, the images, and the number of trumpets	To enumerate the signs and the trumpets	2	26
Oral questions	Analytical explanation	Basin and balance	To fix the basin and balance	2	27
duty	discussion	The path and its description	To explain the attribute of the path	2	28
Short test	a lecture	Heaven and Hell	To prove their existence and survival	2	29

Final exam	—	a test	Measuring understanding of the chapter on auditory perception	2	30
164. Course evaluation					
good					
165. Learning and teaching resources					
Islamic Creed and its Schools of Thought by Dr. Qahtan Abdul Rahman Al-Douri			Required textbooks (methodology, if applicable)		
The Tahawi Creed and its explanation. The Jewel of Monotheism and its Explanation. Explanation of the Nasafi Creed.			Main references (sources)		
University theses and peer-reviewed research on Islamic doctrine. Comparative studies of the doctrines of Islamic sects (Kharijites - Mu'tazilites - Ash'arites - Maturidites). Articles and scientific journals about monotheism, prophecies, and the afterlife.			Recommended supporting books and references (scientific journals, reports...)		
Google ScholarFor peer-reviewed research. The Comprehensive Library (digital copies of books on creed). Al-Durar Al-Sunniya website (Hadith and Creed). University databases such asJSTORorResearchGateFor contract research.			Electronic references, websites		

Course Description

166.	Course Name
	Ibn Aqil's explanation
167.	Course code
	DWF4NA
168.	Semester/Year
	First and second / Fourth
169.	Date this description was prepared
	1/10/2025
170.	Available forms of attendance
	My presence
171.	Number of study hours (total) / Number of units (total)
	60 hours / 90 units
172.	Name of the course coordinator (if there is more than one, please state).

1- Name: Mu'adh Muhammad Ubaid
Email: Moath@imamaladham.edu.iq

2- Name

Email:

3- Name:

Email:

173. Course objectives

Mastering the rules of Arabic grammar through studying the text of Ibn Malik's Alfiyya and understanding its commentaries.
Developing the ability to parse correctly and analyze linguistic structures.
Understanding the reasons for grammar and its evidence in a clear and systematic way.
Training the student to read Arabic texts correctly and without grammatical errors.
Developing the skill of citing the Holy Quran and Arabic poetry in grammatical rules.
Enhancing linguistic proficiency and the ability to write in eloquent Arabic.
Linking theoretical rules to practical application through exercises and examples.

Course objectives:

174. Teaching and learning strategies

Interactive analytical lecture
Explanation and analysis of the verses of Ibn Malik's Alfiyya, along with a discussion of its grammatical issues and evidence.

Practical application and grammatical analysis
Training students to parse various examples and texts in order to consolidate rules and develop language skills.
Cooperative learning
Students are tasked with analyzing specific grammatical chapters and working in groups to present their results.

strategy

Presenting grammatical differences and points of preference; to develop analytical and critical thinking.

Solving exercises and classroom activities
Written and oral exercises to enhance understanding and mastery of the skill.

Continuous assessment
Short quizzes, class participation, homework assignments, and a final written exam.

175. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral questions	Interactive lecture	Source application	To define the source and explain its function	2	1
Editorial duty	Grammar applications	Source application	To apply the source's operating conditions	2	2
classroom activity	Analytical explanation	The use of the active participle	To define the active participle and explain its function	2	3
Short test	Practical exercises	The use of the active participle	To distinguish between the abstract and the concrete in his work	2	4
Oral questions	a lecture	The passive participle is used	To define the passive participle and explain its function	2	5

duty	collaborative learning	The passive participle is used	To apply the conditions for the operation of the passive participle	2	6
Written test	Explanation + Application	Exclamation	To formulate and analyze the style of exclamation	2	7
classroom activity	a lecture	adjective	To define the adjective and explain its types	2	8
duty	discussion	The bleT	To distinguish between true and attributive adjectives	2	9
Short test	Grammatical applications	adjective	The adjective should be inflected and agree with the noun it modifies.	2	10
Oral questions	Analytical explanation	Emphasis	To define emphasis and list its types	2	11
duty	exercises	Emphasis	To differentiate between verbal and semantic emphasis	2	12
classroom activity	a lecture	Compassion	To define conjunction and its tools	2	13
Short test	Applied discussion	Compassion	To distinguish between the meanings of conjunctions	2	14
Oral	to explain	substitute	To define the		15

questions			substitute and list its types		
duty	Grammatical applications	substitute	To distinguish between substitution and apposition	2	16
Written test	Comprehensive discussion	General review	Measuring comprehension of previous topics	2	17
classroom activity	a lecture	The call	To define the style of address and its tools	2	18
Short test	Practical exercises	The call	To distinguish between the vocative and the indeclinable	2	19
duty	Analytical explanation	What is not divisible	To define what is indeclinable and list its reasons		20
Short test	Applications	What is not divisible	To apply the rules of indeclinable nouns		21
classroom activity	collaborative learning	Comprehensive grammar exercises	To extract grammatical evidence from texts		22
duty	Text analysis	Comprehensive grammar exercises	To analyze a grammatical text completely		23
Oral questions	a lecture	number	To define the number and its divisions		24
Short test	Applications	number	To apply the rules of gender		25

			agreement (masculine and feminine)		
duty	Grammar exercises	number	To analyze numbers, both singular and compound.		26
classroom activity	Analytical explanation	number	To distinguish between distinguishing numbers and other things	2	27
Assessment questions	Comprehensive discussion	General review	A complete review of the course rules	2	28
Written test	—	Final exam	Measuring the level of understanding and analysis	2	29
Ongoing assessment	Open dialogue	Final assessment and discussion	Analyzing test results and addressing weaknesses		30

176. Course evaluation

very good

177. Learning and teaching resources

Ibn Aqil's explanation

Required textbooks
(methodology, if applicable)

Glosses and commentaries such as
al-Khadri's gloss, al-Ashmuni's
commentary, and al-Suyuti's commentary

Main references (sources)

The Golden Necklaces in the
Rules of the Millennium - a
contemporary book that presents a
simplified presentation and

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

interpretation of Ibn Aqil's commentary.

The editor of grammar – Omar bin Issa Al-Harami (a general grammar reference).

Comprehensive Grammar - Abbas Hassan (A comprehensive grammar reference).

Parsing sentences and phrases – Fakhr Al-Din Qabawa (An applied reference).

Applied Grammar – Abdo Al-Rajhi (An Applied Introduction to Grammar).

Journal of the Islamic University – Department of Grammar and Language

It publishes grammatical and linguistic studies that can be referenced.

Journal of Tikrit University for Humanities It includes multiple grammatical and linguistic studies.

Journal of Humanities – Includes applied studies in language and grammar.

The Comprehensive Electronic Library (Computerized Edition of Heritage Books).

Al-Durar Al-Sunniya website (Arabic Language section).

Al-Aluka website (Arabic language section).

Electronic references, websites

**The Illustrated Books Platform –
Mishkat Islamic Network.**

Course Description

178.	Course Name	
	Memorizing the Quran	
179.	Course code	
	DWF3HQ	
180.	Semester/Year	
	annual	
181.	Date this description was prepared	
	1/10/2025	
182.	Available forms of attendance	
	My presence	
183.	Number of study hours (total) / Number of units (total)	
	30/30	
184.	Name of the course coordinator (if there is more than one, please mention it).	
	1- Name Mu'adh Muhammad Ubaid Email: Moath@imamaladham.edu.iq 2- Name Email: 3- Name: Email:	
185.	Course objectives	
	The course for memorizing the Holy Quran (Part Three) aims to: Enabling students to memorize the third part of the Holy Quran perfectly, according to the rules of	Course objectives

<p style="text-align: right;">Tajweed.</p> <p>Correcting recitation and adjusting the articulation points and characteristics of letters practically.</p> <p>Developing the skill of mastering memorization with sound Quranic performance.</p> <p>To accustom students to continuous review of previously memorized material.</p> <p>Strengthening the spiritual and moral connection with the Holy Quran.</p> <p>Developing skills in listening, receiving, and reciting the Quran orally.</p> <p>Training students to adhere to a regular Quranic recitation.</p> <p>Preparing students for future roles as imams and Quranic teachers.</p>	
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186. Teaching and learning strategies

<p>For instruction and direct oral transmission</p> <p>Group and individual repetition</p> <p>Performance-based learning</p> <p>Regular individual recitation</p> <p>collaborative learning among students</p> <p>Instant audio error correction</p> <p>Guided self-learning (home review)</p> <p>Listening to the perfect Quranic recitations</p> <p>Continuous performance evaluation</p> <p>Educational reinforcement and motivation</p>	<p>strat egy</p>
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187. Course structure

Evaluation	Learning method	Unit or topic	Required	Hours	Week
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Method		name	learning outcomes		
oral recitation	Direct instruction	Review of the rules of recitation and the beginning of the section	Preparation for preservation	1	1
recitation	Oral	Save page 1	Mastering memorization	1	2
note	single repetition	Save page 2	Sound speech	1	3
evaluation	Instruction and correction	Save page 3	Tajweed rules	1	4
recitation	collective repetition	Save page 4	Performance improvement	1	5
Short test	Oral	Save page 5	retention	1	6
recitation	repetition	Save page 6	Linking the verses	1	7
note	Individual correction	Save page 7	Reducing errors	1	8
evaluation	collaborative learning	Save page 8	Mastering recitation	1	9
recitation	Instructing	Save page 9	Improving memorization	1	10
a test	repetition	Save page 10	Reading safety	1	11
recitation	Oral	Save page 11	Enhancing preservation	1	12
note	Direct correction	Save page 12	Mastering the sections	1	13
evaluation	Typical listening	Save page 13	Improving audio performance	1	14
Midterm exam	Group review	Review pages (1–13)	Phase calendar	1	15
recitation	Instructing	Save page 14	Continue saving	1	16

	evaluation	repetition	Save page 15	Stability of memorization	1	17
	note	Practical training	Save page 16	Controlling pauses and starting points	1	18
	recitation	Oral	Save page 17	Mastering reading	1	19
	evaluation	collaborative learning	Save page 18	Improved connectivity	1	20
	a test	repetition	Save page 19	Strengthening memory	1	21
	recitation	Direct instruction	Save page 20	Complete the save	1	22
	evaluation	Individual review	Review pages (1–10)	Consolidating memorization	1	23
	recitation	Group review	Review pages (11–20)	Enhancing mastery	1	24
	note	Oral	Continuous review of the part	Sequence improvement	1	25
	evaluation	collective repetition	Focused review	Reducing forgetfulness	1	26
	evaluation	oral test	Comprehensive recitation (1)	Performance mastery	1	27
	note	Individual correction	Comprehensive recitation (2)	Improving the quality of recitation	1	28
	Ongoing assessment	Discussion and recitation	Final review	Final preparation	1	29
	Final exam	oral test	Final memorization test	Achieving mastery	1	30

188. Course evaluation

Quarterly 40%

Final 60%**189. Learning and teaching resources**

The Holy Quran, narrated by Hafs from Asim.	Required textbooks (methodology, if applicable)
Guidance for the reader to perfect the words of the Creator Rules of Tajweed – Ayman Sweid. Illustrated Tajweed – Ayman Rushdi Suwaid	Main references (sources)
Books on pause and resumption. Recordings of certified, expert reciters. Educational studies in teaching the Holy Quran.	Recommended supporting books and references (scientific journals, reports...)
locationQuran.com The electronic Quran of King Saud University. Approved applications for teaching Tajweed (the rules of Quranic recitation). Official Quran Education Channels	Electronic references, websites

Course Description

190. Course Name	
An Introduction to the Study of Islamic Thought	For Dr. Muhammad Hadi Shihab Al-Tikriti
191. Course code	
	DWF1MF
192. Semester/Year	
	annual
193. Date this description was prepared	
	1/10/2025
194. Available forms of attendance	
	My presence
195. Number of study hours (total) / Number of units (total)	
	30/60
196. Name of the course coordinator (if there is more than one, please mention it).	

1- Name: Mu'adh Muhammad Ubaid
Email: Moath@imamaladham.edu.iq

2- Name

Email:

3- Name:

Email:

197. Course objectives

Course Objectives

The course aims to:

1. Introducing students to the concept of Islamic thought, its origins, and its primary sources..
2. A statement of the characteristics of Islamic thought and its civilizational foundations.
3. Understanding the development of Islamic thought throughout different historical eras.
4. Analysis of schools and intellectual trends in Islamic civilization.
5. Developing students' critical thinking skills in studying intellectual issues.
6. Linking Islamic thought to the contemporary reality of the Muslim world and modern challenges.
7. Promoting a moderate Islamic identity based on sound scientific understanding.
8. Training students to read and analyze intellectual texts systematically.

Course objectives

198. Teaching and learning strategies

Interactive lecture
Scientific dialogue and discussion
Cooperative learning
Analysis of intellectual texts
brainstorming
Problem-based learning
Student performances
Guided self-learning
Study of historical intellectual cases

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Using modern educational media

199. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Class participation	Lecture and discussion	The concept of Islamic thought and its importance	Understanding the concept of thought	2	1
Oral questions	Interactive lecture	Definitions of thought, culture, and civilization	Distinguishing intellectual terms	2	2
Short assignment	Explanation and analysis of texts	Sources of Islamic Thought	Understanding the sources of thought	2	3
Formative assessment	group discussion	Characteristics of Islamic thought	Understanding the characteristics of thought	2	4
Short test	a lecture	The emergence of Islamic thought	Understanding the origins of thought	2	5
sharing	Scientific presentation	Thought in the era of prophethood and the caliphate	Analysis of the stages of development	2	6
duty	a lecture	Thought in the Umayyad era	Understanding intellectual transformations	2	7
a test	discussion	Thought in the Abbasid era	Analysis of schools of thought	2	8

Student presentation	Text analysis	The emergence of theological sects	Getting acquainted with theology	2	9
Ongoing assessment	collaborative learning	Islamic intellectual schools	Distinguishing between trends	2	10
analytical task	a lecture	Philosophy in Islam	Understanding philosophical thought	2	11
sharing	discussion	Sufism and its intellectual impact	Understanding Sufi thought	2	12
Short test	Practical explanation	Fundamentalist and Jurisprudential Thought	Analysis of fundamentalist thought	2	13
evaluation	brainstorming	Factors contributing to the flourishing of Islamic thought	Understanding the factors of prosperity	2	14
duty	Open discussion	Factors of intellectual weakness	Understanding the reasons for the decline	2	15
an offer	Problem-based learning	Modern intellectual challenges	Analysis of challenges	2	16
a test	a lecture	Orientalism and its impact	Understanding Orientalism	2	17
sharing	discussion	Intellectual Westernization	Understanding Westernization	2	18
duty	Comparative analysis	Islamic thought and Western thought	Intellectual comparison	2	19
evaluation	Scientific dialogue	Renewal in Islamic thought	Accommodating renewal	2	20

Show rating	Student presentation	Modern Reform Schools	Analysis of reform	2	21
sharing	discussion	Moderation in Islamic thought	Understanding moderation	2	22
duty	collaborative learning	Contemporary intellectual issues	Applying the concepts	2	23
evaluation	Text analysis	Reading selected intellectual texts	Developing critical thinking	2	24
a test	discussion	Islamic thought and identity	Linking to reality	2	25
duty	a lecture	Methods of Studying Islamic Thought	Analysis of intellectual discourse	2	26
evaluation	Practical training	Methodology of intellectual research	Research skills	2	27
evaluation	Offers	Contemporary intellectual applications	Applying knowledge	2	28
Formative assessment	discussion	General review of the course	Comprehensive review	2	29
Final exam	Written test	Final exam	Measurement of achievement	2	30
200. Course evaluation					
Quarterly 40% Final 60%					
201. Learning and teaching resources					
An Introduction to the Study of Islamic Thought – Professor Dr. Muhammad Hadi Shihab Al-Tikriti.			Required textbooks (methodology, if applicable)		

<p>□ History of Islamic Thought – Muhammad Al-Bahi. Research Methods in Islamic Thought – Muhammad Amara. AIslamic Thought: A Scientific Reading – A Collection of Authors.</p>	<p>Main references (sources)</p>
<p>Refereed-reviewed scientific, legal, and intellectual journals.</p> <p>Research on contemporary Islamic thought.</p> <p>Modern cultural and intellectual studies.</p>	<p>Recommended supporting books and references (scientific journals, reports...)</p>
<p>Comprehensive Library website. Al-Durar Al-Sunniya website. Arabic Scientific Journals Databases (Maarefa - Al-Manhal). Official websites of Islamic universities.</p>	<p>Electronic references, websites</p>

Course Description

202. Course Name

Issues in comparative jurisprudence

203. Course code

DWF4FM

204. Semester/Year

annual

205. Date this description was prepared

1/10 2-25

206. Available forms of attendance

My presence

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

Number of units: 32

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

1- Name: Prof. Dr. Mahmoud Hassan Ahmed

Email: Dr.mahmoud.hassan@imamaladham.edu.iq

2- Name

Email:

3- Name:

Email:

209. Course objectives

Firstly: Understanding Islamic legal rulings based on Sharia evidence.
Second: The Learn about the evidence of the schools of Islamic jurisprudence..
Third: Understanding the reasons behind the ruling and the objectives of Islamic law in legal rulings.
Fourth: Reaching the most likely conclusion by mentioning and discussing the evidence of the different schools of thought..

Course objectives

Fifth: Applying Islamic legal rulings in daily life

210. Teaching and learning strategies

strategy of Discussion and dialogue through analysis Under the supervision of the teacher To arrive at the most likely opinion and support it with evidence.
 Cumulative review: Allocating a fixed time for reviewing the material Understanding Previous with new.
 Positive reinforcement: Motivating students with praise and appreciation to increase motivation.

strategy

211. Course structure

Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Lecture + Discussion	Definition of jurisprudence Comparative	The student defines science and distinguishes it from Principles Jurisprudence		1
Brainstorming	Shortening prayers while traveling	It demonstrates the importance of jurisprudence in deduction.		2
Student presentation	Discussing the evidence and stating the most likely opinion	Y Strong jurisprudential queen		3
Interactive lecture	Combining the two prayers	Y Expand the mind's horizons		4

group discussion	Expiration of the travel ruling	He compares between aThe sayings of the jurists			5
Concept map	Zakat of a minor	Understanding the differences among jurists			6
Text explanation	Evidence and its discussion	The power of the jurisprudential queen			7
Text explanation	Zakat of the debtor	Breadth of thought and learning deduction			8
Lecture + Examples	Zakat of the creditor	Strengthening the jurisprudential faculty			9
working groups	Value in Zakat	Understanding the objectives of Islamic law			10
Case studies	Discussion and between the most likely opinion	It analyzes aspects of thedispute			11
Explanation + Examples	Crescent sighting	He knows him.between ease of legislation			12
Group comparison	Evidence and its discussion	Strengthening the jurisprudential faculty			13
Practical training	Astronomical calculation	Knowledge of science and research in it			14
Applied discussion	Evidence and its discussion	Strengthening the jurisprudential faculty			15
Solving	Selling the	Deduction is practiced			16

problems	item before taking possession of it			
Presentation and discussion	Discussing the evidence and stating the most likely conclusion	He knows it and cites his evidence.		17
scientific debate	Benefit from the mortgage	The disagreement is discussed within it		18
Study examples	Discussing the evidence and stating the most likely opinion	The concept of M is analyzed Discuss		19
Student presentation	irrigation	He compares the doctrines		20
Real-life examples	theFarmer	Its effect on rulings is evident		21
Case studies	Conditions of the sharecropping agreement	The explains conditions And he understands it		22
discussion	Terms of sharecropping	He explains and understands the terms.		23
Practical explanation	Evidence and its discussion	Analyzes types Reasoning		24
to explain	temporary marriage	Its definition and origin		25

Guided discussion	Evidence and its discussion	Discuss Evidence	26
to explain	Refusal to take an oath	Cases of sayings	27
monstration	Statements of the jurists	Reviewing the sayings of the jurists	28
to explain	Evidence and discussing it	The ability to engage in scientific discussion	29
discussion	The ruling on jihad	importance Legitimacy of defense	30
Interactive lecture	Evidence and statement of the most likely opinion	YJudgments will be derived	31
General review and test	General review and test	It connects the Issues	32

212. Course evaluation

Course grades are based on annual effort (40%), distributed among periodic tests, practical application, continuous review, and class participation, while (60%) is allocated to

213. Learning and teaching resources

Issues in comparative jurisprudence	Required textbooks (methodology, if applicable)
choice. .١ Memorization. .٢ the total. .٣ The singer. .٤	Main references (sources)
Islamic jurisprudence and its	Recommended supporting

proofs	books and references (scientific journals, reports...)
Comprehensive Library	Electronic references, websites

andCourse description

214.	Course Name: The Present World, Stage Four
215.	Course code dwf4ha

216. the chapterAnnual	
217. This description was prepared on 1/10/2025	
218. Available attendance forms: In-person	
219. Number of study hours (total)/64 Number of units (total)64	
220. Name of the course coordinator (if there is more than one, please mention it).	
<p style="text-align: center;">1- Name: Mona Sultan AtwanMuna Sultan Atwan Email:munnasualtn@gmail.com</p> <p style="text-align: right;">2- Name Email:</p> <p style="text-align: right;">3- Name: Email:</p>	
221. Course objectives	
<p>General objectives: To connect historical events and the experiences of the Islamic world with today's reality. Behavioral objectives: To introduce the student to</p> <p style="padding-left: 40px;">The Ottoman Empire, its expansion and fall, the Andalusian state, and the movements Sufi orders, Islamic movements, and colonialism</p> <p style="padding-left: 40px;">The reality of Islamic countries in the continents</p>	Course objectives
222. Teaching and learning strategies	
General objectives: To introduce the reality of Islamic	strat egy

countries and what they have gone through.
Colonialism, political reform movements, and Sufi orders.
Resistance in Arab and Islamic countries and the current reality of these countries
Islamic culture and the various events it is going through

223. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
	Lecture with discussion	Establishment, expansion, and fall	Ottoman Empire	2	1
	Lecture and discussion	Reigns, conquests, and fall	Andalusia	2	2
	The blackboard and the distribution of spheres of influence	Dutch, French, and British colonialism	colonial influence	2	3
	Lecture and dialogue	The Balfour Declaration and the idea of a Jewish national home	Zionist invasion	2	4
	Lecture	Islamic resistance in	Islamic Awakening	2	5

			Egypt, Iran, India, and Arab countries against colonialism			
	Concept map	Sudan, Eritrea, Ethiopia, Somalia, Kenya, and Nigeria	Muslims in Africa	2	6	
	Lecture and explanation using a concept map	Afghanistan and the Indian subcontinent: Pakistan, Bangladesh, India, Malaysia, and Indonesia	Islamic countries in Asia	2	7	
	a lecture	Thailand and Vietnam	Muslims in East Asia	2	8	
	Lecture and dialogue	Reasons for the spread of Islam, factors that contributed to the conversion of Muslims, and the events of September 11th and their impact on citizens in America.	Muslims in America	2	9	
	Lecture and discussion	Britain, France, Eastern	Muslims in Europe	2	10	

			European countries, Bosnia and Herzegovina, Kosovo, Hungary, and Albania			
	a lecture		Arab countries	Jihad and resistance against colonialism	2	11
	a lecture	Egypt, Tunisia, Libya, Algeria, and Morocco		Resistance in Arab countries	2	12
	a lecture		Sanusi, Wahhabi, and Mahdist	political movements	2	13
	a lecture		Qadiriyya, Tijaniyya, Shadhiliyya, and Sanusiyya	Sufi orders	2	14
	A geographical map with explanations of the topics on it		An illustration of the Ridda Wars on a map, the armies sent by Caliph Abu Bakr, a map of Ottoman expansion in Europe and the Baltic states, and a map of the Bosnian and Herzegovinian regions.	Map of the Ridda Wars, map of Ottoman expansion, and map of Bosnia and Herzegovina	2	15

224. The course is rated as good.

225. Learning and teaching resources

Presented by the world, Muhammad Reza Al-Qahwaji	Required textbooks (methodology, if applicable)
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	Main references (sources): Shakib Al-Alam Arslan 2/The Islamic World, Abdul Rahman Zaki
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Muslims in Europe, Muhammad Alawi	Recommended supporting books and references (scientific journals, reports...)
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wwwmuslim.library.com	Electronic references, websites
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Course Description

226.	Course Name: The Present World, Stage Four
227.	Course code
228.	Semester/Year 2025/2026
229.	This description was prepared on 1/10/2025
230.	Available attendance forms: In-person

231. Total study hours / Total unit count: 48

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

1- Name: Mona Sultan AtwanMuna Sultan Atwan

Email: munnasualtn@gmail.com

2- Name

Email:

3- Name:

Email:

233. Course objectives

General objectives: To connect historical events and the experiences of the Islamic world with today's reality. Behavioral objectives: To introduce the student to

The Ottoman Empire, its expansion and fall, the Andalusian state, and the movements Sufi orders, Islamic movements, and colonialism The reality of Islamic countries in the continents

Course objectives

234. Teaching and learning strategies

General objectives: To introduce the reality of Islamic countries and what they have gone through. Colonialism, political reform movements, and Sufi orders. Resistance in Arab and Islamic countries and the current reality of these countries Islamic culture and the various events it is going through

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egy**

235. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
	Lecture with discussion	Establishment, expansion, and fall	Ottoman Empire	2	1
	Lecture and discussion	Reigns, conquests, and fall	Andalusia	2	2
	The blackboard and the distribution of spheres of influence	Dutch, French, and British colonialism	colonial influence	2	3
	Lecture and dialogue	The Balfour Declaration and the idea of a Jewish national home	Zionist invasion	2	4
	Lecture	Islamic resistance in Egypt, Iran, India, and Arab countries against colonialism	Islamic Awakening	2	5
	Concept map	Sudan, Eritrea, Ethiopia, Somalia, Kenya, and Nigeria	Muslims in Africa	2	6

	Lecture and explanation using a concept map	Afghanistan and the Indian subcontinent: Pakistan, Bangladesh, India, Malaysia, and Indonesia	Islamic countries in Asia	2	7
	a lecture	Thailand and Vietnam	Muslims in East Asia	2	8
	Lecture and dialogue	Reasons for the spread of Islam, factors that contributed to the conversion of Muslims, and the events of September 11th and their impact on citizens in America.	Muslims in America	2	9
	Lecture and discussion	Britain, France, Eastern European countries, Bosnia and Herzegovina, Kosovo, Hungary, and Albania	Muslims in Europe	2	10
	a lecture	Arab countries	Jihad and resistance against colonialism	2	11

237. Learning and teaching resources

Presented by the world, Muhammad Reza Al-Qahwaji	Required textbooks (methodology, if applicable)
	Main references (sources): Shakib Al-Alam Arslan 2/The Islamic World, Abdul Rahman Zaki
Muslims in Europe, Muhammad Alawi	Recommended supporting books and references (scientific journals, reports...)
wwwmuslim.library.com	Electronic references, websites

and Course description

238.	Course Name	Teaching methods
239.	Course code	dwf3tt
240.	Semester/Year	annual
241.	Date this description was prepared	1/10/2025
242.	Available forms of attendance	My presence
243.	Total number of study hours	64
	Number of units (total)	64
244.	Name of the course coordinator (if there is more than one, please mention it).	
	1- Name:	Mona Sultan Atwan Muna Sultan Atwan Email: munnasualtn@gmail.com
	2- Name	Email:
	3- Name:	

Email:

245. Course objectives

The overall goal is to provide the student with direct and indirect means of education. Methods of conveying information and ideas according to theories Educational principles developed by specialized scholars The specific objective is to learn teaching procedures and methods.

Course objectives

246. Teaching and learning strategies

Using educational tools to convey ideas and information through all means
Visual, auditory, and combined education

strategy

247. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
	Lecture, dialogue, and discussion	The teacher's moral, social, external, and psychological qualities	Teacher qualities	2	1
	Lecture	Definition of curriculum, its importance, and its types	Curriculum	2	2

		Lecture and inquiry	Psychological, social, cognitive, and technological	Foundations of Knowledge	2	3
		inductive method And the lecture	Subject-related curricula, learner-related curricula, and community-related curricula	Types of curricula	2	4
		Lecture	Its definition, foundations, advantages, and disadvantages	Technological approach	2	5
		Lecture	Its definition, advantages, and function	textbook	2	6
		Lecture	Its definition, types, and importance	Study content	2	7
		Lecture	Definition and types	Educational goals	2	8
		Lecture and drawing Annual and daily plans	Its definition, types, and role in the educational process	Planning	2	9
		Lecture, dialogue, and concept mapping method	Lecture, text analysis, dialogue, discussion, induction, analogy, storytelling,	Teaching methods	2	10

			discovery, inquiry, and group repetition			
		Lecture with dialogue	Types of audio-visual and audio-visual media	Educational resources	2	11
		Lecture	Types of activities and obstacles to activities	Educational activities	2	12
		Lecture with concept map	Definition of skill; types of skills; classroom and time management; understanding individual differences; motivation; direct and indirect techniques	Teaching skills	2	13
		Lecture	Definition and its types: introductory, follow-up, and concluding	Educational calendar	2	14
		Lecture	Draw tables illustrating the calendar	Calendar types diagrams	2	15

248. Course evaluation good

249. Learning and teaching resources

**Teaching Methods by Ahmed Ayad
Al-Adhami**

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

S

**Main references
(sources) Curriculum Foundations
by Abdul Latif Fouad and Learning
Strategies by Sobhi Hamdan**

**Contemporary Curricula - Al-
Damardash
Abdul Majeed and Curriculum
Development
Helmy Ahmed**

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

**The Comprehensive Library
and class room**

**Electronic references,
websites**

and Course description

250.	Course Name Fundamentals of Educational Psychology		
251.	Course code dwf1np		
252.	Semester/Year Annual		
253.	Date this description was prepared 1/10/2025		
254.	Available forms of attendance My presence		
255.	Number of study hours (total) 32 Number of units (total) 32		
256.	Name of the course coordinator (if there is more than one, please mention it).		
	1- Name: Mona Sultan Atwan Muna Sultan Atwan Email: munnasualtn@gmail.com		
	2- Name Email:		
	3- Name: Email:		
257.	Course objectives		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;"> Introducing students to educational psychology Understanding learning theories Interpreting individual differences Analysis of factors affecting the learning and teaching process </td> <td style="width: 40%; padding: 5px; text-align: center;"> Course objectives </td> </tr> </table>	Introducing students to educational psychology Understanding learning theories Interpreting individual differences Analysis of factors affecting the learning and teaching process	Course objectives
Introducing students to educational psychology Understanding learning theories Interpreting individual differences Analysis of factors affecting the learning and teaching process	Course objectives		

258. Teaching and learning strategies

Cognitive objectives: Developing positive ideas about learning and teaching theories
The skill-based objectives involve applying learning and teaching theories in practical situations.
Affective goals: To promote positive attitudes towards the teaching profession

strategy

259. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
	Lecture and participation	Definition and relationship of psychology to other sciences, influencing factors, sources of information, learning theories, and teaching departments	Introduction to Educational Psychology	1	1
	Lecture and participation	Philosophy of education,	Educational goals	1	2

			goals, curriculum development, and goal formulation			
	Dialogue and discussion Discussion method	Factors influencing maturity, readiness, the impact of the environment on growth, and guiding experiences	Principles of learner growth	1		3
	Dialogue and lecture	Mental growth, cognitive growth, physical growth, and emotional growth	Developmental characteristics of the learner	1		4
	Lecture and collaborative approach	Physical, emotional, and cognitive	Growth characteristics during adolescence	1		5
	Dialogue and Lecture	Imitation and conditioning in imitation, reward and punishment, and traits: learning social traits through imitation.	Cognitive learning	1		6
	Lecture	Acquiring cultural	Organizing knowledge	1		7

			concepts and influences; educational applications of this type of knowledge			
		Lecture	Remembering and forgetting: factors and effects on memory; conditions that influence remembering	Continuity of education	1	8
		Lecture	Organic factors, retrospective detection, and progressive detection	Forgetting	1	9
		Lecture	A phenomenon involving the tip of the tongue and distortion in self-referential memory.	Dynamic changes in memory	1	10
		a lecture	Quantity and type of experiences that affect retention	retrospective detection	1	11
		a lecture	Intertwining of past and	Progressive palm	1	12

	Main references (sources)Psychology and Educational Goals by Abdul Majeed Mansour Educational Psychology by Ahmed Zaki
The Journal of Educational Sciences is published by Arab Publishing Foundation	Recommended supporting books and references (scientific journals, reports...)
Elite Network, the Arab Journal of Publishing http://ajsp.net	Electronic references, websites

andCourse description

262.	Course NameHuman rights
263.	Course code dw f 1hu
264.	Semester/Year annual
265.	Date this description was prepared1/10/2025

266. Available forms of attendance My presence	
267. Number of study hours (total) / Number of units (total) /32	
268. Name of the course coordinator (if there is more than one, please mention it).	
<p style="text-align: right;">1- Name: A.M. Mona Sultan Atwan Email:munnasualtn@gmail.com</p> <p style="text-align: right;">2- Name Email:</p> <p style="text-align: right;">3- Name: Email:</p>	
269. Course objectives	
<p>Developing students' knowledge of human rights and their role in building human society, and understanding that tyranny in all its forms leads to the obliteration of human identity. This includes exploring the evolution of the concept of rights from ancient civilizations to the emergence of religions, through the Middle Ages to the present day. Islam has given great importance to human rights of all kinds, for all people, whether in peace or war, including children, women, and men, as affirmed by contemporary human rights declarations.</p>	<p style="text-align: center;">Course objectives:</p> <p>1- Defining human rights in ancient civilizations, monotheistic religions, and the modern era</p> <p>2-GoalsIntellectual development of the student's knowledge of human rights</p> <p>3-Educational goals.</p> <p>4-Intellectual and scientific goals.</p> <p>Fifth: Behavioral objectives.</p>
270. Teaching and learning strategies	
<p>Teaching students the concepts of rights of all kinds</p>	<p>2-Interactive strategies discussion and dialogue</p>

Its development throughout history and making the student

A comprehensive understanding of the various rights mentioned in Islam and Which did not differ from the rights stated in the declaration The 1948 World Cup, although I disagree with it on some points.

Which opposed Islamic legislation

Scientific, Posing thoughtful questions and encouraging students to participate. 3-Strategies for developing thinking Learning Standing on Problemsan offer Universal Declaration of Human Rights 1948 Economic and social agreements concluded at the United Nations

271. Course structure

	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
ation d	Lecture and discussion	A To define human rights throughout history	A Understanding human rights in ancient civilizations	1	1-
post	collaborative learning	A Christianity, Judaism, and Islam	Human rights in the Abrahamic religions	1	2-
test	The inductive method, discussion, and lecture	Universal Declaration 1948 and French Satirs 1791, 1850 and 1945 and The Iraqi Constitution of 2005	Human rights in international declarations, the French constitution, and the Iraqi constitution	1	3-
ring	discussion and Dialogue and lecture	Constitutional guarantees of human rights, separation of powers, the	Constitutional ض and judicial human rights and guarantees of the right to	1	4-

		principle of the rule of law, and judicial guarantees.1- Original method of litigation 2-Plea of unconstitutionality	freedom in Islam		
session	a lecture and dialogue	1- European Convention 2- American Convention 3- African Convention 4- Arab Charter on Human Rights	The role of regional organizations in protecting human rights	1	5-
classification	mPresent	ATechnological advancements and their impact on human rights	The future of human rights	1	6-
	mPresent and discussed	Totalitarian and non-totalitarian party organization	Political parties and their impact on human rights	1	7-
	Discuss and solve the problem	The role of media in disseminating rights: radio, television, and all forms of education in institutes and universities.	The role of media and upbringing	1	8
	collective planning	The world is divided over globalization and its role in ending conflicts.	Globalization and Human Rights	1	9
	A lecture using a	Its impact on human rights	Privacy and dominance	1	10

	(methodology, if applicable)
Human Rights - Hussein Jamil 2-	Main references (sources)
International Convention on Civil and Political Rights 1966	Recommended supporting books and references (scientific journals, reports...)
mang wwwcom.hyor	Electronic references, websites

274.	Course Name
	Memorizing the Holy Quran and the rules of Tajweed
275.	Course code
	DWF1HQ
276.	Semester/Year
	annual
277.	Date this description was prepared
	1/10/2025 AD
278.	Available forms of attendance
	My presence
279.	Number of study hours (total) / Number of units (total)
	(60 hours) / (90 units)
280.	Name of the course coordinator (if there is more than one, please mention it).
	1- Name: Prof. Dr. Ahmed Khurshid Raouf Email: nooralqurraa@gmail.com

281. Course objectives

1. To enable the student to master the correct recitation of the Holy Quran according to the studied rules of Tajweed.
2. Training the student to apply the practical rules of Tajweed during recitation.
3. Correcting common mistakes in Quranic recitation.
4. Enabling the student to memorize the first part of the Holy Quran perfectly.
5. Developing the skill of receiving and reciting orally in recitation and memorization.
6. Strengthening the spiritual and practical connection with the Book of God Almighty.

282. Teaching and learning strategies

Adopted strategies:

- Explanatory presentation
- Oral education (reception)
- Individual practical application
- Repetition and collective chanting
- Continuous assessment
- Performance-based learning.

strategy

283. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
verbal	Explanation + Instruction	Tajweed: An Introduction to the Science of Tajweed (Memorization: Page 1 of Part 1)	Knowledge of Tajweed and the beginning of memorization	2	1
verbal	Applied recitation	Tajweed: Rules of seeking refuge and saying "Bismillah" (In the name of God, the Most Gracious, the Most Merciful) - Memorization: Page 2	Applying the rules of Tajweed	2	2
verbal	Solo recitation	Tajweed: Rules of Noon Sakinah and Tanween (1) Memorization: Page 3	Performance safety	2	3
verbal	Practical training	Tajweed: Rules of Noon Sakinah and Tanween (2) Memorization: Page 4	Mastering the rules	2	4

verbal	Explanation and application	Tajweed: Rules of the silent Meem (Meem Sakinah) - Memorization: Page 5	Correcting the recitation	2	5
verbal	Applied recitation	Tajweed: Rules of Madd (1) Memorization: Page 6	Reading safety	2	6
verbal	Applied recitation	Tajweed: Rules of Madd (2) Memorization: Page 7	Distinguishing between lengthened vowels	2	7
verbal	Explanation and application	Tajweed: The Necessary Lengthening and its Types (Memorization: Page 8)	Mastering the elongation	2	8
verbal	Directed recitation	Tajweed: General Applications of Madd (Prolongation) - Memorization: Page 9	Application of the provisions	2	9
verbal	Applied recitation	Tajweed: Rules of) - the letter Lam (Memorization: Page 10	Safety of recitation	2	10
verbal	practical application	Tajweed: Emphasizing and softening the letters Lam and Ra. Memorization: Page 11	Reading control	2	11
verbal	Individual correction	Tajweed: Common Mistakes in Recitation (Memorization: Page 12)	Error correction	2	12
verbal	Applied recitation	Tajweed: Comprehensive practical applications. Memorization: Page 13	Performance mastery	2	13
verbal	review	Tajweed: Review of the rules of prolongation (madd): Memorization: Page 14	Saved installation	2	14
verbal	recitation	Tajweed: General Review, Memorization: Page 15	Install half of the part	2	15
verbal	Solo recitation	Tajweed: Applying various rules; Memorization: Page 16	Continue saving	2	16
verbal	revision	Tajweed: Correcting Mistakes. Memorization: Page 17	Performance safety	2	17
verbal	Applied recitation	Tajweed: A comprehensive application for memorization: Page 18	Mastering recitation	2	18
verbal	recitation	Tajweed: Individual	Mastering memorization	2	19

			guidance, memorization: Page 19			
	verbal	recitation	Tajweed: Final Application - Memorization: Page 20	Complete the save	2	20
	verbal	review	Tajweed: Review pages 1-5; Memorization: Review pages 1-5	Saved installation	2	21
	verbal	review	Tajweed: Review pages 6-10; Memorization: Review pages 6-10	Saved installation	2	22
	verbal	review	Tajweed: Review pages 11-15; Memorization: Review pages 11-15	Saved installation	2	23
	verbal	review	Recitation: Review pages 16-20; Memorization: Review pages 16-20	Saved installation	2	24
	verbal	Directed recitation	Tajweed: A comprehensive application; Memorization: A general review	Quality of recitation	2	25
	verbal	revision	Tajweed: Correcting errors; Memorization: Reviewing	Performance safety	2	26
	verbal	a test	Tajweed: Practical Test; Memorization: Review	Mastering recitation	2	27
	verbal	recitation	Tajweed: individual guidance, memorization: comprehensive recitation	Mastering memorization	2	28
	verbal	review	Recitation: Final review; Memorization: Final review	Final readiness	2	29
	ultimate	a test	Tajweed: Memorization Test: Part 1 Test	Final Calendar	2	30

284. Course evaluation

Students' performance in this course is assessed based on continuous evaluation, with a focus on the practical aspect of recitation and memorization, through the following:

- **Continuous oral assessment in recitation.**
- **Periodic assessment of memorization and recitation of the first part.**
- **Follow up on the commitment to memorization and review.**
- **Final test in recitation and memorization.**

The evaluation takes into account the accuracy of performance, clarity of pronunciation, correctness of memorization, and adherence to the rules of Tajweed..

285. Learning and teaching resources	
<p>The Holy Quran (Medina Quran)</p> <p>The Science of Tajweed: Theoretical Rules and Practical Observations – Level Two</p> <p>Dr. Yahya bin Abdul Razzaq Al-Ghouthani.</p>	<p>Required textbooks (methodology, if applicable)</p>
<p>Al-Jazariyyah, the introduction to what the reader of the Qur'an should know.</p> <p>Ibn al-Jazari, Publication on the Ten Readings.</p>	<p>Main references (sources)</p>
<p>Facilitating the Recitation of the Quran, by Dr. Ahmed Khurshid Al-Munir fi Ahkam al-Tajwid, a group of authors.</p>	<p>Recommended supporting books and references (scientific journals, reports...)</p>
<ul style="list-style-type: none"> • Holy Quran website (quran.ksu.edu.sa) • Recordings of certified, expert reciters. 	<p>Electronic references, websites</p>

Course Description

14.Course Title: Ba'ath Crimes
15.Course code
16.Semester/Year 2025-2026

17. Date this description was prepared: 1/10/2025

18. Available attendance formats: In-person

19. Total study hours / Total unit hours: 2 hours / 2 unit hours

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

1- Name: M.D. Qahtan Yassin Jassim

Email: alambtratwr060@gmail.com

2- Name

Email:

3- Name:

Email:

21. Course objectives

To learn about and be informed of the crimes committed by the defunct and dissolved Ba'ath Party against the Iraqi people from all its diverse components, and to establish awareness among students to reject all forms of injustice and tyranny of these regimes and to demand all civil and political rights.

Course Objectives:

1- The impact of the crimes of the defunct Ba'ath regime on Iraq and the Iraqi people, and the wars that burdened them. 2- Violations against the people, including murder and torture. 3- Plundering and looting of the country's resources. 4- Ideological and ideological objectives against religious sects. Fifth:

	<p>Mass executions of the people.</p>
<p>22. Teaching and learning strategies</p>	
<p>1- Relying on theoretical and practical learning to develop self-skills supported by practical examples</p> <p>2- Time management and prioritization skills, along with the ability to work in an organized manner.</p> <p>3- The participation of all students, regardless of their roles, in developing information within its legal framework and in accordance with their specialization.</p> <p>4- Diversifying the use and employing of multiple and modern educational methods to increase the student's desire to learn and develop himself.</p> <p>5- Interactive learning and involving the student in writing the research paper and participating in preparing and delivering lectures within the course.</p> <p>Teaching the interpretation and analysis of the crimes of the defunct Baath regime relies on a set of strategies and evidence based on the reality of the crimes of the buried Baath, which are diverse and combine analytical presentation and field description of injustice, killing, displacement, genocide, bulldozing, demolition of homes, and the wars that the buried Baath waged with neighboring</p>	<p>strategy</p>

countries, which were a cause of the destruction of the Iraqi people. Presentations, e-learning, and tests are also used to assess the extent to which learning outcomes are achieved and students' thinking, analysis, and deduction skills are developed.

23. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Sharing+ Question and Answer	The meeting+lecture+discussion	Baathist crimes according to the Iraqi Criminal Court Law	The student learned about the Ba'athist crimes according to the Iraqi Criminal Court Law.	2	1 -
Short test	Meeting+lecture+Examples	The concept of crimes and their categories	To distinguish between the concept of crimes and their	2	2 -

			categories		
Question and Answer	Meeting lecture+sharing	Definition of crime, linguistically and technically	To explain the crime to the student using the terminology and language	2	3 -
a report	Meeting lecture	Crime Departments	To learn about crime categories	2	4 -
Classroom questions	Meeting lecture Using the whiteboard for presentation	Types of international crimes	To learn about the types of international crimes	2	5 -
sharing+ Question and Answer	The meeting a lecture+discussion	Decisions issued by the Criminal Court	To learn about the decisions issued by the Criminal Court	2	6 -
oral test	Meeting, lecture, and Q&A session	Psychological and social crimes and the most prominent violations of the Ba'ath Party	To identify psychological and social crimes and the most prominent violations of the Ba'ath Party	2	7 -

Report ing Duty	The meeting a lecture+discuss ion	psycho logical crimes	To identify psychologic al crimes	2	8	-
sharin g+ Questi on and Answer	Meeting lectureUsing the whiteboard	Mecha nisms of psychologic al crimes	To understand the mechanisms of psychologic al crimes	2	9	-
viva voce	Meeting lectureUsing the whiteboard	The effects of psychologic al crimes	To identify the effects of psychologic al crimes	2	1	0-
Questi on and Answer	The meeting, lecture, and discussion will be held in person.	social crimes	To identify social crimes	2	1	1-
duty	Giving the lecture	militar ization of society	To clarify the concept of the militarizatio n of society	2	1	2-
Partici pation, Question and Answer	Giving the lecture	The Ba'ath Party's stance on religion and doctrine	To understand the Ba'ath Party's stance on religion and doctrine	2	1	3-

Participation, questions and answers, and assignments	The meeting, lecture, and discussion will be held in person.	Violations of Iraqi laws and to identify images of human rights violations	To identify violations of Iraqi laws and to identify images of human rights violations	2	1	4-
Written exam	written	The exam	Final exam	2	1	5-
Question and Answer	The meeting, lecture, and discussion will be held in person.	Some decisions regarding political violations	To learn about some of the decisions regarding political violations	2	1	6-
Question and Answer	The meeting, the lecture, and the use of the PowerPoint presentation.	prisons and detention centers	To find out about prison and detention locations	2	1	7-
Question and Answer	The meeting, the lecture, and the use of the PowerPoint presentation.	Environmental crimes of the Ba'ath regime	To identify the environmental crimes of the Ba'ath regime	2	1	8-
oral news	The meeting, lecture, and discussion will be held in	war pollution	To identify war pollution	2	1	9-

	person.				
Question and Answer	Meeting lecture	destruction of cities and villages	Luxury in destroying cities and villages	2	2
a report	Giving the lecture	draining the marshes	To learn about the draining of the marshes	2	2
Question and Answer	Giving the lecture	clearing orchards	To learn about the clearing of orchards	2	2
a report	The meeting, the lecture, and the use of the PowerPoint presentation.	mass graves	Identifying mass graves	2	2
Question and Answer	The meeting included a lecture and practical examples.	The events of the mass graves: genocide	To learn about the events of the mass graves of genocide	2	2
Question and Answer	Meeting, lectures and discussion	Symbolic classification of genocide graves	To identify the symbolic classification of genocide graves	2	2
					0-
					1-
					2-
					3-
					4-
					5-

Display only	The meeting included a lecture and practical examples.	Display of documents on genocide crimes	To learn about the presentation of documents on genocide crimes	2	2	6-
Display only	Video presentation	Presentation of Criminal Court decisions	To learn about the presentation of criminal court decisions	2	2	7-
Display only	Video presentation	The charges brought against Saddam and his associates	To learn about the charges brought against Saddam and his associates	2	2	8-
Display only	Video presentation	He presented photographic evidence of the crimes.	Viewing and viewing video documentation of crimes	2	2	9-
Final exam (written)	written	The exam	Final exam	2	3	0-

24. Course rating: Good

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

and monthly exams. A. Preparation and Class Participation: 10 marks b) Monthly test: 30 marks C - Final Exam: 60 marks Total: 100 points	
25. Learning and teaching resources	
Crimes of the Ba'ath regime in Iraq	The ministerial guidelines and required textbooks (methodology, if any)
Archives of the Prisoners and Political Prisoners FoundationN	Main references (sources)
Martyrs Foundation	Electronic references, websites

Course Description English Language - Second Stage–Department of Preaching and Public Speaking - Kirkuk

286. Course Name
New Head Way Plus: Intermediate
287. Course code
DWF2EN

288. Semester/Year	
Annual - For the academic year 2025–2026	
289. Date this description was prepared:	
1–10–2025	
290. Available forms of attendance	
My presence	
291. Number of study hours (total) / Number of units (total)	
(34) study hours / (68) units	
292. Name of the course coordinator (if there is more than one, please mention it).	
1- Name: Muhammad Sattar Saeed Email: mohammed.satar@imamaldham.edu.iq	
293. Course objectives	
<p>Students will learn about English grammar topics, including: auxiliary verbs, demonstrative pronouns, subject pronouns, possessive pronouns, negation and interrogation forms in the simple present tense, possessive adjectives, the simple present tense form, etc.</p> <p>Students should become familiar with various terms in the English language.</p> <p>For students to become familiar with English speaking skills</p> <p>Students should learn greetings and social terms in English.</p>	Course objectives
294. Teaching and learning strategies	
<p>1. Building knowledge through lectures</p> <p>2. Stimulating the student's mind through discussion and brainstorming</p> <p>3. Introducing him to methods of learning and self-development</p> <p>4. Guiding the student to use modern technology and familiarize them with digital learning methods.</p>	strategy

295. Course structure

	Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral questions		Lecture	It's a wonderful world	1 A	1	1
Oral questions		Lecture	=	2A	1	2
Oral questions		discussion	=	3A	1	3
Written questions			Written Test	4B	1	4
Oral questions		Lecture	Get Happy	5A	1	5
Oral questions		Lecture	=	6A	1	6
Oral questions		Lecture	=	7b	1	7
Written questions			Monthly Test	8b	1	8
Oral questions		discussion	Telling Tales	9 A	1	9
Oral questions		Lecture	=	10 J	1	10
Oral questions		Lecture	=	11 B	1	11
Written questions			Written Test	12 B	1	12
Oral questions		Lecture	Doing the Right Thing	13 A	1	13
Oral questions		discussion	=	14 A	1	14
Oral questions		Lecture	=	15 J	1	15
Written questions			Monthly Test	16 B	1	16
Oral questions		Lecture	I Just Love It	17 A	1	17
Oral questions		Lecture	=	18 A	1	18
Oral questions		Lecture	=	19 J	1	19
Oral questions		Lecture	=	20 B	1	20
Oral questions		discussion	=	21 A	1	21

Oral questions	Lecture	The World of Work	22 A	1	22
Written questions	Lecture	=	23 B	1	23
Oral questions	Lecture	=	24 A	1	24
Oral questions	Lecture	=	25 J	1	25
Oral questions	discussion	=	26 B	1	26
Written questions		Monthly Test	27 B	1	27
Oral questions	Lecture	Review	28 A	1	28
Oral questions	Lecture	Review	29 B	1	29
Written questions		Final Test	30 B	1	30

296. Course evaluation

The prescribed textbook is one of the approved books used in many countries worldwide for teaching English to non-specialized students. Its evaluation is conducted by the Ministry's curriculum committee, followed by a specialized academic committee. As an expert in English language in general, and English language curricula in particular, I believe this textbook is suitable for students in our college's non-specialized English departments..

297. Learning and teaching resources

New Head Way Plus: Intermediate	Required textbooks (methodology, if applicable)
Structural Grammar: Quirk	Main references (sources))
English Grammar in Use: Alexander Social Expressions: Thomas Edward	Recommended supporting books and references (scientific journals, reports...)
www. Britannica Encyclopedia. com	Electronic references, websites



Course Description English Language - First Stage–Department of Preaching and Public Speaking - Kirkuk

298. Course Name	New Head Way Plus: Beginner	
299. Course code	DWF1EN	
300. Semester/Year	Annual - For the academic year 2025–2026	
301. Date this description was prepared:	1–10–2025	
302. Available forms of attendance	My presence	
303. Number of study hours (total) / Number of units (total)	(34) study hours / (68) units	
304. Name of the course coordinator (if there is more than one, please mention it).	1- Name: Mohammed Sattar Saeed Email: MOHAMMED.SATAR@IMAMALDHAM.EDU.IQ	
305. Course objectives	ACourse objectives	
Students will learn about English grammar topics, including: auxiliary verbs, demonstrative pronouns, subject pronouns, possessive pronouns, negation and interrogation forms in the simple present tense, possessive adjectives, the simple present tense form, etc.	Students should become familiar with various terms in the English language.	

For students to become familiar with English speaking skills .√
 Students should learn greetings and social terms in English. .^

306. Teaching and learning strategies

- | | |
|---|-----------------|
| 1. Building knowledge through lectures
2. Stimulating the student's mind through discussion and brainstorming
3. Introducing him to methods of learning and self-development
4. Guiding the student to use modern technology and familiarize them with digital learning methods. | strategy |
|---|-----------------|

307. Course structure

	Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral questions		Lecture	Hello	1 A	1	1
Oral questions		Lecture	=	2A	1	2
Oral questions		discussion	=	3A	1	3
Written questions			Written Test	4B	1	4
Oral questions		Lecture	Your World	5A	1	5
Oral questions		Lecture	=	6A	1	6
Oral questions		Lecture	=	7b	1	7
Written questions			Monthly Test	8b	1	8
Oral questions		discussion	All About You	9 A	1	9
Oral questions		Lecture	=	10 J	1	10
Oral questions		Lecture	=	11 B	1	11
Written questions			Written Test	12 B	1	12
Oral questions		Lecture	Family &	13 A	1	13

			Friends			
Oral	questions	discussion	=	14 A	1	14
Oral	questions	Lecture	=	15 J	1	15
	Written		Monthly	16 B	1	16
Oral	questions	Lecture	The Way I	17 A	1	17
			Live			
Oral	questions	Lecture	=	18 A	1	18
Oral	questions	Lecture	=	19 J	1	19
Oral	questions	Lecture	Times Past	20 B	1	20
Oral	questions	discussion	=	21 A	1	21
Oral	questions	Lecture	=	22 A	1	22
	Written	Lecture	Monthly	23 B	1	23
	questions		Test			
Oral	questions	Lecture	We Had A	24 A	1	24
			great Time			
Oral	questions	Lecture	=	25 J	1	25
Oral	questions	discussion	=	26 B	1	26
	Written		Monthly	27 B	1	27
	questions		Test			
Oral	questions	Lecture	Review	28 A	1	28
Oral	questions	Lecture	Review	29 B	1	29
	Written		Final Test	30 B	1	30
	questions					

308. Course evaluation

The prescribed textbook is one of the approved books used in many countries worldwide for teaching English to non-specialized students. Its evaluation is conducted by the Ministry's curriculum committee, followed by a specialized academic committee. As an expert in English language in general, and English language curricula in particular, I believe this textbook is suitable for students in our college's non-specialized English departments..

309. Learning and teaching resources

New Head Way Plus: Beginner	Required textbooks (methodology, if applicable)
Structural Grammar: Quirk	Main references (sources))

English Grammar in Use: Alexander	Recommended supporting books and references (scientific journals, reports...)
www. Britannica Encyclopedia. Com	Electronic references, websites

Course Description

1	Course Name:
	The Principles of Da'wah: by Dr. Abdul Karim Zaidan
2	Course code
	DW F1AD
3	the chapter/Year
	First and second / 2025-2026
4	Date this description was prepared
	1/10 2025
5	Available forms of attendance:
	My presence
6	Number of study hours (total) / Number of units (total)
	Total number of hours (60) / Total number of units (120)
7	Name of the course coordinator (if there is more than one, please mention it).
	1- Name: Dr. Mustafa Muhammad Ali Email:Mustafa.Mohammed@imamaladham.edu.iq
8	Course objectives
	Course objectives

Firstly:Goals cognitive
 1-Definition student In the concept Invitation Islamic Its importance And its ruling Sharia.
 2-Statement sources Invitation and its origins in The Quran The generous And the year Prophetic.
 3-Knowledge characteristics The preacher and its conditions and its etiquette.
 4- Recognition on Topics Invitation and its fields and its priorities.
 5-Understanding means Invitation and its methods traditional Modernity.
 secondly:Goals Skill
 1-Empowerment student from analysis reality Da'wah And its evaluation.
 2-Development ability on to choose style Da'wah Suitable according to The so-called.
 3-Acquiring skill Planning For programs Da'wah And its implementation.
 4-Training student on to treat Doubts With wisdom And the sermon on good deed.

Firstly:to understand fact Invitation Its content:It aims The book to statement meaning Invitation to God As invitation to religion Islam With all Its aspects, no merely Aspects verbal or ritualism.
 Confirms on that topic Invitation not merely letter theoretical But style life It is related corners Islam Its characteristics and its systems.
 secondly:numbers The preacher and qualifying him scientifically and morally:from Most important Goals the study he to understand qualities that He should that He possesses In it The caller; So the matter no It is limited on Knowledge Alone.

9-Teaching and learning strategies

It deals Ways Invitation and its methods that maybe Considering it Strategies Da'wah connects between Material Da'wah and effectiveness Delivering it to Targeted, like:
 ✓ Dialogue Education As a method
 ✓ Reasoning Sharia By motivating intimidation
 ✓ discussion with removal Doubts
 ✓ education The so-called In methods breeding Intellectual behavior
 It is This It is from Strategies The lawsuit that Used in

strategy

1- Strategies Invitation within Curriculum In addition to Chapters The theory, for The book It shows that Strategies The process For the invitation Based to:

The Quran And the year As a source essential For the curriculum Da'wah.

Accreditation on Experiences

The process Educational Da'wah (Islamic propagation),
 Not in framework Educational Year For curricula
 Educational

predecessor And the preachers
 Previous.

2-Applications practical Derived from
 biography The Prophet ﷺ And the
 Companions in communication with
 the people.

3- Importance to choose Words And
 the positions The occasion according
 to condition The so-called.

9 Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
a test / Assignment / Participation	a lecture Interactive + Discussion	entrance To the science of Da'wah	that The student achieves a scientific understanding and applied analysis of the week's topic.	2	1
a test / Assignment / Participation	a lecture Interactive + Discussion	identification The call to Islam, linguistically and technically	that The student achieves a scientific understanding and applied analysis of the week's topic.	2	2

a test / Assignment / Participation	Short / lecture + Discussion	to ruleThe call and its evidence	thatThe student achieves a scientific understanding and applied analysis of the week's topic.	2	3
a test / Assignment / Participation	Short / lecture + Discussion	GoalsInvitation	thatThe student achieves a scientific understanding and applied analysis of the week's topic.	2	4
a test / Assignment / Participation	Short / lecture + Discussion	featuresIslamic Call	thatThe student achieves a scientific understanding and applied analysis of the week's topic.	2	5
a test / Assignment / Participation	Short / lecture + Discussion	topicInvitation	thatThe student achieves a scientific understanding and applied analysis of the	2	6

				week's topic.		
a test / Assignment / Participation	Short / a lecture + Discussion	Interactive + Discussion	Priorities Invitation	thatThe student achieves a scientific understanding and applied analysis of the week's topic.	2	7
a test / Assignment / Participation	Short / a lecture + Discussion	Interactive + Discussion	characteristicsThe preacher	thatThe student achieves a scientific understanding and applied analysis of the week's topic.	2	8
a test / Assignment / Participation	Short / a lecture + Discussion	Interactive + Discussion	conditionsThe preacher	thatThe student achieves a scientific understanding and applied analysis of the week's topic.	2	9
a test / Assignment / Participation	Short / a lecture + Discussion	Interactive + Discussion	ethicsThe preacher	thatThe student achieves a scientific understanding	2	10

				and applied analysis of the week's topic.		
a test / Assignment / Participation	Short / a lecture Interactive + Discussion	Etiquette	The preacher	thatThe student achieves a scientific understanding and applied analysis of the week's topic.	2	11
a test / Assignment / Participation	Short / a lecture Interactive + Discussion	means	Invitation	thatThe student achieves a scientific understanding and applied analysis of the week's topic.	2	12
a test / Assignment / Participation	Short / a lecture Interactive + Discussion	Methods	The saying	thatThe student achieves a scientific understanding and applied analysis of the week's topic.	2	13
a test / Assignment / Participation	Short / a lecture Interactive + Discussion	Methods	The process	thatThe student achieves a	2	14

Participation			scientific understanding and applied analysis of the week's topic.		
a test / Assignment / Participation	a lecture / Interactive + Discussion	Wisdom In the invitation	that The student achieves a scientific understanding and applied analysis of the week's topic.	2	15
a test / Assignment / Participation	a lecture / Interactive + Discussion	sermon good deed	that The student achieves a scientific understanding and applied analysis of the week's topic.	2	16
a test / Assignment / Participation	a lecture / Interactive + Discussion	The argument In the best way	that The student achieves a scientific understanding and applied analysis of the week's topic.	2	17
a test / Assignment / Participation	a lecture / Interactive + Discussion	Methodology The Quran in	that The student achieves a scientific understanding and applied analysis of the week's topic.	2	18

Assignment / Participation	lectureInteractive + Discussion	Da'wah	student achieves a scientific understanding and applied analysis of the week's topic.		
Short / Assignment / Participation	a lectureInteractive + Discussion	MethodologySunnah in Da'wah	thatThe student achieves a scientific understanding and applied analysis of the week's topic.	2	19
Short / Assignment / Participation	a lectureInteractive + Discussion	InvitationIn the Meccan era	thatThe student achieves a scientific understanding and applied analysis of the week's topic.	2	20
Short / Assignment / Participation	a lectureInteractive + Discussion	InvitationIn the civil era	thatThe student achieves a scientific understanding and applied analysis of the	2	21

				week's topic.		
a test / Assignment / Participation	Short / a lecture + Discussion	Interactive + Discussion	Invitation Individual	thatThe student achieves a scientific understanding and applied analysis of the week's topic.	2	22
a test / Assignment / Participation	Short / a lecture + Discussion	Interactive + Discussion	Invitation collective	thatThe student achieves a scientific understanding and applied analysis of the week's topic.	2	23
a test / Assignment / Participation	Short / a lecture + Discussion	Interactive + Discussion	stages Invitation	thatThe student achieves a scientific understanding and applied analysis of the week's topic.	2	24
a test / Assignment / Participation	Short / a lecture + Discussion	Interactive + Discussion	jurisprudence Dealing with guests	thatThe student achieves a scientific understanding	2	25

				and applied analysis of the week's topic.		
a test / Assignment / Participation	Short / a lecture / Interactive + Discussion	handicaps / Invitation		that / The student achieves a scientific understanding and applied analysis of the week's topic.	2	26
a test / Assignment / Participation	Short / a lecture / Interactive + Discussion	Doubts / And the response to it		that / The student achieves a scientific understanding and applied analysis of the week's topic.	2	27
a test / Assignment / Participation	Short / a lecture / Interactive + Discussion	Planning / For the invitation		that / The student achieves a scientific understanding and applied analysis of the week's topic.	2	28
a test / Assignment / Participation	Short / a lecture / Interactive + Discussion	Applications / Contemporary		that / The student achieves a	2	29

Participation			scientific understanding and applied analysis of the week's topic.		
Short / Assignment / Participation	a lectureInteractive + Discussion	reviewGeneral and final exam	thatThe student achieves a scientific understanding and applied analysis of the week's topic.	2	30

10. Course evaluation:

1. First semester exam (theory): 15%
2. Second semester exam (theory): 15%
3. Activities, quizzes, and discussions: 10%
4. Final exam: 60%

11. Learning and teaching resources:

Principles of Da'wah by Dr. Abdul Karim Zaidan	Required textbooks (methodology, if applicable)
Consciousness in the Culture of the Preacher: Muhammad Salih al-Samarrai	Main references (sources)
Articles	Recommended supporting books and references (scientific journals, reports...)
Comprehensive Library	Electronic references, websites

Course Description

Course Name:

Course of the Prophet's Biography: Muhammad Said Ramadan al-Buti

Course code

the chapter: / year

cond / 2025-2026

Date this description was prepared:

Available forms of attendance:

Number of study hours (all)(y)Number of units (total)

er of hours (60) / Total number of units (120)

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

**Dr. Mustafa Muhammad Ali
afa.Mohammed@imamaladham.edu.iq**

Course objectives

**about the Prophet's biography in a systematic and analytical
understanding the events of the biography and linking them to
ative and educational dimensions.
nding the jurisprudential dimension in the Prophet's
This is done by extracting legal rulings and objectives from
ents.
ening love for the Prophet ﷺ and following his
Studying his positions, his morals, and his style of preaching and
ent on the connection between the Prophet's biography and**

Course Objectives

doctrine and law.,and showingThe biography is not just a historical
 but a legislative and educational source.
 entThe ability to analyze and deduce,fromDuring the training of
 extract advocacy, educational and political lessons from the events
 net's biography.
 g to the doubts raised about the Prophet's biography,viaThe
 method adopted by the author in the discussion and investigation.
 contemporary reality to the prophetic methodology,To benefitThe
 ns from the biography in addressing societal issues and advocacy
 balanced preacher personality InspiredFrom the Prophet's
 y ﷺ gradualism, wisdom, patience, and crisis management.

Teaching and learning strategies

sic(Curriculum Scientific)
 summary strategy that Follow her Al-Buti in writing this The book in points Next:
 r Facts then deduction
 mentioning The event Historical as He fell in life The Prophet ﷺ.
 b deduction jurisprudence And the educator from this The event(Lessons,
 Meanings).
 ansforms Biography from merely Narrative to jurisprudence practical And my
 ge.
 r Objective and division Methodological.
 ving multiple methods such as:
 er-centered education
 ging students to self-discover concepts through thought-provoking questions.
 perative learning (discussion groups, small research projects).
 edge integration
 urisprudence, biography, education, and values.
 yding each event, we do not just study the facts, but also the lessons and values
 be learned from them.
 learning
 s such as:
 ng the question
 problems derived from the biography

strategy

enting biographical situations and their contemporary applications
 uou and varied assessment
 imited to the final exam only, but also includes:
 nance evaluation (project or research paper)
 uizzes during classes
 ervention

Course structure

	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
al	a lectureAnalytical + Discussion	forayOne	to explainCauses and events of the Battle of Uhud	2	1
al	to learncooperative	jurisprudenceBattle of Uhud	deductionEducational lessons from one	2	2
t	Stormmental	antiquitiesOne of the educators	statementThe impact of the violation on the results	2	3
n	an offerMy students	whatAfter one	clarificationRed Lion events	2	4
t	a lectureText analysis	brownThe counterpart	analysisBanu Nadir and the reasons for their expulsion	2	5
	discussionDirected	jurisprudenceDealing with Jews	conclusionJurisprudence of dealing with the People of the Book	2	6
fia	NarrativeMy analysis	a wellaid	to explainEvents of Bir Ma'una	2	7
rt	to learncooperative	incidentReturn	statementThe call to	2	8

			prayer in Al-Rajee		
t	a lecture	forayparties	clarificationReasons for the Battle of the Trench	2	9
	discussionanalytical	Eventsparties	analysisParty events	2	10
	Stormmental	jurisprudenceparties	deductionThe jurisprudence of trials and patience	2	11
n	an offer+ discussion	brownQuraiza	to explainThe case of Banu Qurayza	2	12
t	a lectureanalytical	reconciliationAl-Hudaybiyah	clarificationThe Treaty of Hudaybiyyah and its causes	2	13
	to learncooperative	jurisprudenceAl-Hudaybiyah	deductionJurisprudence of Balancing	2	14
	an offerMy students	MessagesTo the kings	statementUniversality of the call	2	15
	a lecture	forayKhaibar	to explainEvents of Khaybar	2	16
	discussion	jurisprudenceKhaibar	conclusionRulings on Jihad and Treaties	2	17
fia	to explainMy analysis	Umrahjudiciary	clarificationUmrah al-Qada	2	18
	a lecture	forayMu'tah	to explainReasons for the Battle of Mu'tah	2	19
t	an offerVisual + Discussion	to openMecca	analysisEvents of the Conquest of Mecca	2	20

	to learn cooperative	jurisprudence Conquest of Mecca	deduction Jurisprudence of pardon and empowerment	2	21
	a lecture	nostalgia	to explain Battle of Hunayn	2	22
	discussion	Taif	analysis The Battle of Taif	2	23
t	a lecture	Tabuk	statement Tabuk events	2	24
n	Storm mental	jurisprudence Tabuk	deduction Lessons of perseverance	2	25
	an offer My students	general delegations	to explain Year of Delegations	2	26
	a lecture analytical	argument Goodbye	clarification Farewell Pilgrimage	2	27
	discussion	speech Farewell and its jurisprudence	conclusion Legislative objectives	2	28
	Narrative My analysis	Days The last	to explain The Prophet's illness and death	2	29
te	discussion Open	review General	calendar Comprehensive biography events	2	30

Course evaluation:

Exam Chapter One (Theory): 15%

Exam Chapter Two (Theory): 15%

Activities and short quizzes and discussions: 10%

Exam: 60%

Learning and teaching resources:

h by Muhammad Saeed Ramadan al-Buti	Required textbooks (methodology, if applicable)
t's Biography: A Presentation of Events by Ali al-Sallabi	Main references (sources)
et's Biography by Al-Mubarakfuri	Recommended supporting books and references (scientific journals, reports...)
sive Library	Electronic references, websites

Course Description

Name:
Author: Hudhayfah al-Samarrai–Hussein Abdul Awad
Code:
Term / year:
Year: 2025-2026
Description was prepared:
Attendance forms:
Study hours (total) / Number of units (total):
Hours (60) / Total number of units (120):

course coordinator

Mustafa Muhammad Ali

mohammed@imamaladham.edu.iq

Objectives

Objectives

and understanding

students In the concept thought Islamic Its

life individual and society.

origins and sources thought Islamic, In what in that

generous And the year Prophetic Consensus and

ment thought Islamic via Ages, with Highlight Its

the highlighted schools thought.

ism

nts from analysis Ideas And the doctrines Islamic

ay Scientific Cash.

ught Islamic By thought western and systems

other To understand points Difference.

udents on identification to Challenges Intellectual

that Places the society Islamic.

actice

ntellectual In the cases social Cultural politics

world Islamic.

ility on thinking Critical The enlightened and

s Intellectual balanced.

ents on application principles thought Islamic in

onality Professionalism.

Research

ills Search and analysis I have students in Topics

.

bility on writing Reports Research Scientific

ology in area thought Islamic.

scusion and dialogue Scientific around Cases

emporary.

cognitively:

identification students In the concept thought Islamic and its sources Basic.

identification on Evolution Historical For thought Islamic via Ages different.

to understand Trends And the doctrines Intellectual Islamic Home And its foundations Doctrinal and philosophical.

skillfully:

development skills Analysis criticism For ideas Islamic different.

ability on comparison thought Islamic with thought western and fields Dialogue between them.

development skills Search Scientific in area Studies Islamic intellectual.

My heart/behaviorally:

Strengthening Values Islamic The original Derived from thought Islamic in life student Daily.

to encourage students on thinking Independent and the application practical principles thought Islamic.

Consolidation respect Diversity

intellectual inside the society Islamic And between Civilizations different.

ing and learning strategies

ing
s The book, It is expected that He is student Able
Principles Basic For thought Islamic and date Its
Intellectual and philosophical that Eat it The book.
a between schools thought Islamic different and its
lectual.
ncepts Islamic in Analysis Critical For the issues
.
kills Search Scientific and analysis Methodological
mic.
aching and learning
rning active:
ollective: Presentation Questions analytical after
son To discuss Ideas Home.
To explore Concepts New And link it In the cases
.
arning Cooperative:
tive: numbers Reports or Offers Introduction on
t Islamic or Characters a task In it.
e job: solution Issues or Cases Derived from The
collective.
rning Search:
t: to choose topic from The book Research About
Deeper with Presenting it in the line.
ash: comparison between Methodologies thought
ought western in to treat Cases Philosophical.

Learning Cooperative

Description: He depends on to divide students to Groups small Study topic specific from The book, then Presenting it For the rest the line.

Goals Educational:

Strengthening Understanding deep For concepts Islamic.

development skills communication Work collective.

Ways The app:

assignment all group Study season specific And he worked an offer Summary.

discussion Cases Intellectual Islamic In a way dialogue between Groups.

tools Evaluation:

presentation a report collective.

evaluation sharing all student in The group.

2.Learning Standing on Problems

Description:presentation Problems Intellectual or Cases contemporary It relates By thought Islamic and requested from students Analysis of it And its solution Based on to what came in The book.

Goals Educational:

link Knowledge Theory Through practice The process.

development skills Analysis Critical And thinking Independent.

Ways The app:

presentation issue Intellectual(like Challenges Identity Islamic in The era Hadith)and requested Suggestions solution Document For thought Islamic.

to organize discussions Safia To solve The problem In a way collective.

course structure

Learning method	Unit or topic name	Required learning outcomes	Hours	Week
lectureInteractive	entranceTo Islamic thought	identificationIslamic thought and its characteristics	2	1
in offerand discussion	sourcesIslamic thought	discriminationSources of Islamic Thought	2	2
stormmental	featuresIslamic thought	to setCharacteristics of	2	3

			Islamic thought		
	Discussion	DoctrineAnd thought	analysisThe influence of belief on thought	2	4
	analysisTexts	The QuranThe cream and its effect	statementThe influence of the Qur'an on thought	2	5
	lecture	YearProphetic and Thought	clarificationYear's Role	2	6
	to learncooperative	DiligenceRenewal	to explainDiligence and renewal	2	7
	jobGroups	schoolsIntellectual	comparisonIntellectual schools	2	8
	Discussion	thoughtIslamic political	analysisPolitical thought	2	9
	lectureInteractive	systemGovernance in Islam	to explainThe system of government and consultation	2	10
al	studycondition	thoughtIslamic Economics	analysisEconomic thought	2	11
	Discussion	JusticeIn Islam	clarificationsocial justice	2	12
	stormmental	ordersocial	to explainsocial system	2	13
	Discussion	womanand the family	statementThe status of women	2	14
	dialogueopen	reviewGeneral	reviewInterim calendar	2	15
	in offerand	Invasionintellectual	identificationIntellectual	2	16

	discussion		invasion		
	discussionanalytical	Westernizationand its effects	analysisWesternization	2	17
	in offerMy students	Orientalism	to explainOrientalism	2	18
te	debate	secularism	discussionsecularism	2	19
	in offer	liberalism	to explainliberalism	2	20
	comparison	Islamand civilization	statementIslam's stance on civilization	2	21
	to learncooperative	AuthenticityModernity	to explainAuthenticity and modernity	2	22
	discussion	IdentityIslamic	analysisIdentity challenges	2	23
	workshopa job	ConfrontationIntellectual challenges	suggestionSolutions to challenges	2	24
	lecture	thoughtThe invitation	linkThe idea of calling	2	25
	studycondition	MediaAnd thought	analysisThe role of the media	2	26
	researchcollective	CasesContemporary thought	analysisContemporary issues	2	27
	discussionanalytical	CriticismIntellectual analysis	developmentCriticism skill	2	28
	dialogueopen	reviewComprehensive	reviewFinal	2	29
	testEditorial	The examFinal	measurementThe	2	30

			outputs are achieved		
course evaluation:					
semester exam (theory): 15% semester exam (theory): 15% tests, quizzes, and discussions: 10% assignments: 60%					
learning and teaching resources:					
Author: Hudhayfah al-Samarrai			Required textbooks (methodology, if applicable)		
Author: Jumaa Khouli			Main references (sources)		
			Recommended supporting books and references (scientific journals, reports...)		
Library			Electronic references, websites		