



**Republic of Iraq**

**Ministry Higher education and  
scientific research**

**Device Scientific supervision and  
evaluation**

# **Guide Academic program and**

**Imam Al-A'zam University College / Department  
of Fundamentals of Religion / Tarmiyah**

**For the academic year 2025 – 2026**

## Academic Program Description

**University Name:** Imam Al-Azam University College

**College:** The Great Imam University

**Scientific Department:** Fundamentals of Religion/Al-Tarbiya

**Name of academic or professional program:** Bachelor's /Islamic law

**Final Certificate Name:** Bachelor's Islamic law–Fundamentals of Religion.

**Study system:** annual system

**Date the description was prepared:** 1/10/2025

**Date the file was filled out:** 1/10/2025

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Name of Department Head: Prof. Dr. Ali Hamad Abdulaziz

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

the date: / /

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Dean's approval

Prof. Dr. Salah Al-Din Faleh Hassan

### Program Vision

- The Department of Fundamentals of Religion aspires to achieve leadership and excellence in:
    - Teaching Islamic sciences and moderate Islamic thought.
    - Achieving the highest standards of quality and academic accreditation in education, training, and scientific research.
    - To provide the local community with active and productive scientific talent.
- Combining authenticity and modernity, with a genuinely moderate approach.

### Program message

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

### Program objectives

1. Building quality academic programs at the undergraduate and graduate levels in accordance with academic accreditation standards in order to create a stimulating educational environment that embodies the college's student-centered teaching philosophy.
2. To provide the community with its needs in the field of various Islamic studies, and to prepare scholars, guides and researchers who contribute to spreading noble values and deepening moderate Islamic thought.
3. A good understanding of the course of Islamic sciences and its curves, keeping up with its development and human contributions, while promoting the etiquette of disagreement and dealing objectively with the other opinion.

### Program accreditation

Work is underway on it

### Other external influences:

Ministry of Higher Education and Scientific Research / Scientific Cooperation Agreements with the university Iraqi The Open Educational College/Then the application Cooperation With the Ministry of Education Department of Religious Education and Islamic Studies.

### 6- Program structure

comments *	Percentage	Study unit	Number of courses	Program structure
		160	53	Institutional requirements
essential	21.7	35		College requirements

essential	78.3	161		<b>Department requirements</b>
			nothing	<b>Summer training</b>
				<b>Other</b>

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

<b>7- Program Description</b>				
approved units		Course name	Course code	Year / Level
Number of units	Number of hours			
2	1	Quranic Sciences	RQS115	First stage
4	2	Interpretation	REX109	First stage
4	3	Memorizing the Quran and Tajweed	EAQM101	First stage
6	3	Grammar and Morphology	RGR111	First stage
4	2	Jurisprudence	RWJ224	First stage
2	1	English language	EAEL103	First stage
2	1	Human rights and democracy		First stage
4	2	Islamic ethics	EAIE205	First stage
2	1	computer	EACS105	First stage
2	1	The Prophet's Biography	RPRO117	First stage
4	2	Islamic doctrine	RDO116	First stage
2	1	Educational Psychology	EAEP108	First stage
1	1	Preserving Hadith	RHSC118	First stage
3	2	Interpretation	REX110	Phase Two
4	2	Doctrine	RDO216	Phase Two
4	3	saveQuran and Tajweed	EAQM102	Phase Two
3	2	Hadith sciences +Preserving Hadith		Phase Two
5	2	GrammarAnd the exchange	RGR112	Phase Two
5	3	Jurisprudence	RWJ224	Phase Two
2	1	the language English	EAEL104	Phase Two
2	1	computer	EACS106	Phase Two
3	2	Measurementand calendar	EAME305	Phase Two
2	1	Freedom		Phase Two
2	1	BiographyProphetic	RPRO117	Phase Two
4	2	Religions	RIS316	Phase Two

2	1	thought Islamic	RCIT121	Phase Two
2	1	Baathist crimes		Phase Two
3	2	to explain Hadith And preservation	RHE415	Phase Three
3	2	Interpretation	REX210	Phase Three
3	2	Grammar	RGR212	Phase Three
4	2	Logic	RLO220	Phase Three
1	1	saveKoran	EAQM201	Phase Three
3	2	Library + Methodology Search	EARM340	Phase Three
3	2	CurriculaTeaching methods	EAMT306	Phase Three
2	1	Hadith sciences	RHSC118	Phase Three
4	2	religions	RRH318	Phase Three
4	2	Doctrine	RDO217	Phase Three
4	2	Islamic sects	<b>RIS316</b>	Phase Three
3	2	Rhetoric	RTH412	Phase Three
2	1	Biography of the Prophet's Family		Phase Three
2	1	Islamic thought	<b>RCIT121</b>	Phase Three
4	2	Methods of the Commentators	REM418	Phase Four
3	2	Grammar	RGR213	Phase Four
3	2	Hadith and memorization	<b>RHE415</b>	Phase Four
4	2	Principles of Islamic Jurisprudence	RJAR324	Phase Four
2	1	Islamic philosophy	RIPH414	Phase Four
4	2	Modern Methods	RMM320	Phase Four
4	2	man-made religions	RHH319	Phase Four
1	1	Memorizing the Holy Quran	EAQM202	Phase Four
1	1	Research project		Phase Four
4	2	Islamic doctrine	RDO314	Phase Four
4	4	Viewing and applying	EAOP407	Phase Four
3	2	The science of Hadith authentication and chains of transmission	RHS223	Phase Four

## 8- Expected learning outcomes of the program

### Knowledge

Learning	Learning Outcomes 1
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Outcome s Statemen t 1	<p>A1- The student should be able to master the rules of recitation, the principles of interpretation, hadith, doctrine, and teaching skills.</p> <p>A2- The student should be able to apply what I mentioned above in his life, during his studies, and in serving his community.</p> <p>A3- The student should become familiar with all that our true religion includes in interpretation, recitation, jurisprudence, hadith, creed, Qur'anic readings, and the Prophet's biography.</p> <p>A4- The student should be familiar with the methods of interpretation, hadith scholars, jurists, the Arabic language and its schools.</p> <p>A5- The student should acquire research and dialogue skills in spreading the moderate thought of our true religion and serving the country and its people.</p> <p>b) Affective objectives:</p> <p>A1 - To raise the student to love the Quran, the Arabic language, the Sunnah of the Prophet, Hadith, and to be proud of his faith and religion</p> <p>Part 2 – Recognizing the value and beauty of Islam, and that it is suitable for all times and places</p> <p>Q3 - To instill in the student his value through his religion, his love for his homeland, and his defense and promotion of it.</p>
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### Skills

- B1 - The student must be able to recite the Holy Quran correctly.**
- B2 - The student must be able to write scientific research papers.**
- B3 - The student should be able to teach and deliver speeches and sermons, vary them, know how to choose the most appropriate method, and develop his linguistic and technical capabilities.**
- B4 - Equipping him with the necessary skills in dialogue, discussion and teamwork.**

### Values

**This involves deriving rulings on Islamic doctrines from relevant primary texts, comparing points of disagreement on doctrinal issues, deriving principles from these differences, identifying points of agreement among scholars on doctrinal issues, refuting doubts about them, and preserving the country's identity, its doctrinal and jurisprudential school of thought, and its moderate and balanced approach..**

**The program graduate should be able to teach Islamic studies in secondary schools and public and religious institutes, apply the educational skills they have learned in conveying information, deliver lessons and lectures, pursue postgraduate studies, produce research and studies in their field of specialization, consult various classical texts, and refute doubts and objections raised about the Holy Quran, the Prophetic Sunnah, and Islamic thought in general..**

### 9- Teaching and learning strategies

- |   |                        |
|---|------------------------|
| 1- The lecture method (delivery)<br>brainstorming methods | 2- Problem-solving and |
| 3- Inductive method                                       | 4- Measurement method  |

10. Assessment methods

**Daily, monthly, term, and final tests**

**Classroom discussion**

**Classroom assignments**

**Graduation project:**

**The grade distribution will be as follows: 40% midterm exams and 60% final exams to year.**

11 Faculty

Faculty members

Faculty preparation		Requirements/ Special skills (If found)		Specialization		Scientific rank	Teaching name
lecture	angel			private	general		
	angel			language	Arabic language	assistant professor	Ali Hamad Abdulaziz Hamad
	angel			accident	accident	assistant professor	Mustafa Aboud Mustafa Hammadi
	angel			accident	accident	Professor Dr.	Omar Ali Taha Abdullah
	angel			Invitation and sermon	Invitation and sermon	assistant professor	Abdulaziz Mohammed Mohsen Mohammed
	angel			explanation	explanation	assistant professor	Hamadi Hussein Ali Hamadi
	angel			jurisprudence	jurisprudence	teacher	Abdulrahman Mohammed Abdullah Abdulaziz
	angel			Curricula and teaching methods	Curricula and teaching methods	Assistant teacher	Qutaiba Ali Hussein Mahmoud

11 Faculty From the external lecturers:

Faculty members – External lecturer

Faculty preparation		Requirements/ Special skills (If found)		Specialization		Scientific rank	Teaching name
lecture r	angel			private	general		
lecture r				literature	Arabic language	Professor Doctor	Dr. Dawood Salman Ali
lecture r				Islamic economics	jurisprudence	Professor Doctor	Dr. Hatem Taha Ahmed
lecture r				accident	accident	Professor Doctor	Dr. Omar Ahmed Ali
lecture r				explanation	explanation	Assistant teacher	M.M. End of Khaled Daoud
lecture r				explanation	explanation	Assistant teacher	M.M. Saja Abdul Muhammad
lecture r				Islamic history	date	Assistant teacher	M.M. Aisha Ismail Ahmed
lecture r				explanation	explanation	Assistant teacher	M.M. Muhammad Hadi Mahmoud
lecture r				Invitation and thought	Islamic philosophy	Assistant teacher	M.M. Ibrahim Shather Hamad
lecture r				explanation	explanation	Assistant teacher	M.M. Omar Mazal Ghazal
lecture r				explanation	explanation	Assistant teacher	M.M. Omar Jassim Mohammed

#### Orienting new faculty members

Introducing new faculty members to the college's vision, mission, goals, organizational structure, policies and procedures.

To enable new faculty members to gain a better understanding of their rights and 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

**Urge Faculty members To participate in seminars and development workshops in the administrative and scientific aspects.**

**Working to publish outstanding scientific research by fourth-year students in order to push the scientific movement in the right direction.**

**Encouraging the creation of books that include the course syllabi agreed upon by the**

scientific committees.

Paying attention to the extent of adherence to the specified time for submitting assignments.

Writing periodic research papers within the specific area of specialization and discussing them within the department's plan.

to encourage Faculty members To participate in local and international seminars, workshops and scientific conferences.

#### 12. Admission standard

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).

To successfully pass a special test or personal interview deemed appropriate by the college or department council.

To be well-suited for the specialization he/she is applying for.

The learner must have obtained a preparatory school certificate (scientific, literary, Islamic or vocational).

The capacity of the scientific department.

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

- Academic websites (Scientific Researcher)
- books (Quranic sciences, jurisprudence, grammar, creed, and education).
- Iraqi Digital Repository for Theses and Dissertations
- Website of Iraqi peer-reviewed journals.

#### 14. Program development plan

##### **Development plan Academic and professional for faculty members It includes:**

Contributing to the development of the teaching staff's efficiency in the department in a manner that is consistent with the development of Islamic sciences and keeps pace with the development of contemporary sciences.

The professional development programs are diverse, including seminars and workshops, to impart administrative and scientific skills.

##### **Teaching and learning strategies:**

Adopting modern teaching and learning strategies in the field of specialization. Periodic review of curriculum content.

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

##### **Assessing the targeted learning outcomes:**

Preparing a plan Learning outcomes required from the program.

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

Utilizing beneficiary surveys to achieve continuous improvement steps.

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

Knowledge	
Learning Outcomes Statement 1	<p>Learning Outcomes 1</p> <p>A1- The student should be able to master the rules of recitation, jurisprudence, hadith, and creed.</p> <p>A2- The student should be able to apply what I mentioned above in his life, during his studies, and in serving his community.</p> <p>A3- The student should become familiar with all that our true religion includes in interpretation, recitation, jurisprudence, hadith, creed, Quranic readings, and the Prophet's biography...</p> <p>A4- The student should be familiar with the methods of interpretation, hadith scholars, jurists, the Arabic language and its schools.</p> <p>A5- The student should acquire research and dialogue skills in spreading the moderate thought of our true religion and serving the country and its people.</p> <p>for- Affective goals:</p> <p>A1 - To raise the student to love the Quran, the Arabic language, the Sunnah of the Prophet, Hadith, and to be proud of his faith and religion</p> <p>Part 2 – Recognizing the value and beauty of Islam, and that it is suitable for all times and places</p> <p>C - To instill in the student his value through his religion, his love for his homeland, and his defense and promotion of it.</p>
Skills	
	<p>B1 - That the student be able to recite the Holy Quran correctly</p> <p>B2 - The student must be able to write scientific research papers</p> <p>B3 - The student should be able to teach and deliver speeches and sermons, vary them, know how to choose the most appropriate method, and develop his linguistic and technical capabilities.</p> <p>B4 - Equipping him with the necessary skills in dialogue, discussion and teamwork.</p>
Values	
	<p>This involves deriving rulings on Islamic doctrines from relevant primary texts, comparing points of disagreement on doctrinal issues, deriving principles from these differences, identifying points of agreement among scholars on doctrinal issues, refuting doubts about them, and preserving the country's identity, its doctrinal and jurisprudential school of thought, and its moderate and balanced approach..</p> <p>The program graduate should be able to teach Islamic studies subjects in secondary schools and institutes. General and religious knowledge, applying the educational skills he has learned in conveying information, and is also capable of delivering lectures..</p>

Values				Skills				Knowledge				Essential or optional	Course Name	Course code	First stage
Q 4	Part 3	Part 2	Part 1	B 4	B 3	B 2	B 1	A 4	A 3	A 2	A 1				
/	/	/	/	/	/	/	/	/	/	/	/	essential	Quranic Sciences	RQS115	
/	/	/	/	/	/	/	/	/	/	/	/	essential	Interpretation	REX109	
/	/	/	/	/	/	/	/	/	/	/	/	essential	Memorizing the Quran and Tajweed	EAQM101	
/	/	/	/	/	/	/	/	/	/	/	/	essential	Grammar and Morphology	RGR111	
/	/	/	/	/	/	/	/	/	/	/	/	essential	Jurisprudence	RWJ224	
/	/	/	/	/	/	/	/	/	/	/	/	essential	English language	EAEL103	
/	/	/	/	/	/	/	/	/	/	/	/	essential	Human rights and democracy		
/	/	/	/	/	/	/	/	/	/	/	/	essential	Islamic ethics	EAIE205	
/	/	/	/	/	/	/	/	/	/	/	/	essential	computer	EACS105	
/	/	/	/	/	/	/	/	/	/	/	/	essential	The Prophet's Biography	RPRO117	
/	/	/	/	/	/	/	/	/	/	/	/	essential	Islamic doctrine	RDO116	
/	/	/	/	/	/	/	/	/	/	/	/	essential	Educational Psychology	EAEP108	
/	/	/	/	/	/	/	/	/	/	/	/	essential	Preserving Hadith	RHSC118	
/	/	/	/	/	/	/	/	/	/	/	/	essential	Interpretation	REX110	
/	/	/	/	/	/	/	/	/	/	/	/	essential	Doctrine	RDO216	
/	/	/	/	/	/	/	/	/	/	/	/	essential	saveQuran and Tajweed	EAQM102	
/	/	/	/	/	/	/	/	/	/	/	/	essential	Hadith Sciences + Hadith Memorization		
/	/	/	/	/	/	/	/	/	/	/	/	essential	GrammarAnd the exchange	RGR112	
/	/	/	/	/	/	/	/	/	/	/	/	essential	Jurisprudence	RWJ224	
/	/	/	/	/	/	/	/	/	/	/	/	essential	the language English	EAEL104	

/	/	/	/	/	/	/	/	/	/	/	/	essential	computer	EACS106		
/	/	/	/	/	/	/	/	/	/	/	/	essential	Measurement and calendar	EAME305		
/	/	/	/	/	/	/	/	/	/	/	/	essential	Freedom			
/	/	/	/	/	/	/	/	/	/	/	/	essential	Biography Prophetic	RPRO117		
/	/	/	/	/	/	/	/	/	/	/	/	essential	Religions	RIS316		
/	/	/	/	/	/	/	/	/	/	/	/	essential	thought Islamic	RCIT121	Phase Three	
/	/	/	/	/	/	/	/	/	/	/	/	essential	Baathist crimes			
/	/	/	/	/	/	/	/	/	/	/	/	essential	to explain Hadith And preservation	RHE415		
/	/	/	/	/	/	/	/	/	/	/	/	essential	Interpretation	REX210		
/	/	/	/	/	/	/	/	/	/	/	/	essential	Grammar	RGR212		
/	/	/	/	/	/	/	/	/	/	/	/	essential	Logic	RLO220		
/	/	/	/	/	/	/	/	/	/	/	/	essential	saveKoran	EAQM201		
/	/	/	/	/	/	/	/	/	/	/	/	essential	Library + Methodology Search	EARM340		
/	/	/	/	/	/	/	/	/	/	/	/	essential	Curricula Teaching methods	EAMT306		
/	/	/	/	/	/	/	/	/	/	/	/	essential	Hadith sciences	RHSC118		
/	/	/	/	/	/	/	/	/	/	/	/	essential	religions	RRH318		
/	/	/	/	/	/	/	/	/	/	/	/	essential	Doctrine	RDO217		
/	/	/	/	/	/	/	/	/	/	/	/	essential	Islamic sects			
/	/	/	/	/	/	/	/	/	/	/	/	essential	Rhetoric	RTH412	Phase Four	
/	/	/	/	/	/	/	/	/	/	/	/	essential	Biography of the Prophet's Family			
/	/	/	/	/	/	/	/	/	/	/	/	essential	Islamic thought			

## Description of the first stage courses

### Course description Interpretation

Course Name	Interpretation
REX109	
Course code	
Semester/Year	annual
Date this description was prepared	1/10/2025
Available forms of attendance	daily
Number of study hours (total) / Number of units (total)	60 hours/60 units
Name of the course coordinator (if there is more than one, please mention it).	
1- Name: Saja Abdul Muhammad Ahmad Email: sajaabd1994mohmed@gmail.com 2- Name  Email: 3- Name: Email:	
<b>Course objectives</b>	
1/Introducing the student to the meanings of seeking refuge and the Basmala and their linguistic and legal rules. 2/To enable the student to understand the overall objectives of Surah Al-Fatihah and the beginning of Surah Al-Baqarah. 3/A statement of the characteristics of the different groups in society (believers, disbelievers, and hypocrites), and a warning against the traits of hypocrisy.. 4/Understanding the lessons and morals derived from the story of Adam, peace be upon him, and the beginning of the creation of humanity	<b>Course objectives</b>

5/Developing the student's ability to deduce rhetorical subtleties and benefits from the Qur'anic text according to the Al-Sabouni method.	
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**Teaching and learning strategies**

Taking notes. Summary. Preservation. Mind maps.	strategy
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**Course structure**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ Seeking refuge and saying "In the name of God, the Most Gracious, the Most Merciful"	Understanding the implications of (I seek refuge in God) and the meanings of God's names (the Most Gracious, the Most Merciful).	2	1
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_Surah Al-Fatihah (Part One)	Interpretation of verses (1-4) and the meaning of praise, Lordship and reward.	2	2
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_Surah Al-Fatihah (Part Two).	The interpretation of (You alone we worship) up to the end of the Surah, and the meaning of guidance and misguidance.	2	3
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_Surah Al-Baqarah (1-5)	A statement of the virtues of the Surah, an explanation of the disconnected letters, and the characteristics of the righteous.	2	4
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_Surah Al-Baqarah (6_7).	Explanation of the state of the stubborn disbelievers and the	2	5

			meaning of the seal and the veil.		
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>1_ Surah Al-Baqarah (8-16)</b>	<b>Analysis of the characteristics of hypocrites: sickness of the heart, pretense, and mockery.</b>	<b>2</b>	<b>7</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>1_ Surah Al-Baqarah (17-20)</b>	<b>Explanation of the examples given of hypocrites</b>	<b>2</b>	<b>8</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>1_ Surah Al-Baqarah (21-25)</b>	<b>The call to universal worship, the miraculous nature of the Qur'an, and the depiction of the bliss of Paradise.</b>	<b>2</b>	<b>9</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture and Question</b>	<b>1_ Surah Al-Baqarah (26-29).</b>	<b>The wisdom behind using the mosquito as an example, and the evidence of God's oneness in creation.</b>	<b>2</b>	<b>10</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>1_ Surah Al-Baqarah (30-34)</b>	<b>The story of Adam's succession on Earth, the teaching of the names, and the envy of Iblis.</b>	<b>2</b>	<b>11</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>1 - Surah Al-Baqarah (35-39)</b>	<b>Living in Paradise, eating from the tree, repentance, and accepting the words.</b>	<b>2</b>	<b>12</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>1_ Surah Al-Baqarah (40-46)</b>	<b>The first call to the Children of Israel: to fulfill the covenant and to encourage prayer and patience.</b>	<b>2</b>	<b>13</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>1_ Surah Al-Baqarah (47-53)</b>	<b>Reminding of the blessing of deliverance from Pharaoh's people and the forty-night appointment of Moses.</b>	<b>2</b>	<b>14</b>
<b>Attendance, tests,</b>	<b>Lecture, Question</b>	<b>1_ Surah Al-Baqarah (54-59)</b>	<b>The repentance of the worshippers of</b>	<b>2</b>	<b>15</b>

classroom interaction	and Answer		the calf, the request to see God, and the clouds, manna, and quails.		
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ Al-Baqarah (60-61)	Understanding the miracle of the bursting of eyes, the change of speech, and the threat to those who disobey the order.	2	16
Attendance, tests, classroom interaction		1_ Al-Baqarah (62-66)	The rule of the Sabians, the story of the raising of Mount Sinai, the transgression on the Sabbath and the punishment of transformation.	2	17
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ Al-Baqarah (67-71)	The persistence of the Children of Israel in asking questions, and knowing the descriptions of the cow (not one that plows the earth).	2	18
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ Surah Al-Baqarah (72-74)	A statement of the miracle of reviving the slain man, and the hardness of the hearts of the Children of Israel, which are like stones.	2	19
Attendance, tests, classroom interaction	Lecture, Question and Answer	Al-Baqarah (75-79)	Exposing the methods the Jews used to distort the Torah and write the book themselves for profit		20
Attendance, tests, classroom interaction	Lecture, Question and Answer	Al-Baqarah (80-83)	The response to their claim, "The fire will not touch us," is to mention the covenant of the Children of Israel to worship God and to be kind to parents.	2	21

Attendance, tests, classroom interaction	Lecture, Question and Answer	Al-Baqarah (84-86)	Explanation of the covenant prohibiting the expulsion of people from their homes, and the consequences of buying worldly life at the expense of the Hereafter.	2	22
Attendance, tests, classroom interaction	Lecture, Question and Answer	Al-Baqarah (87-88)	Understanding Jesus' support by the Holy Spirit and the reason for the Jews' arrogance and their killing of the prophets.	2	23
Attendance, tests, classroom interaction	Lecture, Question and Answer	Al-Baqarah (89-91)	A statement of their disbelief in the truth they knew, and the reason for their refusal to believe in what God revealed.	2	24
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ Seeking refuge and saying "In the name of God, the Most Gracious, the Most Merciful"	Understanding the implications of (I seek refuge in God) and the meanings of God's names (the Most Gracious, the Most Merciful).	2	25
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_Surah Al-Fatihah (Part One)	Interpretation of verses (1-4) and the meaning of praise, Lordship and reward.	2	26
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_Surah Al-Fatihah (Part Two).	The interpretation of (You alone we worship) up to the end of the Surah, and the meaning of guidance and misguidance.	2	27
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_Surah Al-Baqarah (1-5)	A statement of the virtues of the Surah, an explanation of the disconnected letters, and the	2	28

			characteristics of the righteous.		
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_Surah Al-Baqarah (6_7).	Explanation of the state of the stubborn disbelievers and the meaning of the seal and the veil.	2	29
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_Seeking refuge and saying "In the name of God, the Most Gracious, the Most Merciful"	Understanding the implications of (I seek refuge in God) and the meanings of God's names (the Most Gracious, the Most Merciful).	2	30

Course evaluation- Conducting oral and final exams with varying types of questions  
Quick tests  
Assigning students tasks and research projects related to the course.

#### Learning and teaching resources

	Required textbooks (methodology, if applicable)
The Essence of Interpretations by Al-Sabuni, Part One	Main references (sources)
All books of interpretation	Recommended supporting books and references (scientific journals, reports...)
Comprehensive Library	Electronic references, websites

#### Course description Memorizing the Quran and Tajweed

<b>Course Name</b>
Memorizing the Holy Quran and Tajweed
<b>Course code</b>
EAQM101
<b>Semester/Year</b>
2025/2026
<b>Date this description was prepared</b>
1/10/2025
<b>Available forms of attendance</b>
Classrooms (in person)
<b>Number of study hours (total) / Number of units (total)</b>
Number of hours: 60 Number of units: 120

<b>Name of the course coordinator (if there is more than one, please mention it).</b>	
1- Name: Mohammed Hadi Mahmoud Email:com.gmail@mohammedhmahmood81	
<b>Course objectives</b>	
Students' care for the Book of God Almighty, in recitation and memorization To become familiar with the terminology of Tajweed scholars through theoretical knowledge. The student receives the correct reading and then applies it practically.	<b>Course objectives</b>
<b>Teaching and learning strategies</b>	
Taking notes. Summary. Preservation. Mind maps.	<b>strategy</b>
<b>Course structure</b>	

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Daily/monthly test.	Lecture - Dialogue and Discussion; Required Reading and Memorization	The science of Tajweed: concept and origins	Understanding the science of Tajweed: its concept and origins	2	1
Daily/monthly test.	Lecture-Dialogue and discussion.,reading Preservation Required	rulings Seeking refuge with male I face it	The rules of seeking refuge (from Satan) with a mention of its aspects	2	2
Daily/monthly test.	Lecture-Dialogue and discussion.,reading Preservation Required	rulings In the name of God, the Most Gracious, the Most Merciful with male I face it between The two surahs	The rules of reciting the Basmala, mentioning its various forms between the two surahs.	2	3
Daily/monthly test.	Lecture-Dialogue and discussion.,reading Preservation Required	Ahham Nun The resident And tanween In picture Overall with male The two differences Nun The resident And	A general explanation of the rules of the silent nun and tanween, mentioning the difference between the	2	4

		<b>tanween</b>	<b>silent nun and tanween.</b>		
<b>Daily/monthly test.</b>	<b>Lecture-Dialogue and discussion.,reading Preservation Required</b>	<b>The ruling on the declaration of faith with practical application</b>	<b>Ruling on revealing</b>	<b>2</b>	<b>5</b>
<b>Daily/monthly test.</b>	<b>Lecture-Dialogue and discussion.,reading Preservation Required</b>	<b>The rules of assimilation with practical application</b>	<b>The rule of assimilation</b>	<b>2</b>	<b>6</b>
<b>Daily/monthly test.</b>	<b>Lecture-Dialogue and discussion.,reading Preservation Required</b>	<b>The ruling on inversion with practical application</b>	<b>The rule of the coup</b>	<b>2</b>	<b>7</b>
<b>Daily/monthly test.</b>	<b>Lecture-Dialogue and discussion.,reading Preservation Required</b>	<b>The ruling on concealment with practical application</b>	<b>The ruling on concealment</b>	<b>2</b>	<b>8</b>
<b>Daily/monthly test.</b>	<b>Lecture-Dialogue and discussion.,reading Preservation Required</b>	<b>Rules of the silent Meem with practical application</b>	<b>Rules of the silent Meem</b>	<b>2</b>	<b>9</b>
<b>Daily/monthly test.</b>	<b>Lecture-Dialogue and discussion.,reading Preservation Required</b>	<b>rulings The suffix In picture Overall</b>	<b>General rules of prolongation</b>	<b>2</b>	<b>10</b>
<b>Daily/monthly test.</b>	<b>Lecture-Dialogue and discussion.,Extractin g the rulings from the Quran, along with reading Preservation Required</b>	<b>The tide original natural</b>	<b>natural original tide</b>	<b>2</b>	<b>11</b>
<b>Daily/monthly test.</b>	<b>Lecture-Dialogue and discussion.,Extractio n referees from The Quran,with reading Preservation Required</b>	<b>Appendix With the extension natural</b>	<b>Appendix to natural tide</b>	<b>2</b>	<b>12</b>
<b>Daily/monthly test.</b>	<b>Lecture-Dialogue and discussion.,Extractio n referees from The Quran,with reading Preservation Required</b>	<b>Types The tide Sub-</b>	<b>Types of sub-tide</b>	<b>2</b>	<b>13</b>
<b>Daily/monthly test.</b>	<b>Lecture-Dialogue and discussion.,Extractio n referees from The Quran,with reading</b>	<b>The suffix because of Hamza</b>	<b>Lengthening due to the hamza</b>	<b>2</b>	<b>14</b>

	<b>Preservation Required</b>				
<b>Daily/monthly test.</b>	<b>Lecture-Dialogue and discussion.,Extraction referees from The Quran,with reading Preservation Required</b>	<b>The tide The prize separate</b>	<b>Permissible separate prolongation</b>	<b>2</b>	<b>15</b>
<b>Daily/monthly test.</b>	<b>Lecture-Dialogue and discussion.,Extraction referees from The Quran,with reading Preservation Required</b>	<b>The tide the duty Caller</b>	<b>Obligatory connected prolongation</b>	<b>2</b>	<b>16</b>
<b>Daily/monthly test.</b>	<b>Lecture-Dialogue and discussion.,Extraction referees from The Quran,with reading Preservation Required</b>	<b>Mad Connection The Great</b>	<b>Extending the Great Connection</b>	<b>2</b>	<b>17</b>
<b>Daily/monthly test.</b>	<b>Lecture-Dialogue and discussion.,Extraction referees from The Quran,with reading Preservation Required</b>	<b>The tide because of Stillness</b>	<b>Tide due to stillness</b>	<b>2</b>	<b>18</b>
<b>Daily/monthly test.</b>	<b>Lecture-Dialogue and discussion.,Extraction referees from The Quran,with reading Preservation Required</b>	<b>Mad Necessary The burdened and diluted The word and the craftsman</b>	<b>Lengthening the necessary heavy and light word and letter</b>	<b>2</b>	<b>19</b>
<b>Daily/monthly test.</b>	<b>Lecture-Dialogue and discussion.,Extraction referees from The Quran,with reading Preservation Required</b>	<b>The incidental lengthening of the stillness</b>	<b>Extend the object for stillness</b>	<b>2</b>	<b>20</b>
<b>Daily/monthly test.</b>	<b>Lecture-Dialogue and discussion.,Extraction referees from The Quran,with reading Preservation Required</b>	<b>Extend the softness</b>	<b>Extend the softness</b>	<b>2</b>	<b>21</b>
<b>Daily/monthly test.</b>	<b>Lecture-Dialogue and discussion.,Extraction referees from The Quran,with reading Preservation Required</b>	<b>Exits Letters public</b>	<b>General articulation points of</b>	<b>2</b>	<b>22</b>

	Quran,with reading Preservation Required		letters		
Daily/monthly test.	Lecture-Dialogue and discussion.,Extraction referees from The Quran,with reading Preservation Required	Al-Jawf exit	Al-Jawf exit	2	23
Daily/monthly test.	Lecture-Dialogue and discussion.,Extraction referees from The Quran,with reading Preservation Required	throat exit	throat outlet	2	24
Daily/monthly test.	Lecture-Dialogue and discussion.,Extraction referees from The Quran,with reading Preservation Required	tongue pronunciation	tongue pronunciation	2	25
Daily/monthly test.	Lecture-Dialogue and discussion.,Extraction referees from The Quran,with reading Preservation Required	Lip exit	Lip exit	2	26
Daily/monthly test.	Lecture-Dialogue and discussion.,Extraction referees from The Quran,with reading Preservation Required	gill outlet	gill outlet	2	27
Daily/monthly test.	Lecture-Dialogue and discussion.,Extraction referees from The Quran,with reading Preservation Required	review Exits In picture General	General review of exits	2	28
Daily/monthly test.	Lecture-Dialogue and discussion.,Extraction referees from The Quran,with reading Preservation Required	review Material In picture Comprehensive	Comprehensive review of the material	2	29
Final exams			Test	2	30

**Course evaluation**

Daily, monthly, and term tests are conducted, and the nature of the questions varies.

<b>Quick exams (Quizzes).</b> <b>Activities that the student performs during the semester.</b> <b>Assigning students tasks and research projects related to the course.</b>	
<b>Learning and teaching resources</b>	
<b>The complete first part</b> <b>The Book of Tajweed, by Dr. Yahya Al-Ghouthani</b>	<b>Required textbooks (methodology, if applicable)</b>
<b>Explanation of the Jazariyyah Introduction,</b> <b>The Beneficiary in the Science of Tajweed,</b> <b>The Book of Tajweed by Dr. Ayman Suwaid</b>	<b>Main references (sources)</b>
<b>The comprehensive library.</b> <b>Scientific Researcher website.</b>	<b>Recommended supporting books and references (scientific journals, reports...)</b>
<b>Electronic references, websites, and electronic information sources such as libraries and specialized electronic programs.</b>	<b>Electronic references, websites</b>

### Course description Grammar and Morphology

<b>Course Name</b>
<b>Grammar and Morphology</b>
<b>Course code</b>
<b>RGR111</b>
<b>Semester/Year</b>
<b>2025/2026</b>
<b>Date this description was prepared</b>
<b>1/10/2025</b>
<b>Available forms of attendance</b>
<b>Classrooms (in person)</b>
<b>Number of study hours (total) / Number of units (total)</b>
Number of hours: 60 <b>Number of units: 180</b>
<b>Name of the course coordinator (if there is more than one, please mention it).</b>
<b>1- Name: Mohammed Hadi Mahmoud</b> <b>Email: com.gmail@mohammedhmahmood81</b>
<b>Course objectives</b>

<p>The student should become familiar with the grammatical terms included in the course.</p> <p>The student should be able to differentiate between the prescribed grammatical topics.</p> <p>To memorize the definitions, rules, and conditions in each chapter</p> <p>To cite linguistic examples of the rules he has studied</p> <p>Distinguishing between nouns, verbs, particles, and indeclinable and declinable forms</p>	<b>Course objectives</b>
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<b>Teaching and learning strategies</b>	
<p><b>Taking notes.</b></p> <p><b>Summary.</b></p> <p><b>Preservation.</b></p> <p><b>Mind maps.</b></p>	<b>strategy</b>

**Course structure**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Daily/monthly test.	Lecture - Dialogue and Discussion.	Grammar and Morphology: Concept and Origins	Understanding the science of grammar and morphology: concept and origins	2	1
Daily/monthly test.	Lecture-Dialogue And discussion, with representation.	Identifying word types	Identifying word types	2	2
Daily/monthly test.	Lecture-Dialogue The discussion involves extracting the name from the texts.	Signs that distinguish the name	Signs that distinguish the name	2	3
Daily/monthly test.	Lecture, dialogue and discussion, Extraction The verb from Texts	Signs that distinguish the verb	Signs that distinguish the verb	2	4
Daily/monthly test.	Lecture, Dialogue and discussion, Extraction Types of verbs from Texts	Identifying and distinguishing between different types of verbs	Identifying types of verbs	2	5
Daily/monthly test.	Lecture, Dialogue and discussion, Extraction Letters of meaning from Texts	identification on letters Meanings	Identifying the letters of meaning	2	6

Daily/monthly test.	Lecture, Dialogue and discussion, Extraction The inflected and the indeclinable from Texts	identification on Arabized And the building	Identifying inflected and indeclinable words	2	7
Daily/monthly test.	Lecture, Dialogue and discussion, Extraction the name The Arabized from Texts	The basic form of a noun is inflection.	The original form of the noun is inflection.	2	8
Daily/monthly test.	Lecture, Dialogue and discussion, Extraction indeclinable nouns from Texts	Identifying indeclinable nouns	Identifying indeclinable nouns And an explanation of the reason for its construction	2	9
Daily/monthly test.	Lecture and practical application in extracting the past tense verb and explaining its conjugation marker	identification on The verb the past and statement sign Its construction	Identifying the past tense verb and its conjugation markers	2	10
Daily/monthly test.	Lecture and the application practical in Extraction Amrobian act sign Its construction	identification on an act The matter and statement sign Its construction	Identifying the imperative verb and explaining its conjugation markers	2	11
Daily/monthly test.	Lecture and the application practical in Extraction an act Present tense and explanation sign Its construction	parsing The verb Present tense with statement when It comes building	Analysis of the present tense verb, with an explanation of when it is conjugated.	2	12
Daily/monthly test.	Lecture and explanation of the types of common and specific grammatical cases	statement Types Grammar	Statement of types of grammatical analysis	2	13
Daily/monthly test.	The lecture focused on differentiating between original and secondary sources.	Statement of the original and secondary diacritical marks	Original and secondary diacritical marks	2	14
Daily/monthly test.	The practical application involves	Declension of the singular	Declension of the singular	2	15

	<b>extracting it and identifying its mark.</b>	<b>noun</b>	<b>noun</b>		
<b>Daily/monthly test.</b>	<b>A statement of what was due to impossibility and what was due to the burden</b>	<b>identification on Signs Apparent and signs Ability</b>	<b>Identifying visible signs and estimated signs</b>	<b>2</b>	<b>16</b>
<b>Daily/monthly test.</b>	<b>Practical application in extracting and parsing them</b>	<b>parsing Names The six</b>	<b>The declension of the six nouns</b>	<b>2</b>	<b>17</b>
<b>Daily/monthly test.</b>	<b>The app practical in Extracting it And its grammatical analysis</b>	<b>parsing collection Masculine Peace</b>	<b>Declension of the masculine plural</b>	<b>2</b>	<b>18</b>
<b>Daily/monthly test.</b>	<b>The app practical in Extracting it And its grammatical analysis</b>	<b>parsing Appendix By collecting Masculine peace</b>	<b>The grammatical analysis of the word attached to the masculine plural: peace</b>	<b>2</b>	<b>19</b>
<b>Daily/monthly test.</b>	<b>The app practical in Extracting it And its grammatical analysis</b>	<b>parsing Al-Muthanna</b>	<b>Declension of the dual</b>	<b>2</b>	<b>20</b>
<b>Daily/monthly test.</b>	<b>The app practical in Extracting it And its grammatical analysis</b>	<b>parsing Appendix dual form with statement The evidence</b>	<b>Parsing the word attached to the dual form, with examples.</b>	<b>2</b>	<b>21</b>
<b>Daily/monthly test.</b>	<b>The app practical in Extracting it And its grammatical analysis</b>	<b>parsing Collection feminine Peace</b>	<b>Declension of the feminine plural</b>	<b>2</b>	<b>22</b>
<b>Daily/monthly test.</b>	<b>The app practical in Extracting it And its grammatical analysis</b>	<b>Parsing broken plurals</b>	<b>Parsing broken plurals</b>	<b>2</b>	<b>23</b>
<b>Daily/monthly test.</b>	<b>The app practical in Extracting it And its grammatical analysis</b>	<b>Declension of the indeclinable noun</b>	<b>Declension of the indeclinable noun</b>	<b>2</b>	<b>24</b>
<b>Daily/monthly test.</b>	<b>The app practical in Extracting it And its grammatical analysis</b>	<b>parsing Actions The five</b>	<b>The conjugation of the five verbs</b>	<b>2</b>	<b>25</b>
<b>Daily/monthly test.</b>	<b>The app practical in Extracting it And its grammatical analysis</b>	<b>parsing Names cabin and the incomplete</b>	<b>Declension of nouns ending in -a and nouns ending in -a</b>	<b>2</b>	<b>26</b>
<b>Daily/monthly test.</b>	<b>The app practical in Extracting it And its</b>	<b>Statement of indefinite and</b>	<b>Indefinite and definite</b>	<b>2</b>	<b>27</b>

	<b>grammatical analysis</b>	<b>definite nouns</b>			
<b>Daily/monthly test.</b>	<b>The app practical in Extracting it And its grammatical analysis</b>	<b>identification on pronouns And its types and statement Its place The Bedouin</b>	<b>Identifying pronouns, their types, and their grammatical function</b>	<b>2</b>	<b>28</b>
<b>Daily/monthly test.</b>	<b>The app practical in Extracting it And its grammatical analysis</b>	<b>review Material In picture Comprehensiv e</b>	<b>Statement of the nun of protection and the ya of the speaker</b>	<b>2</b>	<b>29</b>
<b>Final exams</b>			<b>Test</b>	<b>2</b>	<b>30</b>

**Course evaluation**  
Daily, monthly, and term tests are conducted, and the nature of the questions varies.  
Quick exams (Quizzes).  
Activities that the student performs during the semester.  
Assigning students tasks and research projects related to the course.

**Learning and teaching resources**

<b>to explain son Aqeel in Grammar And a gift The party in science Disbursement</b>	<b>Required textbooks (methodology, if applicable)</b>
<b>Explanation of Qatr al-Nada by Ibn Hisham al-Ansari Comprehensive Grammar by Abbas Hassan Towards the Arabic Language by Muhammad As'ad al-Nadiri</b>	<b>Main references (sources)</b>
<b>The comprehensive library. Articles available online.</b>	<b>Recommended supporting books and references (scientific journals, reports...)</b>
<b>Explanations of the Alfiyya available online (video) Al-Faseeh Network website</b>	<b>Electronic references, websites</b>

**Course descriptionJurisprudence**

<b>Course Name</b>
<b>Jurisprudence</b>
<b>Course code</b>
<b>RWJ224</b>
<b>Semester/Year</b>
<b>2025/2026</b>
<b>Date this description was prepared</b>
<b>1/10/2025</b>

<b>Available forms of attendance</b>	
<b>Classrooms (in person)</b>	
<b>Number of study hours (total) / Number of units (total)</b>	
60 hours / 120 units	
<b>Name of the course coordinator (if there is more than one, please mention it).</b>	
1- Name: Hatem Taha Ahmed Email: Hatem tah6011a@gmail.com	
<b>Course objectives</b>	
- The student should know the rules of ablution, ritual washing, the rules of water, the call to prayer, prayer and related matters, then zakat, fasting and Hajj.	<b>Course objectives</b>
<b>Teaching and learning strategies</b>	
Lecture and presentation Dialogue and discussion Cooperative learning brainstorming	<b>strategy</b>
<b>Course structure</b>	

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom questions	Lecture - Dialogue and Discussion.	Purity/Ablution	The student should learn about purification/ablution	2	1
Classroom discussion	Lecture - Dialogue and Discussion.	Washing	The student should learn about washing	2	2
Daily/monthly test.	Dialogue and discussion	Water/Water	The student should learn about water/water.	2	3
Daily/monthly test.	Lecture - Dialogue and Discussion.	Tayammum/Wiping over the socks	The student should learn about dry ablution (tayammum)/wiping over socks	2	4
Daily/monthly test.	Lecture - Dialogue and Discussion.	menstruation	The student should learn about the rules of menstruation.	2	5
Daily/monthly test.	Lecture - Cooperative Learning.	postpartum	The student should learn about the rulings concerning	2	6

			postpartum bleeding.		
Daily/monthly test.	Lecture - Cooperative Learning.	irregular bleeding	The student should learn about the rulings regarding irregular bleeding (istihadah).	2	7
Daily/monthly test.	Question and Answer	Purification from impurities	Purification from impurities	2	8
Daily/monthly test.	Lecture - Cooperative Learning.	<b>Chapter on Prayer</b>	The student should become familiar with <b>Chapter on Prayer</b>	2	9
Daily/monthly test.	Lecture - Cooperative Learning.	Adhan	The student should learn about the call to prayer (Adhan) and its rules.	2	10
Daily/monthly test.	Lecture - Cooperative Learning.	Conditions for what to do before prayer	The student should be aware of the conditions of what he does before prayer.	2	11
Daily/monthly test.	Lecture - Cooperative Learning.	Actions in prayer	The student should learn about the actions in prayer.	2	12
Daily test	Lecture - Cooperative Learning	Disliked acts in prayer	The student should learn about the things that are disliked during prayer.	2	13
Daily/monthly test.	Dialogue and discussion	Making up missed prayers/Taraweeh prayers	The student should learn about making up missed prayers/Taraweeh prayers	2	14
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	string	The student should learn about the chord.	2	15
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Prostration of forgetfulness	The student should learn about the prostration of forgetfulness (sujud as-sahw).	2	16
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	<b>Prostration of recitation</b>	The student should become familiar with <b>Prostration of recitation</b>	2	17
Daily/monthly	Lecture -	Prayer of the sick	The student should	2	18

test.	Brainstorming - Question and Answer		learn about the prayer of the sick.		
Daily/monthly test.	Dialogue and discussion	Friday prayer	The student should learn about Friday prayer.	2	19
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Eid prayers	The student should learn about the Eid prayers.	2	20
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Prayer of fear	The student should learn about the prayer of fear.	2	21
Daily/monthly test.	Dialogue and discussion	Funerals	The student should learn about the rules of funerals.	2	22
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	The Book of Zakat	The student should become familiar with the book on Zakat.	2	23
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Zakat on livestock, zakat on gold and silver	The student should learn about zakat on livestock and zakat on gold and silver.	2	24
Daily/monthly test.	Dialogue and discussion	Crops/Zakat on buried treasure	The student should learn about crops/Zakat on buried treasure	2	25
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Chapter on the recipients of Zakat/Zakat al-Fitr	The student should learn about the categories of recipients of Zakat/Sadaqah al-Fitr	2	26
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	The Book of Fasting	The student should become familiar with the book of fasting.	2	27
Daily/monthly test.	Dialogue and discussion - Question and answer	Chapter on I'tikaf	The student should learn about the chapter on seclusion (i'tikaf).	2	28
Daily/monthly test.	Question and Answer	Hajj Book	The student should become familiar with the book on Hajj.	2	29
Final exams	Lecture -	Ihram and the	The student should	2	30

	Question and Answer	pillars of Hajj	learn about Ihram and the pillars of Hajj		
<b>Course evaluation</b> Daily, monthly, and term tests are conducted, and the nature of the questions varies. Quick exams (Quizzes). Activities that the student performs during the semester. Assigning students tasks and research projects related to the course.					
<b>Learning and teaching resources</b>					
The choice to explain the chosen one, Part 1		Required textbooks (methodology, if applicable)T)			
Al-Hidayah: An Explanation of the Beginning of the Beginner / by Al-Marghinani.		Main references (sources)			
The comprehensive library. Scientific Researcher website.		Recommended supporting books and references (scientific journals, reports...)			
Electronic references, websites, and electronic information sources such as libraries and specialized electronic programs.		Electronic references, websites			

### Course description(1English)

<b>Course Name</b>
English language
<b>Course code</b>
EAEL103
<b>Semester/Year</b>
Academic year 2025–2026
<b>Date this description was prepared</b>
1/10/2025
<b>Available forms of attendance</b>
Classrooms (in person)
<b>Number of study hours (total) / Number of units (total)</b>
Number of hours: 30 / Number of units: 60
<b>Name of course coordinator</b>
1- Name: Dr. Ayoub Badr Hassan Email: arkaanayub@gmail.com
<b>Course objectives</b>

<p>The student should learn the basics of speaking in meetings and interviews in English.</p> <p>The student should learn about the most important countries around him in English.</p> <p>The student should be able to learn everything related to him in English.</p> <p>The student should be able to identify the names for friends and family in English.</p> <p>The student should learn about lifestyles in English.</p> <p>The student should be able to learn about tenses and the past tense in English.</p> <p>The student should become familiar with some basic rules of the English language.</p> <p>To apply what he has learned practically by using simple conversations and solving exercises.</p>				<b>Course objectives</b>	
<b>Teaching and learning strategies</b>					
<p><b>Note-taking, memorization, real-life English conversations, summarizing, and repetition based on linking information to events. Memorizing English words and their Arabic translations.</b></p>					<b>strategy</b>
<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Classroom questions</b>	<b>Theoretical lecture</b>	<b>hello</b>	<b>Interview</b>	<b>1</b>	<b>1</b>
<b>Conversations and application</b>	<b>a lecture theory</b>	<b>pronouns</b>	<b>pronouns</b>	<b>1</b>	<b>2</b>
<b>Solving questions and discussions</b>	<b>a lecture theory</b>	<b>Unit One</b>	<b>Solving unit exercises</b>	<b>1</b>	<b>3</b>
<b>Conversations and questions</b>	<b>a lecture theory</b>	<b>Your word</b>	<b>The world around you</b>	<b>1</b>	<b>4</b>
<b>Questions and Answers</b>	<b>a lecture theory</b>	<b>Rules</b>	<b>Some general rules</b>	<b>1</b>	<b>5</b>
<b>conversation and discussion</b>	<b>a lecture theory</b>	<b>souvenir photo piece</b>	<b>Reading</b>	<b>1</b>	<b>6</b>
<b>Questions and discussions</b>	<b>a lecture theory</b>	<b>Exercises</b>	<b>Solve the exercises</b>	<b>1</b>	<b>7</b>
<b>Listening and speaking</b>	<b>a lecture theory</b>	<b>All about you</b>	<b>Personal information</b>	<b>1</b>	<b>8</b>
<b>Application and discussion</b>	<b>a lecture theory</b>	<b>Rules</b>	<b>Some general rules</b>	<b>1</b>	<b>9</b>
<b>Listening and writing</b>	<b>a lecture theory</b>	<b>4*4 piece</b>	<b>Listening and writing</b>	<b>1</b>	<b>10</b>
<b>Solving questions and</b>	<b>a lecture theory</b>	<b>Unit exercises</b>	<b>Solve the exercises</b>	<b>1</b>	<b>11</b>

discussions					
a test	a lecture theory	a test	a test	1	12
Conversations and discussions	a lecture theory	Family & friends	Family and friends	1	13
The app	a lecture theory	Unit rules	Some rules	1	14
Questions and discussion	a lecture theory	Unit exercises	Solve the exercises	1	15
Listening and reading	a lecture theory	David's Family Piece	Listening and reading	1	16
Listening	a lecture theory	Friends	Listening	1	17
practical application	a lecture theory	Basics of Correspondence	Correspondence	1	18
Reading and listening	a lecture theory	It's my life	It's my life	1	19
Save and apply	a lecture theory	Unit rules	Some rules	1	20
Questions and discussions	a lecture theory	Exercises	Solve the exercises	1	21
practical application	a lecture theory	Wilson's Piece	Reading and listening	1	22
Answer the questions	a lecture theory	Exercises	Solve the exercises	1	23
Preservation	a lecture theory	Collectibles	Memorize some vocabulary	1	24
Questions and discussion	a lecture theory	Times past	Spending time	1	25
Memorization and practical application	a lecture theory	Rules	Some rules	1	26
Discussions	a lecture theory	Exercises	Solve the exercises	1	27
Reviews	a lecture theory		Reviews	1	28
Listening	a lecture theory	Listening	Listening	1	29
a test	a lecture theory	a test	a test	1	30
<b>Course evaluation</b>					
Objective tests					
oral exams					
Practical tests					
Daily tests and self-assessments					
<b>Learning and teaching resources</b>					
bookheadway- beginner			Required textbooks (methodology, if		

	applicable)
Approved dictionaries and textbookheadway For different levels	Main references (sources)
Academy websiteBBC Learning English	Recommended supporting books and references (scientific journals, reports...)
BBC Education Channels	Electronic references, websites

### Course descriptionhuman rights

<b>Course Name</b>	
Human rights, children's rights, and democracy	
<b>Course code</b>	
<b>Semester/Year</b>	
annual	
<b>Date this description was prepared</b>	
1/10/2025	
<b>Available forms of attendance</b>	
Classroom (in person)	
<b>Number of study hours (total) / Number of units (total)</b>	
Number of hours: 30 / Number of units: 60	
<b>Name of the course coordinator (if there is more than one, please mention it).</b>	
1- Name:Aisha Ismail Ahmed Hammadi Email:ahlwnyaysht@gmail.com 2- Name Email: 3- Name: Email:	
<b>Course objectives</b>	
1- The student should know human and children's rights in Islam 2. The student is made aware of his rights and duties as stipulated in international conventions such as the United Nations. 3. Establishing the concepts of justice and equality 4. It helps the student to defend his rights and respect the rights of others. 5- These are issues such as women's rights and children's rights.	<b>Course objectives</b>
<b>Teaching and learning strategies</b>	
Lecture, dialogue, discussion, brainstorming	strategy

Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Attendance, tests, classroom interaction	Lecture, Question and Answer	Human rights in Greek civilizations	Chapter One / Human Rights in Ancient Civilizations	1	1
Attendance, tests, classroom interaction	Lecture, Question and Answer	Human rights in Egyptian civilizations	Human rights in ancient civilizations	1	2
Attendance, tests, classroom interaction	Lecture, Question and Answer	Human rights in ancient Iraqi civilization	Human rights in ancient civilizations	1	3
Attendance, tests, classroom interaction	Lecture, Question and Answer	Human rights in Islam	Chapter Two/ Human rights in divine laws and religions	1	4
Attendance, tests, classroom interaction	Lecture, Question and Answer	Human rights in Christianity and Judaism	Human rights in ancient civilizations	1	5
Attendance, tests, classroom interaction	Lecture, Question and Answer	International sources and the Universal Declaration of Human Rights	Chapter Three / Sources of Human Rights	1	6
Attendance, tests, classroom interaction	Lecture, Question and Answer	The principle of dual responsibility in Islamic society is established, encompassing the religious character and Islamic systems for	Chapter Four / Guarantees of Human Rights	1	7

		<b>the individual, the community, and the governing authorities.</b>			
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>Chapter One / The Emergence and Development of Children's Rights Rules Defining the term "child," the historical development of children's rights</b>	<b>Chapter Two / Children's Rights</b>	<b>1</b>	<b>8</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>Children's rights in ancient nations and civilizations</b>	<b>Chapter Two / Children's Rights</b>	<b>1</b>	<b>9</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture and Question</b>	<b>Children's rights in Christianity and in Islam.</b>	<b>Chapter Two / Children's Rights</b>	<b>1</b>	<b>10</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>Basic principles of children's rights</b>	<b>Chapter Two / Children's Rights</b>	<b>1</b>	<b>11</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>Children's rights as enshrined in the conventions</b>	<b>Chapter Two / Children's Rights</b>	<b>1</b>	<b>12</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>Human rights in Greek civilizations</b>	<b>Chapter One / Human Rights in Ancient Civilizations</b>	<b>1</b>	<b>13</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>Human rights in Egyptian civilizations</b>	<b>Human rights in ancient civilizations</b>	<b>1</b>	<b>14</b>
<b>Attendance, tests,</b>	<b>Lecture, Question and</b>	<b>Human rights in ancient</b>	<b>Human rights in ancient</b>	<b>1</b>	<b>15</b>

<b>classroom interaction</b>	<b>Answer</b>	<b>Iraqi civilization</b>	<b>civilizations</b>		
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>Human rights in Islam</b>	<b>Chapter Two/ Human rights in divine laws and religions</b>	<b>1</b>	<b>16</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>Human rights in Christianity and Judaism</b>	<b>Human rights in ancient civilizations</b>	<b>1</b>	<b>17</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>International sources and the Universal Declaration of Human Rights</b>	<b>Chapter Three / Sources of Human Rights</b>	<b>1</b>	<b>18</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>The principle of dual responsibility in Islamic society is established, encompassing the religious character and Islamic systems for the individual, the community, and the governing authorities.</b>	<b>Chapter Four / Guarantees of Human Rights</b>	<b>1</b>	<b>19</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>Chapter One / The Emergence and Development of Children's Rights Rules Defining the term "child," the historical development of children's rights</b>	<b>Chapter Two / Children's Rights</b>	<b>1</b>	<b>20</b>
<b>Attendance, tests, classroom</b>	<b>Lecture, Question and Answer</b>	<b>Children's rights in ancient</b>	<b>Chapter Two / Children's Rights</b>	<b>1</b>	<b>21</b>

interaction		nations and civilizations			
Attendance, tests, classroom interaction	Lecture and Question	Children's rights in Christianity and in Islam.	Chapter Two / Children's Rights	1	22
Attendance, tests, classroom interaction	Lecture, Question and Answer	Basic principles of children's rights	Chapter Two / Children's Rights	1	23
Attendance, tests, classroom interaction	Lecture, Question and Answer	Children's rights as enshrined in the conventions	Chapter Two / Children's Rights	1	24
Attendance, tests, classroom interaction	Lecture, Question and Answer	Human rights in Greek civilizations	Chapter One / Human Rights in Ancient Civilizations	1	25
Attendance, tests, classroom interaction	Lecture, Question and Answer	Human rights in Egyptian civilizations	Human rights in ancient civilizations	1	26
Attendance, tests, classroom interaction	Lecture, Question and Answer	Human rights in ancient Iraqi civilization	Human rights in ancient civilizations	1	27
Attendance, tests, classroom interaction	Lecture, Question and Answer	Human rights in Islam	Chapter Two/ Human rights in divine laws and religions	1	28
Attendance, tests, classroom interaction	Lecture, Question and Answer	Human rights in Christianity and Judaism	Human rights in ancient civilizations	1	29
Attendance, tests, classroom interaction	Lecture, Question and Answer	International sources and the Universal Declaration of Human Rights	Chapter Three / Sources of Human Rights	1	30
<b>Course evaluation1- Conducting oral and final exams with varying question types</b> <b>2. Quick tests</b> <b>3. Assigning students research and assignments related to the course.</b>					
<b>Learning and teaching resources</b>					
Human Rights, Children and Democracy, by Maher Al-Jabouri and a group of authors.			Required textbooks (methodology, if applicable)		

Human Rights, Children's Rights, and Democracy, by Maher Al-Jabouri and a group of authors	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
Comprehensive Library, Noor Library	Electronic references, websites

### Course descriptionIslamic ethics

<b>Course Name</b>	
Islamic ethics	
<b>Course code</b>	
EAIE205	
<b>Semester/Year</b>	
2025/2026	
<b>Date this description was prepared</b>	
1/10/2025	
<b>Available forms of attendance</b>	
In-person classrooms	
<b>Number of study hours (total) / Number of units (total)</b>	
<b>Name of the course coordinator (if there is more than one, please mention it).</b>	
1- Name: Omar Jassim Mohammed Email:jmr6993@gmail.com 2- Name Email: 3- Name: Email:	
<b>Course objectives</b>	
Refining behavior and building morals in students, while developing awareness of human values that call for tolerance and rejection of fanaticism, and urging them towards honesty, sincerity and humility in order to gain the pleasure of God Almighty.	<b>Course objectives</b>
<b>Teaching and learning strategies</b>	
Taking notes. Summary. Preservation. Mind maps	strategy
<b>Course structure</b>	

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Daily/monthly test.	Lecture - Dialogue and Discussion.	The meaning and importance of Sufism	Explanation of the meaning of the word Sufism and its impact on the life of a Muslim	2	1
Daily/monthly test.	Lecture - Dialogue and Discussion.	companionship	Mentioning the virtue of a companion who is religious and of good character	2	2
Daily/monthly test.	Dialogue and discussion	The impact and importance of good companionship	A statement of the evidence from the Holy Quran on the virtue of good companionship	2	3
Daily/monthly test.	Lecture - Dialogue and Discussion.	Fulfilling the promise	A statement of the sin of breaking a covenant	2	4
Daily/monthly test.	Lecture - Dialogue and Discussion.	The disciple's etiquette with his sheikh	The obligation to respect the sheikh and all those who have contributed to our education	2	5
Daily/monthly test.	Lecture - Cooperative Learning.	Jihad and its impact	How to struggle against one's own desires and whims	2	6
Daily/monthly test.	Lecture - Cooperative Learning.	Remembrance and its effect	A statement on the virtue of remembrance of God and its impact on the life of a Muslim	2	7
Daily/monthly test.	Question and Answer	Sections of remembrance and its description	Explanation of the meaning of seeking forgiveness	2	8

			<b>and monotheism</b>		
<b>Daily/monthly test.</b>	<b>Lecture - Cooperative Learning.</b>	<b>Roses among Sufis</b>	<b>Explanation of the meaning, virtues, and effects of roses</b>	<b>2</b>	<b>9</b>
<b>Daily/monthly test.</b>	<b>Lecture - Cooperative Learning.</b>	<b>Sincerity</b>	<b>Mention of the virtue of those who are sincere with God</b>	<b>2</b>	<b>10</b>
<b>Daily/monthly test.</b>	<b>Lecture - Cooperative Learning.</b>	<b>The importance of sincerity and its advantages</b>	<b>Sincerity in work is an act of worship.</b>	<b>2</b>	<b>11</b>
<b>Daily/monthly test.</b>	<b>Lecture - Cooperative Learning.</b>	<b>Patience and its importance in the life of a Muslim</b>	<b>Is there a reward for patience with fate?</b>	<b>2</b>	<b>12</b>
<b>Daily/monthly test.</b>	<b>Lecture - Cooperative Learning.</b>	<b>The virtue of piety</b>	<b>Explaining the meaning of piety in Islam and its impact</b>	<b>2</b>	<b>13</b>
<b>Daily/monthly test.</b>	<b>Dialogue and discussion</b>	<b>The legitimacy of asceticism</b>	<b>How can a person be an ascetic, and will he be rewarded for it?</b>	<b>2</b>	<b>14</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Satisfaction</b>	<b>Explaining the meaning of contentment with God</b>	<b>2</b>	<b>15</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>The importance of satisfaction and its impact</b>	<b>Is there reward in being content with little sustenance?</b>	<b>2</b>	<b>16</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Trust</b>	<b>Mention of the reward for those who put their trust in God</b>	<b>2</b>	<b>17</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>The virtue and importance of trusting in God</b>	<b>The role of reliance on God in the life of a Muslim</b>	<b>2</b>	<b>18</b>
<b>Daily/monthly</b>	<b>Dialogue and</b>	<b>The ranks of</b>	<b>Is one</b>	<b>2</b>	<b>19</b>

test.	discussion	the grateful	rewarded for thanking God, and when is this at its highest level?		
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Divine love	When does God love His servant?	2	20
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Reasons for loving God	Does worship and obedience bring one closer to God and increase love?	2	21
Daily/monthly test.	Dialogue and discussion	Discovery	God's favor to His Prophet and his companions in knowing what is hidden from us	2	22
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Inspiration	Is revelation considered inspiration, and what are the methods of inspiration?	2	23
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Miracles of the Saints	Mention of some of the miracles of God's righteous saints and examples thereof	2	24
Daily/monthly test.	Dialogue and discussion	Sufi scholars	A statement of their intentions and their adherence to the Sunnah of the Prophet ﷺ	2	25
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Enticement and dignity	Mention the difference between them, along with an explanation of the virtues of miracles.	2	26

Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Infiltration of Islamic sciences	How Islam was subjected to conspiracies to undermine its foundations	2	27
Daily/monthly test.	Dialogue and discussion - Question and answer	The difference between studying and speaking out	The virtue and impact of studying	2	28
Daily/monthly test.	Question and Answer	Sheikh Muhammad Al-Hashemi and his activities in Da'wah (Islamic propagation).	Mention of Sheikh Al-Hashemi's activities in calling to God	2	29
Final exams	Lecture - Dialogue and Discussion.			2	30

#### Course evaluation

Daily, monthly, and term tests are conducted, and the nature of the questions varies.

Quick exams (Quizzes).

Activities that the student performs during the semester.

Assigning students tasks and research projects related to the course.

#### Learning and teaching resources

Islamic ethics	Required textbooks (methodology, if applicable)
Islamic ethics Revival of Religious Sciences Islamic Sufism	Main references (sources)
The comprehensive library. Scientific Researcher website.	Recommended supporting books and references (scientific journals, reports...)
Electronic references, websites, and electronic information sources such as libraries and specialized electronic programs.	Electronic references, websites

#### Course description(Computer Basics)

<b>Course Name</b>
Computer basics
<b>Course code</b>

<b>EACS105</b>					
<b>Semester/Year</b>					
<b>Academic year 2025–2026</b>					
<b>Date this description was prepared</b>					
<b>1/10/2025</b>					
<b>Available forms of attendance</b>					
<b>Classrooms (in person)</b>					
<b>Number of study hours (total) / Number of units (total)</b>					
<b>Number of hours: 30 / Number of units: 60</b>					
<b>Name of course coordinator</b>					
<b>1- Name: Dr. Ayoub Badr Hassan</b> <b>Email: arkaanayub@gmail.com</b>					
<b>Course objectives</b>					
<p>The student should learn the definition of a computer, its advantages and disadvantages.</p> <p>The student should become familiar with the parts and components of a computer.</p> <p>The student should be able to identify memory capacity units and their types.</p> <p>The student should become familiar with the Windows 10 operating system.</p> <p>The student will learn how to use the desktop and its contents on Windows 10, and some of its features and advantages.</p> <p>The student should learn about the concept of viruses, their types, and their harmful effects.</p>				<b>Course objectives</b>	
<b>Teaching and learning strategies</b>					
<b>Note-taking, memorization, practical application, mind maps, summarization, repetition based on linking information to events.</b>					<b>strategy</b>
<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Classroom questions</b>	<b>Theoretical lecture</b>	<b>Computer concept</b>	<b>To understand the concept of a computer</b>	<b>1</b>	<b>1</b>
<b>practical application</b>	<b>Practical lecture</b>			<b>1</b>	<b>2</b>
<b>Discussions</b>	<b>Theoretical lecture</b>	<b>Advantages and disadvantages</b>	<b>To recognize its advantages and disadvantages</b>	<b>1</b>	<b>3</b>
<b>practical application</b>	<b>Practical lecture</b>			<b>1</b>	<b>4</b>

Questions and Answers	Theoretical lecture	Computer components	To become familiar with computer components	1	5
Application and discussion	Practical lecture			1	6
<b>Questions and discussions</b>	Theoretical lecture	<b>Types of memory and their capacities</b>	To learn about the types of memory and their capacities	1	7
Application and solving examples	Practical lecture			1	8
Answering questions and discussion	Theoretical lecture	Questions for Chapter One	Solutions to the questions in Chapter 1	1	9
a test	a test		a test	1	10
Questions and discussions	Theoretical lecture	Windows 10 system environment	Introduction to the Windows 10 operating system environment	1	11
practical application	Practical lecture	=	=	1	12
Questions and discussion	Theoretical lecture	System settings	System settings	1	13
<b>practical application</b>	Practical lecture	=	=	1	14
Questions and discussion	Theoretical lecture	windows	To familiarize oneself with Windows 10 windows	1	15
practical application	Practical lecture	=	=	1	16
Questions and discussion	Theoretical lecture	Files and folders in Windows 10	To identify files and folders	1	17
practical application	Practical lecture	=	=	1	18
Questions and self-assessment	Theoretical lecture	Questions for Chapter Two	Solutions to the questions in Chapter Two	1	19
a test	a test		a test	1	20

Questions and discussions	Theoretical lecture	The concept of a virus	What is a virus?	1	21
practical application	Practical lecture	=	=	1	22
Questions	Theoretical lecture	The dangers of viruses	Damage caused by the virus	1	23
practical application	Practical lecture	=	=	1	24
Questions and discussion	Theoretical lecture	Types of viruses	Types of viruses	1	25
practical application	Practical lecture	=	=	1	26
Discussions	Theoretical lecture	Control programs	Antivirus programs	1	27
practical application	Practical lecture	=	=	1	28
Self-assessment	Theoretical lecture	Chapter questions	Solving the questions	1	29
a test	a test		a test	1	30

#### Course evaluation

Objective tests  
oral exams  
Practical tests  
Daily tests

#### Learning and teaching resources

Computer Fundamentals Vocabulary / Computer Committee / Imam Al-Azam College	Required textbooks (methodology, if applicable)
Computer Fundamentals by Dr. Saad Al-Hassan Introduction to Computer Science by Dr. Abdullah bin Sulaiman Al-Mazrou	Main references (sources)
Khan Academy website in Arabic	Recommended supporting books and references (scientific journals, reports...)
Wikipedia, the Arab Brigade website	Electronic references, websites

#### Course description The Prophet's Biography

<b>Course Name</b>
<b>The Prophet's Biography</b>

<b>Course code</b>					
RPRO117					
<b>Semester/Year</b>					
annual					
<b>Date this description was prepared</b>			1/10/2025		
<b>Available forms of attendance</b>					
Daily/In-person					
<b>Number of study hours (total) / Number of units (total)</b> 34					
<b>Name of the course coordinator (if there is more than one, please mention it).</b>					
1- Name:Saja Abdul Muhammad Ahmad Email: sajaabd1994mohmed@gmail.com					
2- Name Email:					
3- Name: Email:					
<b>Course objectives</b>					
1/ The student should learn about the events surrounding the birth of the Prophet ﷺ And the divine wisdom behind it			<b>Course objectives</b>		
2/statement features a personality The Messenger ﷺ and his morals Leadership educational.					
3/to understand Events Historical The Great like Immigration Building State in City.					
4deduction Lessons And the lessons educational social politics from events Biography.					
5development ability on Link between/Texts Quranic and events Biography Prophetic.					
6/Strengthening love The Messenger ﷺ And following the example With him in behavior and the treatment.					
Consolidation Values Islamic Like patience, And justice, And consultation, tolerance.					
7/development skills Analysis Historical And he understood Reasons and results Events.					
<b>Teaching and learning strategies</b>					
<b>Lecture, dialogue and discussion</b>				<b>strategy</b>	
<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hou rs</b>	<b>We ek</b>
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_Knowledge of noble lineage and the	Part Two: From Birth to Mission	1	1

		<p>circumstances surrounding birth</p> <p>2_The wisdom behind his upbringing as an orphan</p> <p>3_Breastfeeding in the desert of Bani Saad</p>			
Attendance, tests, classroom interaction	Lecture, Question and Answer	<p>1_The Incident of the Splitting of the Chest</p> <p>2_ His first trip to Syria with his uncle</p> <p>2_ His inclination towards herding sheep.</p>	Understanding the social and practical circumstances in which the Prophet lived during his childhood.	1	2
Attendance, tests, classroom interaction	Lecture, Question and Answer	<p>1_ His trade with Khadija's money and his marriage to her</p>	Knowing the news of God's protection of His Prophet.	1	3
Attendance, tests, classroom interaction	Lecture, Question and Answer	<p>1_The Prophet's participation in the building of the Kaaba.</p> <p>2_The Prophet's participation in the construction and carrying the load of stones on his shoulder</p> <p>3_ The story of placing the Black Stone and resolving the dispute between the tribes.</p>	His participation in the building of the Kaaba	1	4
Attendance, tests, classroom interaction	Lecture, Question and Answer	<p>1_Seclusion and Mission: He loved seclusion in the cave of Hira, and how the revelation began.</p>	A statement about his seclusion in the cave of Hira and the beginning of his prophethood	1	5
Attendance, tests,	Lecture,	1_ Stages of	Understandi	1	7

<b>classroom interaction</b>	<b>Question and Answer</b>	<b>Da'wah (invitation to Islam): The secret stage, the public call to Islam, and speaking the truth.</b>	<b>ng the stages of Islamic propagation and the characteristics of each stage</b>		
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>1_ The stage of harm and affliction: The methods of torture used by the Quraysh, and the steadfastness of the Companions.</b>	<b>Understanding the forms of harm and the patience of the Prophet and his companions</b>	<b>1</b>	<b>8</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>1. Negotiation policy: Quraysh's attempts to compromise on principles and prophetic certainty.</b>	<b>Understanding the policy of negotiations and the Prophet's response to the methods of the polytheists</b>	<b>1</b>	<b>9</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture and Question</b>	<b>1_ Quraysh Offers: Negotiations between Utbah ibn Rabi'ah and the Messenger, and the recitation of Surah Fussilat.</b>	<b>Knowing the story of Utbah ibn Rabi'ah and the Prophet's steadfastness in the face of temptation</b>	<b>1</b>	<b>10</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>1_ The siege and the breaking of the newspaper: The boycott document, the news of the termite infestation, and the end of the siege.</b>	<b>Checking on the news of the siege in the people and refuting the newspaper</b>	<b>1</b>	<b>11</b>
<b>Attendance, tests, classroom</b>	<b>Lecture, Question and</b>	<b>1. Migration to Abyssinia, and an</b>	<b>Knowing the story of the</b>	<b>1</b>	<b>12</b>

interaction	Answer	explanation of the significance of the Muslims' migration to Abyssinia	first migration in Islam		
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ The First Delegations: The story of the first delegation that came to understand something about Islam.	Knowing the news of the first delegation that came to the Messenger of God	1	A13
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ The Year of Sorrow: The death of Lady Khadija, may God be pleased with her, and the death of Abu Talib.	Statement on the events of the Year of Sorrow	1	14
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ The journey to Taif: Seeking support, the stance of Tha'if, and the Prophet's supplication.	The Prophet's migration to Ta'if	1	15
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ Isra and Mi'raj: The journey to Jerusalem, and the ascension And the obligation of prayer.	The miracle of Isra and Mi'raj	1	16
		1_ Presenting the message: The Prophet's method of presenting Islam during the seasons	Knowing the story of the Prophet presenting himself to the tribes and the beginning of Islam	1	17
		1_ The Pledge of Aqaba: The First and Second Pledges of Aqaba	Understanding the terms of the Pledge of Aqaba	1	18
Attendance, tests,	Lecture,	1_ Knowledge of	Part Two:	1	19

<b>classroom interaction</b>	<b>Question and Answer</b>	noble lineage and the circumstances surrounding birth 2_The wisdom behind his upbringing as an orphan 3_Breastfeeding in the desert of Bani Saad	<b>From Birth to Mission</b>		
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	1_The Incident of the Splitting of the Chest 2_ His first trip to Syria with his uncle 2_ His inclination towards herding sheep.	<b>Understanding the social and practical circumstances in which the Prophet lived during his childhood.</b>	<b>1</b>	<b>20</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	1_His trade with Khadija's money and his marriage to her	<b>Knowing the news of God's protection of His Prophet.</b>	<b>1</b>	<b>21</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	1_The Prophet's participation in the building of the Kaaba. 2_The Prophet's participation in the construction and carrying the load of stones on his shoulder 3_ The story of placing the Black Stone and resolving the dispute between the tribes.	<b>His participation in the building of the Kaaba</b>	<b>1</b>	<b>22</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	1_Seclusion and Mission: He loved seclusion in the cave of Hira, and how the revelation began.	<b>A statement about his seclusion in the cave of Hira and the beginning of his prophethood</b>	<b>1</b>	<b>23</b>

					24
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ Stages of Da'wah (invitation to Islam): The secret stage, the public call to Islam, and speaking the truth.	Understanding the stages of Islamic propagation and the characteristics of each stage	1	25
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ The stage of harm and affliction: The methods of torture used by the Quraysh, and the steadfastness of the Companions.	Understanding the forms of harm and the patience of the Prophet and his companions	1	26
Attendance, tests, classroom interaction	Lecture, Question and Answer	1. Negotiation policy: Quraysh's attempts to compromise on principles and prophetic certainty.	Understanding the policy of negotiations and the Prophet's response to the methods of the polytheists	1	27
Attendance, tests, classroom interaction	Lecture and Question	1_ Quraysh Offers: Negotiations between Utbah ibn Rabi'ah and the Messenger, and the recitation of Surah Fussilat.	Knowing the story of Utbah ibn Rabi'ah and the Prophet's steadfastness in the face of temptation	1	28
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ Knowledge of noble lineage and the circumstances surrounding birth 2_ The wisdom behind his upbringing as an orphan 3_ Breastfeeding	Part Two: From Birth to Mission	1	29

		<b>in the desert of Bani Saad</b>			
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>1_ The Incident of the Splitting of the Chest 2_ His first trip to Syria with his uncle 2_ His inclination towards herding sheep.</b>	<b>Understanding the social and practical circumstances in which the Prophet lived during his childhood.</b>	<b>1</b>	<b>30</b>

**Course evaluation- Conducting oral and final exams with varying types of questions**

**2. Quick tests**

**3. Assigning students research and assignments related to the course.**

**Learning and teaching resources**

<b>The Jurisprudence of the Prophet's Biography by Dr. Muhammad Saeed Al-Bouti</b>	<b>Required textbooks (methodology, if applicable)</b>
<b>The Jurisprudence of the Prophet's Biography by Dr. Muhammad Saeed Al-Bouti</b>	<b>Main references (sources)</b>
<b>All biography books</b>	<b>Recommended supporting books and references (scientific journals, reports...)</b>
<b>Comprehensive Library</b>	<b>Electronic references, websites</b>

**Course descriptionIslamic doctrine**

<b>Course Name</b>
<b>Islamic doctrine</b>
<b>Course code</b>
<b>RDO116</b>
<b>Semester/Year</b>
<b>2025-2026</b>
<b>Date this description was prepared</b>
<b>1/10/2025</b>
<b>Available forms of attendance</b>
<b>My presence</b>
<b>Number of study hours (total) / Number of units (total)</b>
<b>60</b>
<b>Name of the course coordinator (if there is more than one, please mention it).</b>

**1- Name: M.M. Omar Mazal Ghazal**  
**Email:Omar Al-mashhadani**

**Course objectives**

Knowledge of doctrinal matters that are important to Muslims  
 Knowing the principles of monotheism and what is correct to believe in  
 Defining that the Prophet Muhammad, peace and blessings be upon him, is the best of creation  
 Introducing some of the virtues of the noble Companions (may God be pleased with them all)

**Course objectives**

**Teaching and learning strategies**

1- Lecture (delivery)  
 2- Dialogue and discussion  
 3- Giving real-life examples

**strategy**

**Course structure**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Tests and classroom interaction	Lecture, Question and Answer	The principles of monotheism and what is correct to believe in	The principles of monotheism and what is correct to believe in	2	1-
Tests and classroom interaction	Lecture, Question and Answer	Introducing the angels and noble messengers	Introducing the angels and noble messengers	2	2-
Tests and classroom interaction	Lecture, Question and Answer	Belief in predestination and resurrection after death is true.	Belief in predestination and resurrection after death is true.	2	3-
Tests and classroom interaction	Lecture, Question and Answer	Defining that God Almighty is one and has no partner	Defining that God Almighty is one and has no partner	2	4-
Tests and classroom interaction	Question and Answer	The essential and active attributes of God Almighty	The essential and active attributes of God Almighty	2	5-
Tests and classroom interaction	Question and Answer	Denying that God Almighty possesses any attributes.	Denying that God Almighty possesses any attributes.	2	6-
Tests and	Lecture, Question	The Holy	The Holy	2	7-

classroom interaction	and Answer	Quran is the word of God Almighty.	Quran is the word of God Almighty.		
Tests and classroom interaction	Lecture, Question and Answer	God speaking to our master Moses, peace be upon him	God speaking to our master Moses, peace be upon him	2	8-
Tests and classroom interaction	Question and Answer	The attributes of the Creator are unlike the attributes of created beings.	The attributes of the Creator are unlike the attributes of created beings.	2	9-
Tests and classroom interaction	Lecture, Question and Answer	The meaning of something constant and existing	The meaning of something constant and existing	2	10-
Tests and classroom interaction	Lecture, Question and Answer	Similar verses	Similar verses	2	11-
Tests and classroom interaction	Question and Answer	Combining similar verses	Combining similar verses	2	12-
Tests and classroom interaction	Dialogue and discussion	The meaning of God's anger and pleasure	The meaning of God's anger and pleasure	2	13-
Tests and classroom interaction	Lecture, Question and Answer	The definition that all things are created by God Almighty	The definition that all things are created by God Almighty	2	14-
Tests and classroom interaction	Dialogue and discussion	Introducing God willing	Introducing God willing	2	15-
Tests and classroom interaction	Question and Answer	Introduction to the Preserved Tablet	Introduction to the Preserved Tablet	2	16-
Tests and classroom interaction	Dialogue and discussion	Fate and destiny	Fate and destiny	2	17-
Tests and classroom interaction	Lecture, Question and Answer	Success and failure	Success and failure	2	18-
Tests and classroom interaction	Lecture, Question and Answer	Taking the covenant from the descendants of Adam, peace be upon him	Taking the covenant from the descendants of Adam, peace be upon him	2	19-

Tests and classroom interaction	Question and Answer	The prophets, peace be upon them, are pure and infallible.	The prophets, peace be upon them, are pure and infallible.	2	20-
Tests and classroom interaction	Lecture, Question and Answer	Muhammad, peace and blessings be upon him, is the best of creation.	Muhammad, peace and blessings be upon him, is the best of creation.	2	21-
Tests and classroom interaction	Dialogue and discussion	Some of the virtues of the Rightly Guided Caliphs	Some of the virtues of the Rightly Guided Caliphs	2	22-
Tests and classroom interaction	Lecture, Question and Answer	Some of the virtues of the companions of the Messenger of God, may God bless him and grant him peace.	Some of the virtues of the companions of the Messenger of God, may God bless him and grant him peace.	2	23-
Tests and classroom interaction	Lecture, Question and Answer	The ten who were promised Paradise	The ten who were promised Paradise	2	24-
Tests and classroom interaction	Dialogue and discussion	Disobedience does not negate faith.	Disobedience does not negate faith.	2	25-
Tests and classroom interaction	Lecture, Question and Answer	Good deeds and bad deeds	Good deeds and bad deeds	2	26-
Tests and classroom interaction	Lecture, Question and Answer	Miracles of the Prophets and the Wonders of the Saints	Miracles of the Prophets and the Wonders of the Saints	2	27-
Tests and classroom interaction	Dialogue and discussion	Some of the miracles of Prophet Muhammad (peace be upon him)	Some of the miracles of Prophet Muhammad (peace be upon him)	2	28-
Tests and classroom interaction	Lecture, Question and Answer	Miracles are a right of the saints	Miracles are a right of the saints	2	29-
Tests and classroom interaction	Dialogue and discussion	Certainty and reliance	Certainty and reliance	2	30-

### Course evaluation

Conducting daily, monthly, and term tests with varying question types.

Quick exams classroom activities Assigning students research tasks related to the course	
<b>Learning and teaching resources</b>	
	<b>Required textbooks (methodology, if applicable)</b>
Koran Al-Nasafi's Interpretation by Imam Mahmud al-Nasafi Islamic Beliefs and Muhammadan Ethics by Sheikh Abdul Aziz Al-Samarrai Ithaf al-Murid: A Commentary on Jawharat al-Tawhid by Sheikh al-Laqqai	<b>Main references (sources)</b>
Comprehensive Library website and Waqf Library website	<b>Recommended supporting books and references (scientific journals, reports...)</b>
<b>Electronic information sources such as libraries and electronic programs</b> Specialized	<b>Electronic references, websites</b>

### Course description Educational Psychology

<b>Course Name</b>	
Educational Psychology	
<b>Course code</b>	
EAEP108	
<b>Semester/Year</b>	
2025/2026	
<b>Date this description was prepared</b>	
1/10/2025	
<b>Available forms of attendance</b>	
Classrooms (in person)	
<b>Number of study hours (total) / Number of units (total)</b>	
30 hours / 60 units	
<b>Name of the course coordinator (if there is more than one, please mention it).</b>	
1- Name: Qutaiba Ali Hussein Email: qtaibaali2@imamaladham.edu.iq	
<b>Course objectives</b>	
The student should become familiar with educational psychology. The student should learn about growth and its theories. The student should become familiar with intelligence and its theories. The student should become aware of the motivation to learn. The student should become familiar with thinking.	<b>Course objectives</b>

<b>Teaching and learning strategies</b>					
Taking notes. Summary. Preservation. Mind maps.					strategy
<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
classroom discussion	Lecture - Dialogue and Discussion.	The topics, fields, and goals of psychology.	The student learns about the topics, fields, and goals of psychology.	1	1
Daily test	Lecture - Dialogue and Discussion.	The importance of educational psychology and research methods in psychology.	The student learns about the importance of educational psychology and research methods in psychology.	1	2
Daily/monthly test.	Dialogue and discussion	The concept of growth and its principles.	The student learns about the concept of growth and its principles.	1	3
Daily/monthly test.	Lecture - Dialogue and Discussion.	Factors and aspects	The student learns about the factors and aspects	1	4
Daily/monthly test.	Lecture - Dialogue and Discussion.	Cognitive development and its stages	The student learns about cognitive development and its stages.	1	5
Daily/monthly test.	Lecture - Cooperative Learning.	Language development and social	The student learns about language	1	6

		development	development and social development.		
Daily/monthly test.	Lecture - Cooperative Learning.	Moral and emotional development	The student learns about moral and emotional development.	1	7
Daily/monthly test.	Question and Answer	Intelligence: Its Nature and Theories	The student learns about intelligence, its nature and theories	1	8
Daily/monthly test.	Lecture - Cooperative Learning.	Measuring intelligence and the consistency of its scores	The student learns about Measuring intelligence and the consistency of its scores	1	9
Daily/monthly test.	Lecture - Cooperative Learning.	Heredity, intelligence, environment, and intelligence	The student learns about heredity, intelligence, environment, and intelligence.	1	10
Daily/monthly test.	Lecture - Cooperative Learning.	Motivation and the relationship between motivation and learning	The student learns about motivation and the relationship between motivation and learning.	1	11
Daily/monthly test.	Lecture - Cooperative Learning.	Sources of motivation and classification of motives	The student learns about the sources of motivation and the classification of motives.	1	12
Daily/monthly test.	Lecture - Cooperative Learning.	Maslow's hierarchy of needs and learning motivation	The student learns about Maslow's hierarchy of needs and learning motivation.	1	13
Daily/monthly	Dialogue and	Social	The student	1	14

test.	discussion	motivation and anxiety	learns about social motivation and anxiety.		
Daily/monthly test.	brainstorming	Motivation for attribution, thinking, and learning	The student learns about motivation, attribution, thinking, and learning.	1	15
Daily/monthly test.	Dialogue and discussion	Defining thinking and good thinking versus bad thinking	The student learns the definition of thinking and the difference between good thinking and bad thinking.	1	16
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Baron's model of the good thinker and patterns and forms of thinking	The student learns about Baron's model of the good thinker and patterns and forms of thinking	1	17
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Classification of thinking skills	The student learns about the classification of thinking skills.	1	18
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Basic and complex thinking skills	The student learns basic and complex thinking skills.	1	19
Daily/monthly test.	Question and Answer	Evaluation and feedback	The student learns about assessment and feedback.	1	20
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	critical thinking	The student learns about critical thinking	1	21
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	creative thinking	The student learns about creative thinking	1	22
Daily/monthly test.	Dialogue and discussion	Evaluation and feedback	The student learns about	1	23

			<b>assessment and feedback.</b>		
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Metacognitive thinking and the teacher's role in developing students' thinking skills</b>	<b>The student learns about metacognitive thinking and the teacher's role in developing students' thinking skills.</b>	<b>1</b>	<b>24</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Evaluation and feedback</b>	<b>The student learns about assessment and feedback.</b>	<b>1</b>	<b>25</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>The teacher's role in developing critical and creative thinking among students</b>	<b>The student learns about the teacher's role in developing critical and creative thinking among students.</b>	<b>1</b>	<b>26</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>The teacher's role in developing metacognitive thinking</b>	<b>The student learns about the teacher's role in developing metacognitive thinking.</b>	<b>1</b>	<b>27</b>
<b>Daily/monthly test.</b>	<b>Dialogue and discussion - Question and answer</b>	<b>The teacher's role in developing metacognitive thinking</b>	<b>The student learns about the teacher's role in developing metacognitive thinking.</b>	<b>1</b>	<b>28</b>
<b>Daily/monthly test.</b>	<b>Question and Answer</b>		<b>Evaluation and feedback</b>	<b>1</b>	<b>29</b>
<b>classroom discussion</b>	<b>Dialogue and discussion / Question and answer</b>		<b>Evaluation and feedback</b>	<b>1</b>	<b>30</b>

**Course evaluation**

Daily, monthly, and term tests are conducted, and the nature of the questions varies.

Quick exams (Quizzes).

Activities that the student performs during the semester.

<b>Assigning students tasks and research projects related to the course.</b>	
<b>Learning and teaching resources</b>	
<b>Educational Psychology (Theory and Application) by a group of authors.</b>	<b>Required textbooks (methodology, if applicable)</b>
<b>Educational Psychology / Fouad Abu Hatab. Educational Psychology / Emad Abdul Rahim Al-Zaghoul. Educational Psychology–A contemporary vision - Nabil Abdel Fattah Hafez.</b>	<b>Main references (sources)</b>
<b>The comprehensive library. Scientific Researcher website.</b>	<b>Recommended supporting books and references (scientific journals, reports...)</b>
<b>Electronic references, websites, and electronic information sources such as libraries and specialized electronic programs.</b>	<b>Electronic references, websites</b>

#### **Course description Preserving Hadith**

<b>Course Name</b>	
<b>Preserving Hadith</b>	
<b>Course code</b>	
<b>RHSC118</b>	
<b>Semester/Year</b>	<b>annual</b>
<b>Date this description was prepared</b>	
<b>1/10/2025</b>	
<b>Available forms of attendance</b>	
<b>daily</b>	
<b>Number of study hours (total) / Number of units (total)</b>	
<b>Number of hours: 30 / Number of units: 30</b>	
<b>Name of the course coordinator (if there is more than one, please mention it).</b>	
<b>1- Name: Aisha Ismail Ahmed Hammadi</b> <b>Email: alhlwnyaysht@gmail.com</b> <b>2- Name</b> <b>Email:</b> <b>3- Name:</b> <b>Email:</b>	
<b>Course objectives</b>	

1- The student should know the noble Prophetic Hadith 2- Memorizing the Prophetic Hadiths with precision, accuracy of wording, and correctness of text.				<b>Course objectives</b>	
<b>Teaching and learning strategies</b>					
Lecture, dialogue and discussion Question and Answer Preservation					strategy
<b>Course structure</b>					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Attendance, tests, classroom interaction	Lecture, Question and Answer	1- The severity of lying about the Prophet (peace and blessings be upon him) 2- A statement of the faith by which one enters Paradise 3- Islam is built on five pillars	Memorize three hadiths	1	1
Attendance, tests, classroom interaction	Lecture, Question and Answer	1- The order to fight people until they say, "There is no god but God, Muhammad is the Messenger of God." 2- Whoever meets God with faith and without doubt will enter Paradise and be forbidden from Hell 3. People of Faith	Memorize three hadiths	1	2
Attendance, tests,	Lecture, Question and	1- Explanation of Islamic	Memorize three hadiths	1	3

classroom interaction	Answer	differentiation 2- A statement of the qualities of those who possess them and find the sweetness of faith 3- The obligation to love the Messenger (peace and blessings be upon him)			
Attendance, tests, classroom interaction	Lecture, Question and Answer	1- Miswak 2- Characteristics of nature 3- Starting with the right side during purification	Memorize three hadiths	1	4
Attendance, tests, classroom interaction	Lecture, Question and Answer	1- The prohibition of urinating in stagnant water 2- The ruling on the urine of an infant and how to wash it 3- It is permissible for someone in a state of major ritual impurity (junub) to perform ablution (wudu) and it is recommended for him to do so.	Memorize three hadiths	1	5
Attendance, tests, classroom interaction	Lecture, Question and Answer	1- Evidence of the impurity of urine and the obligation to	Memorize three hadiths	1	7

		<p><b>cleanse oneself from it</b></p> <p><b>2- The description of the ritual bath after sexual impurity</b></p> <p><b>3- Evidence that the Muslim</b></p>			
Attendance, tests, classroom interaction	Lecture, Question and Answer	<p>1- What is said during bowing</p> <p>2- Mosques and places of prayer</p>	saveHadith	1	8
Attendance, tests, classroom interaction	Lecture, Question and Answer	<p>1- Prohibition of building mosques</p> <p>2- The virtue of building mosques and encouraging their construction</p>	saveHadith	1	9
Attendance, tests, classroom interaction	Lecture and Question	<p>1- Prohibition of speaking during prayer</p> <p>2- It is permissible to curse Satan during prayer</p> <p>3- It is permissible to carry children during prayer</p>	Memorize three hadiths	1	10
Attendance, tests, classroom interaction	Lecture, Question and Answer	<p>1- The dislike of wiping pebbles</p> <p>2- The prohibition of spitting in the mosque</p> <p>3- Perfume and miswak on Friday</p>	Memorize three hadiths	1	11
Attendance, tests,	Lecture, Question and	1. At the hour on Friday	Memorize three hadiths	1	12

classroom interaction	Answer	2- Women going out to the mosque during the two Eid holidays... 3- Raising the hands and supplicating during the prayer for rain			
Attendance, tests, classroom interaction	Lecture, Question and Answer	1- Mention the call to prayer for the eclipse, the congregational prayer 2- The meth is tormented by the weeping of his family over him 3- The virtue of praying over the deceased and following the funeral procession	Memorize three hadiths	1	A13
Attendance, tests, classroom interaction	Lecture, Question and Answer	1- What came in the book "The One Who Is at Ease" and "The One Who Is at Ease from It" 2- Where does the Imam stand in relation to the deceased to perform the funeral prayer? 3- The virtues of the month of Ramadan	Memorize three hadiths	1	14
Attendance, tests, classroom interaction	Lecture, Question and Answer	1- Do not precede Ramadan by fasting one or two days	Memorize three hadiths	1	15

		2- Two months of celebration that are not less 3- Clarifying the time when the fast ends and the daytime begins			
Attendance, tests, classroom interaction	Lecture, Question and Answer	1- Hadiths on social solidarity	Memorizing Hadiths	1	16

Course evaluation- Conducting oral and final exams with varying types of questions

2. Quick tests

3. Assigning students research and assignments related to the course.

#### Learning and teaching resources

A summary of Prophetic traditions, Curriculum Committee	Required textbooks (methodology, if applicable)
A summary of Prophetic traditions, Curriculum Committee	Main references (sources)
All books of Hadith	Recommended supporting books and references (scientific journals, reports...)
The Comprehensive Library, the Prophetic Hadith website	Electronic references, websites

### Description of the second stage courses

Course description Interpretation

Course Name
Interpretation
Course code

<b>REX110</b>					
<b>Semester/Year</b>					
<b>Academic year: 2025–2026 AD</b>					
<b>Date this description was prepared</b>					
<b>1/10/2025 AD</b>					
<b>Available forms of attendance</b>					
<b>Classrooms (in person)</b>					
<b>Number of study hours (total) / Number of units (total)</b>					
<b>60 hours / 90 units</b>					
<b>Name of the course coordinator (if there is more than one, please mention it).</b>					
1- Name: Dr. Hamadi Hussein Ali Email: humade.hussen.ali@imamaladh.m.ed.q					
2- Name Email:					
3- Name: Email:					
<b>Course objectives</b>					
1- The student should know the meanings of the Quranic verses from the interpreters who have taken the lead in interpreting the verses of the Holy Quran. 2- The student should learn the methods of interpretation used by the ancient interpreters.				<b>Course objectives</b>	
<b>Teaching and learning strategies</b>					
1- Giving the lecture 2- Dialogue and discussion 3-Concept Map 4- Cooperative learning 5- Brainstorming					<b>strategy</b>
<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>Interpretation of verses (142-145)</b>	<b>The student should learn the meanings of the Quranic verses.</b>	<b>2</b>	<b>1</b>
<b>Classroom discussion</b>	<b>Lecture and brainstorming</b>	<b>Interpretation of verses (146-149)</b>	<b>The student should know the reasons for the revelation of the verses.</b>	<b>2</b>	<b>2</b>
<b>Self-assessment</b>	<b>Lecture and discussion</b>	<b>Interpretation of verses</b>	<b>The student should be</b>	<b>2</b>	<b>3</b>

		(150-154)	able to extract the eloquence of the Holy Quran.		
Classroom discussion	Lecture and presentation	Interpretation of verses (155-157)	The student should learn the meanings of the Quranic verses.	2	4
Classroom discussion	Lecture and brainstorming	Interpretation of verses (158-161)	The student should learn the meanings of the Quranic verses.	2	5
Classroom questions	Lecture and discussion	Interpretation of verses (162-165)	The student should know the reasons for the revelation of the verses.	2	6
Classroom discussion	Lecture and presentation	Interpretation of verses (166-169)	The student should know the reasons for the revelation of the verses.	2	7
Classroom discussion	Lecture and brainstorming	Interpretation of verses (170-174)	The student should be able to extract the eloquence of the Holy Quran.	2	8
Classroom questions	Lecture and discussion	Interpretation of verses (175-178)	The student should learn the meanings of the Quranic verses.	2	9
Classroom discussion	Lecture and presentation	Interpretation of verses (179-182)	The student should know the reasons for the revelation of the verses.	2	10
Written test	Various written test	Written test	The student must answer the test questions.	2	11

<b>Classroom discussion</b>	<b>Lecture and brainstorming</b>	<b>Interpretation of verses (183-186)</b>	<b>The student should be able to extract the eloquence of the Holy Quran.</b>	<b>2</b>	<b>12</b>
<b>Classroom questions</b>	<b>Lecture and discussion</b>	<b>Interpretation of verses (187-195)</b>	<b>The student should learn the meanings of the Quranic verses.</b>	<b>2</b>	<b>13</b>
<b>Classroom discussion</b>	<b>Lecture and presentation</b>	<b>Interpretation of verses (196-200)</b>	<b>The student should learn the meanings of the Quranic verses.</b>	<b>2</b>	<b>14</b>
<b>Classroom discussion</b>	<b>Lecture and discussion</b>	<b>Interpretation of verses (201-204)</b>	<b>The student should know the reasons for the revelation of the verses.</b>	<b>2</b>	<b>15</b>
<b>Classroom questions</b>	<b>Lecture and brainstorming</b>	<b>Interpretation of verses (205-210)</b>	<b>The student should be able to extract the eloquence of the Holy Quran.</b>	<b>2</b>	<b>16</b>
<b>Classroom discussion</b>	<b>Lecture and presentation</b>	<b>Interpretation of verses (211-215)</b>	<b>The student should learn the meanings of the Quranic verses.</b>	<b>2</b>	<b>17</b>
<b>Classroom discussion</b>	<b>Lecture and discussion</b>	<b>Interpretation of verses (216-220)</b>	<b>The student should know the reasons for the revelation of the verses.</b>	<b>2</b>	<b>18</b>
<b>Classroom questions</b>	<b>Lecture and brainstorming</b>	<b>Interpretation of verses (221-228)</b>	<b>The student should know the reasons for the revelation of the verses.</b>	<b>2</b>	<b>19</b>
<b>Classroom discussion</b>	<b>Lecture and presentation</b>	<b>Interpretation of verses</b>	<b>The student should be</b>	<b>2</b>	<b>20</b>

		(229-233)	able to extract the eloquence of the Holy Quran.		
Written test	Various written test	Written test	The student must answer the test questions.	2	21
Classroom discussion	Lecture and discussion	Interpretation of verses (234-237)	The student should learn the meanings of the Quranic verses.	2	22
Classroom discussion	Lecture and brainstorming	Interpretation of verses (238-240)	The student should know the reasons for the revelation of the verses.	2	23
Classroom questions	Lecture and presentation	Interpretation of verses (241-242)	The student should be able to extract the eloquence of the Holy Quran.	2	24
Classroom discussion	Lecture and brainstorming	Interpretation of verses (243-244)	The student should learn the meanings of the Quranic verses.	2	25
Classroom discussion	Lecture and discussion	Interpretation of verses (245-246)	The student should know the reasons for the revelation of the verses.	2	26
Classroom questions	Lecture and presentation	Interpretation of verses (247-248)	The student should be able to extract the eloquence of the Holy Quran.	2	27
Classroom discussion	Lecture and discussion	Interpretation of verses (249-250)	The student should learn the meanings of the Quranic	2	28

			<b>verses.</b>		
<b>Classroom discussion</b>	<b>Lecture and brainstorming</b>	<b>Interpretation of verses (251-252)</b>	<b>The student should know the reasons for the revelation of the verses.</b>	<b>2</b>	<b>29</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>Interpretation of verses (253-254)</b>	<b>The student should be able to extract the eloquence of the Holy Quran.</b>	<b>2</b>	<b>30</b>
<b>Course evaluation</b>					
1-Objective tests 2- Essay tests 3- Oral tests					
<b>Learning and teaching resources</b>					
<b>Al-Nasafi's Interpretation (Madarik al-Tanzil wa Haqa'iq al-Ta'wil)</b>			<b>Required textbooks (methodology, if applicable)</b>		
<b>Tafsir al-Tabari Al-Qurtubi's Interpretation Ibn Abbas's interpretation</b>			<b>Main references (sources)</b>		
<b>Comprehensive Library</b>			<b>Recommended supporting books and references (scientific journals, reports...)</b>		
<b>People of Interpretation website</b>			<b>Electronic references, websites</b>		

### **Course description Doctrine**

<b>Course Name</b>
<b>Doctrine</b>
<b>Course code</b>
<b>RDO216</b>
<b>Semester/Year</b>
<b>2025/2026</b>
<b>Date this description was prepared</b>
<b>1/10/2025</b>
<b>Available forms of attendance</b>
<b>Classrooms (in person)</b>
<b>Number of study hours (total) / Number of units (total)</b>
<b>60 hours / 120 units</b>

<b>Name of the course coordinator (if there is more than one, please mention it).</b>					
1- Name: Hatem Taha Ahmed Email:Hatem tah6011a@jmail.com					
<b>Course objectives</b>					
The student should know the basics of Islamic doctrine. Informing students about the topics of the afterlife and what pertains to it. Informing students about matters of disbelief and declaring someone an unbeliever				Course objectives	
<b>Teaching and learning strategies</b>					
Lecture and presentation Dialogue and discussion Cooperative learning brainstorming				strategy	
<b>Course structure</b>					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom questions	Lecture - Dialogue and Discussion.	Theology	The student should become familiar with the science of beliefs.	2	1
Classroom discussion	Lecture - Dialogue and Discussion.	Benefits of the science of creed	The student should learn about the benefits of the science of beliefs.	2	2
Daily/monthly test.	Dialogue and discussion	The importance of theology	The student should learn about the importance of theology.	2	3
Daily/monthly test.	Lecture - Dialogue and Discussion.	Evidence for proving the doctrine	The student should be able to identify the evidence for proving the doctrine.	2	4

Daily/monthly test.	Lecture - Dialogue and Discussion.	The Holy Quran's approach to presenting doctrine	The student should become familiar with the methodology of the Holy Quran in presenting the creed.	2	5
Daily/monthly test.	Lecture - Cooperative Learning.	The state of faith during the time of the Prophet	The student should learn about the state of faith during the time of the Prophet.	2	6
Daily/monthly test.	Lecture - Cooperative Learning.	The other day	The student should learn about the other day	2	7
Daily/monthly test.	Question and Answer	Evidence of the Hereafter	The student should become familiar with the evidence for the Day of Judgment.	2	8
Daily/monthly test.	Lecture - Cooperative Learning.	The Day of Judgment according to non-Muslims	The student should become familiar with The Day of Judgment according to non-Muslims	2	9
Daily/monthly test.	Lecture - Cooperative Learning.	The Day of Judgment in Islam	The student should learn about the Day of Judgment in Islam.	2	10
Daily/monthly test.	Lecture - Cooperative Learning.	The other life	For the student to learn about the afterlife	2	11
Daily/monthly test.	Lecture - Cooperative Learning.	Repentance	The student should learn about repentance.	2	12
Daily test	Lecture - Cooperative Learning	death	The student should learn about death.	2	13
Daily/monthly test.	Dialogue and discussion	The isthmus	The student should learn about the isthmus.	2	14
Daily/monthly	Lecture -	grave	The student	2	15

test.	Brainstorming - Question and Answer		should identify the grave.		
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	torment of the grave	The student should learn about the torment of the grave.	2	16
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	<b>Resurrection and Judgment</b>	The student should become familiar with <b>Resurrection and Judgment</b>	2	17
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	the hour	The student should learn about time.	2	18
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Its signs and horrors	The student should become familiar with its signs and horrors.	2	19
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	the pictures	The student should be able to identify the images.	2	20
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	The gathering	The student should learn about insects.	2	21
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	the offer	The student should become familiar with the presentation.	2	22
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	the account	The student should become familiar with arithmetic.	2	23
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Basin	The student should become familiar with the basin.	2	24
Daily/monthly test.	Dialogue and discussion	The scale	The student should become familiar with the balance.	2	25
Daily/monthly test.	Lecture - Brainstorming - Question and	The path	The student should learn about the	2	26

	<b>Answer</b>		<b>straight path</b>		
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Heaven and Hell</b>	<b>The student should learn about Heaven and Hell</b>	<b>2</b>	<b>27</b>
<b>Daily/monthly test.</b>	<b>Dialogue and discussion - Question and answer</b>	<b>disbelief</b>	<b>The student should become familiar with disbelief.</b>	<b>2</b>	<b>28</b>
<b>Daily/monthly test.</b>	<b>Question and Answer</b>	<b>Types of disbelief</b>	<b>The student should learn about the types of disbelief.</b>	<b>2</b>	<b>29</b>
<b>Final exams</b>	<b>Lecture - Question and Answer</b>	<b>The punishment of an apostate</b>	<b>The student should learn about the punishment for apostasy.</b>	<b>2</b>	<b>30</b>

#### **Course evaluation**

**Daily, monthly, and term tests are conducted, and the nature of the questions varies.**

**Quick exams (Quizzes).**

**Activities that the student performs during the semester.**

**Assigning students tasks and research projects related to the course.**

#### **Learning and teaching resources**

<b>Islamic Creed / Dr. Qahtan Al-Douri</b>	<b>Required textbooks (methodology, if applicable)T</b>
<b>Koran. The purified prophetic traditions. Islam is a belief and a law / Mahmoud Shaltout. Principles of Da'wah / Abdulkarim Zaidan</b>	<b>Main references (sources)</b>
<b>The comprehensive library. Scientific Researcher website.</b>	<b>Recommended supporting books and references (scientific journals, reports...)</b>
<b>Electronic references, websites, and electronic information sources such as libraries and specialized electronic programs.</b>	<b>Electronic references, websites</b>

#### **Course DescriptionMemorizing the Quran and Tajweed**

<b>Course Name:</b>
<b>Memorizing the Quran and Tajweed</b>
<b>Course code:</b>

<b>EAQM102</b>					
<b>Semester/Year:</b>					
<b>Academic year: 2025–2026 AD</b>					
<b>Date this description was prepared:</b>					
<b>1/10/2025 AD</b>					
<b>Available forms of attendance:</b>					
<b>Classrooms (in person)</b>					
<b>Total number of study hours: Number of units (total)</b>					
<b>Number of hours: 90 / Number of units: 120</b>					
<b>Name of course coordinator:</b>					
<b>1- Name: A.m.d on Hamad Abdulaziz</b>					
<b>Email: alihayahamd@imamaladham.edu.iq</b>					
<b>ACourse objectives</b>					
<p>Memorizing the second part of the Holy Quran perfectly          Memorizing the definitions related to the topics of Tajweed science prescribed for the stage          Detailed identification of the articulation points of letters          Identifying the characteristics of letters that have opposites and those that do not.          Understanding the principles of pausing and resuming recitation</p>				<b>ACourse objectives</b>	
<b>Teaching and learning strategies:</b>					
<ul style="list-style-type: none"> <li>- Preservation</li> <li>- Taking notes</li> <li>- repetition The divergent</li> <li>-Review</li> <li>Mind maps</li> </ul>					<b>strategy</b>
<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom questions	Lecture and Questions	Page 1 of the part + Public exits	The student should memorize He learns the articulation points of letters	<b>3</b>	<b>1</b>
Rapid tests	Lecture and Questions	Page 2 of the part + <b>throat</b>	The student should memorize And he recognizes Sections of the throat and its letters	<b>3</b>	<b>2</b>
Self-assessment	Lecture and Questions	Page 3 of the part + tongue	The student should memorize And he recognizes Parts of the tongue and its	<b>3</b>	<b>3</b>

			letters		
Classroom questions	Lecture and Questions	Page 4 of the part + lips	The student should memorize He recognizes lip letters	<b>3</b>	<b>4</b>
Written test	Lecture and Questions	Page 5 of the part + gill	The student should memorize He learns about the concept of the nasal cavity and its letters.	<b>3</b>	<b>5</b>
Classroom questions	Lecture and Questions	Page 6 of the part + Characteristics of letters	The student should memorize He learns about the characteristics and types of letters.	<b>3</b>	<b>6</b>
Rapid tests	Lecture and Questions	Page 7 of the part + Whispering and speaking aloud	The student should memorize He learns the meaning of whispering and speaking and their letters	<b>3</b>	<b>7</b>
Rapid tests	Lecture and Questions	Page 8 of the part + Intensity, laxity, and moderation	The student should memorize He learns the meaning of intensity and laxity and their letters	<b>3</b>	<b>8</b>
Rapid tests	Lecture and Questions	Page 9 of the part + Arrogance and condescension	The student should memorize He recognizes superiority and inferiority	<b>3</b>	<b>9</b>
Rapid tests	Lecture and Questions	Page 10 of the part + Dishes and openness	The student should memorize He learns about dishes and openness	<b>3</b>	<b>10</b>
Rapid tests	Questions	review	To become familiar with the format of the test questions	<b>3</b>	<b>11</b>
Rapid tests	Questions	Page 10 of the part + The slipping and the silencing	To become familiar with the format of the test questions	<b>3</b>	<b>12</b>

Tests Fast	Questions are asked orally.	Monthly test	To answer the questions	<b>3</b>	<b>13</b>
Rapid tests	Lecture and Questions	Page 11 of the part	The student should memorize	<b>3</b>	<b>14</b>
Rapid tests	Lecture and Questions	Page 12 of the part	The student should memorize	<b>3</b>	<b>15</b>
Rapid tests	Lecture and Questions	Page 13 of the part	The student should memorize	<b>3</b>	<b>16</b>
Rapid tests	Lecture and Questions	Page 14 of the part	The student should memorize	<b>3</b>	<b>17</b>
Rapid tests	Lecture and Questions	whistling	To recognize whistling and its letters	<b>3</b>	<b>18</b>
Rapid tests	Lecture and Questions	Qalqalah	To learn about the Qalqalah and its letters	<b>3</b>	<b>19</b>
Rapid tests	review	review	review	<b>3</b>	<b>20</b>
Rapid tests	Lecture and Questions	softness	To become familiar with the letter "L" and its letters	<b>3</b>	<b>21</b>
Rapid tests	Lecture and Questions	deviation	To become familiar with the letter "L" and its letters	<b>3</b>	<b>22</b>
Rapid tests	Lecture and Questions	Refining	To become familiar with repetition and its letters	<b>3</b>	<b>23</b>
Rapid tests	Lecture and Questions	Page 15 of the part + outbreak	The student should memorize And to become familiar with the outbreak and its letters	<b>3</b>	<b>24</b>
Rapid tests	Lecture and Questions	Page 16 of the part + Elongation	The student should memorize And to become familiar with elongation and its letters	<b>3</b>	<b>25</b>
Rapid tests	Lecture and Questions	Page 17 of the part + Stopping and starting	The student should memorize And to learn about pauses and starting points	<b>3</b>	<b>26</b>
Self-assessment	Lecture and Questions	Page 18 of the part + Stopping and starting	The student should memorize And to learn about pauses and starting points	<b>3</b>	<b>27</b>
Rapid tests	Lecture and	Page 19 of the	The student should	<b>3</b>	<b>28</b>

	Questions	part	memorize		
Rapid tests	Lecture and Questions	Page 20 of the part	The student should memorize	3	29
oral test	oral test	Second semester test	To answer the questions	3	30
<b>Course evaluation</b>					
<b>Tests oral.</b>					
<b>Written tests, essay, objective, and multiple choice.</b>					
<b>Learning and teaching resources:</b>					
Koran The book (The Science of Tajweed by Dr. Yahya Al-Ghouthani)			<b>Required textbooks (methodology, if applicable)</b>		
- The Concise in science Tajweed/Mahmoud Sibawayh Bedouin - very disciple in science Tajweed/gift Meet victory			<b>Main references (sources)</b>		
-			<b>Recommended supporting books and references (scientific journals, reports...)</b>		
Comprehensive Library - A collection of lessons by Dr. Ayman Sweid on the internet			<b>Electronic references, websites</b>		

### Course description Grammar and Morphology

<b>Course Name</b>
<b>Grammar and Morphology</b>
<b>Course code</b>
<b>RGR112</b>
<b>Semester/Year</b>
<b>2025/2026</b>
<b>Date this description was prepared</b>
<b>1/10/2025</b>
<b>Available forms of attendance</b>
<b>Classrooms (in person)</b>
<b>Number of study hours (total) / Number of units (total)</b>
90 hours / 150 units
<b>Name of the course coordinator (if there is more than one, please mention it).</b>
1- Name: Dawood Salman Ali Email:dawdallwany359@jmail.com
<b>Course objectives</b>

- The student should know the grammatical and morphological terms included in the course, and develop their parsing skills by parsing the examples and evidence illustrating the grammatical rules in the course.					<b>Course objectives</b>
<b>Teaching and learning strategies</b>					
Lecture and presentation Dialogue and discussion Cooperative learning brainstorming					<b>strategy</b>
<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom questions	Lecture - Dialogue and Discussion.	The work of "kana" and its sisters and their divisions, considering the work and conjugation.	The student should know the grammatical structure of the verbs "kana" and its sisters.	2	1
Classroom discussion	Lecture - Dialogue and Discussion.	Presenting the predicate in "kana" and its sisters	sequel	2	2
Daily/monthly test.	Dialogue and discussion	The extra and its parts and the deleted	sequel	2	3
Daily/monthly test.	Lecture - Dialogue and Discussion.	Abstract and more	The student should know abstract nouns and more.	2	4
Daily/monthly test.	Lecture - Dialogue and Discussion.	The function of "inna" and its sisters, and the addition of "lam" to its predicate.	The student should know "inna" and its sisters	2	5
Daily/monthly	Lecture -	The invariable	The student	2	6

test.	Cooperative Learning.	and the derived	should know the invariable, the derived, and the verbal noun.		
Daily/monthly test.	Lecture - Cooperative Learning.	The function of "la" (لا) is to negate the entire class and to coordinate with its noun.	The student should know the negative particle "la" for the genus.	2	7
Daily/monthly test.	Question and Answer	The adjective of the noun "la" and its conjunction with its noun if it is not repeated	sequel	2	8
Daily/monthly test.	Lecture - Cooperative Learning.	Delete the news item "No"	sequel	2	9
Daily/monthly test.	Lecture - Cooperative Learning.	Words, types, and meanings of these verbs	The student should know the verbs of supposition and their related forms.	2	10
Daily/monthly test.	Lecture - Cooperative Learning.	Comment and Cancel	sequel	2	11
Daily/monthly test.	Lecture - Cooperative Learning.	The omission of both objects or one of them and the use of "saying" to mean "supposition"	sequel	2	12
Daily test	Lecture - Cooperative Learning	active participle	The student should know the active participle and intensive forms.	2	13

Daily/monthly test.	Dialogue and discussion	List the verbs that take three objects	The student should know, understand, and see	2	14
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	The passive participle and its forms	The student should know the passive participle.	2	15
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Defining and presenting the subject	The student should know the active part	2	16
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Feminizing the verb	The student should know the active part	2	17
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	The adjective of resemblance	The student should know the adjective of resemblance and the superlative form.	2	18
Daily/monthly test.	Dialogue and discussion	Name of time and place	The student should know the name of time, place, and instrument.	2	19
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	The defective and the incomplete	The student should know the defective and the shortened noun.	2	20
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Deleting the subject and changing the form of the verb	The student should know the substitute for the subject.	2	21
Daily/monthly test.	Dialogue and discussion	What takes the place of the subject	sequel	2	22
Daily/monthly test.	Lecture - Brainstorming - Question and	The officer of occupation and the	The student should know the job	2	23

	Answer	description of the worker as an action			
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	The elongated name	The student should know the elongated name	2	24
Daily/monthly test.	Dialogue and discussion	Broken plural	The request should know the plural of broken plurals.	2	25
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Reduction number (1)	The student should know the diminutive form.	2	26
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Ratios No. (1)	The student should know the lineage	2	27
Daily/monthly test.	Dialogue and discussion - Question and answer	Vowel change by quiescence and vowel change by deletion	The student should know the rules of elision.	2	28
Daily/monthly test.	Question and Answer	Substitutes	The student should know the substitution s	2	29
Final exams			Test	2	30
<b>Course evaluation</b> Daily, monthly, and term tests are conducted, and the nature of the questions varies. <b>Quick exams</b> Activities that the student performs during the semester. Assigning students tasks and research projects related to the course.					
<b>Learning and teaching resources</b>					
Ibn Aqil's commentary on Ibn Malik's Alfiyya, Part Two And the book Ithaf al-Taraf fi Ilm al-Sarf			Required textbooks (methodology, if applicable)T)		

<b>Comprehensive Collection of Arabic Lessons / Mustafa Al-Ghalayini</b> <b>The clearest paths to Ibn Malik's Alfiyya / Ibn Hisham</b> <b>The Curriculum in Grammar and Syntax / Muhammad al-Antaki</b> <b>Morphological Application / Abda Al-Rajhi</b> <b>The Fragrance of Knowledge in the Art of Morphology / Ahmed Al-Hamlawi</b>	<b>Main references (sources)</b>
<b>The comprehensive library.</b> <b>Articles available online</b>	<b>Recommended supporting books and references (scientific journals, reports...)</b>
<b>Electronic references and explanations of the Alfiyya on the internet</b>	<b>Electronic references, websites</b>

### Course descriptionJurisprudence

<b>Course Name</b>	
Jurisprudence	
<b>Course code</b>	
RWJ224	
<b>Semester/Year</b>	
Year 2025/2026	
<b>Date this description was prepared</b>	
1/10/2025	
<b>Available forms of attendance</b>	
My presence	
<b>Number of study hours (total) / Number of units (total)</b>	
90 hours, 150 units	
<b>Name of the course coordinator (if there is more than one, please mention it).</b>	
1- Name: Abdulrahman Mohammed Abdullah Email:dr.abdulrahmanmohammed@imamaladham.edu.iq 2- Name Email: 3- Name: Email:	
<b>Course objectives</b>	
The student should understand and learn the concepts of Islamic jurisprudence regarding marriage. To know the terms of divorce and the related legal rulings To learn how to distribute inheritance and methods of solving problems To know the estimated shares of each person entitled to inheritance	<b>Course objectives</b>
<b>Teaching and learning strategies</b>	

<b>Lecture and presentation</b> <b>Dialogue and discussion</b> <b>Cooperative learning</b> <b>brainstorming</b>					<b>strategy</b>
<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Classroom discussion</b>	<b>a lecture</b>	<b>marriage</b>	<b>The student should know the definition of marriage and its evidence.</b>	<b>3</b>	<b>1</b>
<b>Classroom discussion</b>	<b>a lecture</b>	<b>Forbidden women</b>	<b>To understand who the forbidden women are</b>	<b>3</b>	<b>2</b>
<b>Classroom discussion and questions</b>	<b>Lecture and oral exam</b>	<b>Women's phrase in marriage</b>	<b>The student should know the phrase "women in marriage".</b>	<b>3</b>	<b>3</b>
<b>discussion</b>	<b>a lecture</b>	<b>Competence in marriage</b>	<b>To know the compatibility of marriage and its conditions</b>	<b>3</b>	<b>4</b>
<b>Discussion and questions</b>	<b>a lecture</b>	<b>Dowry and the faults of the spouses</b>	<b>He should know that the dowry is the wife's right, its amount, and the defects</b>	<b>3</b>	<b>5</b>
<b>Discussion and questions</b>	<b>Lecture and presentation</b>	<b>Justice among women</b>	<b>To understand the meaning of justice among women</b>	<b>3</b>	<b>6</b>
<b>classroom discussion</b>	<b>a lecture</b>	<b>The Book of Breastfeeding</b>	<b>To know the prohibition of breastfeeding</b>	<b>3</b>	<b>7</b>
<b>Discussion and questions</b>	<b>Lecture and presentation</b>	<b>The Book of Divorce</b>	<b>To know about divorce and its</b>	<b>3</b>	<b>8</b>

			<b>terminology</b>		
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>Divorce under duress or in jest</b>	<b>To know who is coerced and who is joking</b>	<b>3</b>	<b>9</b>
<b>discussion</b>	<b>Lecture and presentation</b>	<b>Words of divorce</b>	<b>To know what the words of divorce are</b>	<b>3</b>	<b>10</b>
<b>discussion</b>	<b>a lecture</b>	<b>Description of divorce and euphemisms for divorce</b>	<b>To know what describes divorce and the euphemisms for divorce</b>	<b>3</b>	<b>11</b>
<b>Discussion and questions</b>	<b>a lecture</b>	<b>divorce of the sick</b>	<b>To know the divorce of a sick person and its ruling</b>	<b>3</b>	<b>12</b>
<b>Discussion and questions</b>	<b>a lecture</b>	<b>Chapter on Revocation of Divorce, Ila' (a vow of abstinence from marital relations), and Khul' (divorce initiated by the wife).</b>	<b>To know about the return and its rulings, and about the oath of abstinence and divorce</b>	<b>3</b>	<b>13</b>
<b>discussion</b>	<b>Lecture and presentation</b>	<b>Chapter on Zihar, Li'an, and the Waiting Period</b>	<b>To know the meaning of zihar, li'an, and the waiting period</b>	<b>3</b>	<b>14</b>
<b>Discussion and questions</b>	<b>a lecture</b>	<b>The chapter on maintenance and the chapter on custody</b>	<b>To understand the meaning of maintenance and custody</b>	<b>3</b>	<b>15</b>
<b>Discussion and questions</b>	<b>a lecture</b>	<b>Reasons for inheritance and its impediments</b>	<b>The student should know the meaning of inheritance.</b>	<b>3</b>	<b>16</b>
<b>discussion</b>	<b>a lecture</b>	<b>Male and female heirs</b>	<b>To know who is entitled to inheritance, both men and women</b>	<b>3</b>	<b>17</b>
<b>Classroom discussion</b>	<b>a lecture</b>	<b>Arithmetic and the principles of</b>	<b>To know how to solve</b>	<b>3</b>	<b>18</b>

and test		problems	problems and the principles of problems		
Discussion and solution	a lecture	The couple and the parents	To know the share of the spouses and parents in the inheritance	3	19
Discussion and testing	a lecture	Daughter, grandmothers, and sisters	To know the share of the daughter, grandmothers, and sisters	3	20
Discussion and solution	a lecture	Nerves, blockages	To know what the group and the veil are	3	21
a test	a lecture	The response	To know the meaning of 'awl and radd	3	22
Tests	Practical lecture	The break is on one team and two teams	To know how to correct problems and discrepancies	3	23
Solving problems	a lecture	The reincarnations	To know the inheritance laws and methods of solving them	3	24
Discussion and solution	Practical lecture	Reply	To know how to solve problems of equivalence	3	25
Discussion and solution	Practical lecture	Grandfather's inheritance with brothers The shared issue	He should know how the grandfather inherits with the brothers and understand the issue of shared inheritance.	3	26
Discussion and solution	a lecture	hermaphrodite and missing person	To know the rights of the hermaphrodite and the missing person	3	27
Discussion	Practical lecture	The Akdariyya	To understand	3	28

and solution		issue and the inheritance of the unborn child	the meaning of the Akkadriya and the amount of the unborn child's share of the inheritance		
discussion	a lecture	Commandments	To know the will and the amount of the right in the will	3	29
discussion	a lecture	Withdrawal	To know the exit strategy and solutions	3	30

#### Course evaluation

Objective tests

oral tests

#### Learning and teaching resources

Choice in Hanafi jurisprudence The science of inheritance and legacy (Mawlud Mukhlis)	Required textbooks (methodology, if applicable)
The Beginning of the Diligent and the End of the Moderate by Ibn Rushd Al-Umm by Al-Shafi'i The benefits of facilitating religious duties Introduction to the Science of Inheritance	Main references (sources)
Articles and conference papers available on the internet	Recommended supporting books and references (scientific journals, reports...)
Comprehensive library and approved websites	Electronic references, websites

#### Course description English language

<b>Course Name</b>
English language
<b>Course code</b>
EAEL104
<b>Semester/Year</b>
Academic year 2025–2026
<b>Date this description was prepared</b>
1/10/2025
<b>Available forms of attendance</b>
Classrooms (in person)

<b>Number of study hours (total) / Number of units (total)</b>					
Number of hours: 30 / Number of units: 60					
<b>Name of course coordinator</b>					
1- Name: Dr. Ayoub Badr Hassan Email: arkaanayub@gmail.com					
<b>Course objectives</b>					
<p>The student should learn the basics of talking about themselves in English.</p> <p>The student should learn how to introduce and talk about his life in English.</p> <p>The student should be able to talk about mistakes in life in English.</p> <p>The student should learn how to talk about their travels and shopping in English.</p> <p>The student should learn to talk about what he loves in English.</p> <p>The student should learn about fame in English.</p> <p>The student should become familiar with some basic rules of the English language.</p> <p>To apply what he has learned practically by using simple conversations and solving exercises.</p>					<b>Course objectives</b>
<b>Teaching and learning strategies</b>					
<p>Note-taking, memorization, real-life English conversations, summarizing, and repetition based on linking information to events.</p> <p>Memorizing English words and their Arabic translations.</p>					<b>strategy</b>
<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
The conversation	Theoretical lecture	Getting to know you	Self-introduction	1	1
Save and apply	a lecture theory	Rules	Some rules	1	2
Solving questions and discussions	a lecture theory	Unit One	Solving unit exercises	1	3
Conversations and questions	a lecture theory	The way we live	Ways of living How we live	1	4
Questions and Answers	a lecture theory	Rules	Some general rules	1	5
Reading and discussion	a lecture theory	Communication piece	Reading	1	6
Questions and discussions	a lecture theory	Exercises	Solve the exercises	1	7
Questions	a lecture theory	Interrogation	Interrogative tools	1	8
Application and discussion	a lecture theory	Rules	Some general rules	1	9

Questions and discussion	a lecture theory	Actions	Actions	1	10
Solving questions and discussions	a lecture theory	Unit exercises	Solve the exercises	1	11
Listening and reading	a lecture theory	I live in America	Listening and reading	1	12
Preservation	a lecture theory	Word meanings	Memorizing some meanings	1	13
Reading and listening	a lecture theory	It all went wrong	Everything went wrong	1	14
Questions and discussion	a lecture theory	past tense	Converting verbs to the past tense	1	15
Answer the questions	a lecture theory	Unit 3 Exercises	Solve the exercises	1	16
Applying the rules	a lecture theory	The correct verb form	Some rules	1	17
Reading and listening	a lecture theory	The perfect piece of crime	Reading and listening	1	18
Reading and memorization	a lecture theory	Word meanings	Some meanings	1	19
Reading and listening	a lecture theory	Let's go shopping	Let's go shopping	1	20
Questions and discussions	a lecture theory	Exercises	Solve the exercises	1	21
Reading and listening	a lecture theory	"Uncle's" piece	Reading and listening	1	22
Answer the questions	a lecture theory	Exercises	Solve the exercises	1	23
Reading and memorization	a lecture theory	The best shopping street in the world	Memorize some vocabulary	1	24
Reading and application	a lecture theory	Unit Six	Tell me what you like	1	25
Memorization and practical application	a lecture theory	Rules	Some rules	1	26
Questions and discussions	a lecture theory	Exercises	Solve the exercises	1	27
Reviews	a lecture theory	Unit Seven	fame	1	28
Solving questions and discussions	a lecture theory	Unit exercises	Solve the exercises	1	29
a test	a lecture theory	a test	a test	1	30
<b>Course evaluation</b>					
<b>Objective tests</b>					
<b>oral exams</b>					

<b>Practical tests</b>	
<b>Daily tests and self-assessments</b>	
<b>Learning and teaching resources</b>	
bookheadway- new	<b>Required textbooks (methodology, if applicable)</b>
Approved dictionaries and textbookheadway For different levels	<b>Main references (sources)</b>
Academy websiteBBC Learning English	<b>Recommended supporting books and references (scientific journals, reports...)</b>
BBC Education Channels	<b>Electronic references, websites</b>

### Course descriptioncomputer

<b>Course Name</b>	
computer	
<b>Course code</b>	
EACS106	
<b>Semester/Year</b>	
Academic year 2025–2026	
<b>Date this description was prepared</b>	
1/10/2025	
<b>Available forms of attendance</b>	
Classrooms (in person)	
<b>Number of study hours (total) / Number of units (total)</b>	
Number of hours: 30 / Number of units: 60	
<b>Name of course coordinator</b>	
1- Name: Dr. Ayoub Badr Hassan Email: arkaanayub@gmail.com	
<b>Course objectives</b>	
<p>The student should learn the Microsoft Office suite of programs.</p> <p>The student should become familiar with a word processor.</p> <p>The student should become familiar with the ribbons and tools of the word processor.</p> <p>The student should apply what he has learned practically.</p> <p>The student should become familiar with presentation software.</p> <p>The student should become familiar with the ribbons and tools of the presentation software.</p> <p>To apply what he has learned practically</p>	<b>Course objectives</b>
<b>Teaching and learning strategies</b>	

Note-taking, memorization, practical application, mind maps, summarization, repetition based on linking information to events.					strategy
<b>Course structure</b>					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom questions	Theoretical lecture	Office Suite Programs Introduction	To become familiar with EFS programs	1	1
practical application	Practical lecture	=	=	1	2
Discussions	Theoretical lecture	Advantages and disadvantages	To recognize its advantages and disadvantages	1	3
practical application	Practical lecture	=	=	1	4
Questions and Answers	Theoretical lecture	Word processor	To become familiar with word processing software	1	5
Application and discussion	Practical lecture			1	6
<b>Questions and discussions</b>	Theoretical lecture	<b>Main tapes and tools</b>	Tapes and tools	1	7
Application and solving examples	Practical lecture	=	=	1	8
Answering questions and discussion	Theoretical lecture	Questions for Chapter One	Solutions to the questions in Chapter 1	1	9
a test	a test		a test	1	10
Questions and discussions	Theoretical lecture	program Offers Introduction	To become familiar with presentation software	1	11
practical application	Practical lecture	=	=	1	12
Questions and discussion	Theoretical lecture	Main tapes	tapes	1	13

<b>practical application</b>	<b>Practical lecture</b>	<b>=</b>	<b>=</b>	<b>1</b>	<b>14</b>
<b>Questions and discussion</b>	<b>Theoretical lecture</b>	<b>Tools</b>	<b>Tools</b>	<b>1</b>	<b>15</b>
<b>practical application</b>	<b>Practical lecture</b>	<b>=</b>	<b>=</b>	<b>1</b>	<b>16</b>
<b>Questions and discussion</b>	<b>Theoretical lecture</b>	<b>Features</b>	<b>Its features</b>	<b>1</b>	<b>17</b>
<b>practical application</b>	<b>Practical lecture</b>	<b>=</b>	<b>=</b>	<b>1</b>	<b>18</b>
<b>Questions and self-assessment</b>	<b>Theoretical lecture</b>	<b>Questions for Chapter Two</b>	<b>Solutions to the questions in Chapter Two</b>	<b>1</b>	<b>19</b>
<b>a test</b>	<b>a test</b>		<b>a test</b>	<b>1</b>	<b>20</b>
<b>Questions and discussions</b>	<b>a lecture</b>	<b>The app</b>	<b>Getting started with the app</b>	<b>1</b>	<b>21</b>
<b>practical application</b>	<b>Practical lecture</b>	<b>=</b>	<b>=</b>	<b>1</b>	<b>22</b>
<b>Questions</b>	<b>Theoretical lecture</b>	<b>Window components</b>	<b>PowerPoint window components</b>	<b>1</b>	<b>23</b>
<b>practical application</b>	<b>Practical lecture</b>	<b>=</b>	<b>=</b>	<b>1</b>	<b>24</b>
<b>Questions and discussion</b>	<b>Theoretical lecture</b>	<b>Abbreviations</b>	<b>Abbreviations appendix</b>	<b>1</b>	<b>25</b>
<b>practical application</b>	<b>Practical lecture</b>	<b>=</b>	<b>=</b>	<b>1</b>	<b>26</b>
<b>Discussions</b>	<b>Theoretical lecture</b>	<b>e-learning</b>	<b>Fundamentals of e-learning</b>	<b>1</b>	<b>27</b>
<b>practical application</b>	<b>Practical lecture</b>	<b>=</b>	<b>=</b>	<b>1</b>	<b>28</b>
<b>Self-assessment</b>	<b>Theoretical lecture</b>	<b>Chapter questions</b>	<b>Solving the questions</b>	<b>1</b>	<b>29</b>
<b>a test</b>	<b>a test</b>		<b>a test</b>	<b>1</b>	<b>30</b>
<b>Course evaluation</b>					
Objective tests oral exams Practical tests Daily tests and self-assessments					
<b>Learning and teaching resources</b>					
Microsoft Office Suite Vocabulary / Computer Committee / Imam Al-Azam College			Required textbooks (methodology, if applicable)		

Computer Fundamentals by Dr. Saad Al-Hassan Introduction to Computer Science by Dr. Abdullah bin Sulaiman Al-Mazrou	Main references (sources)
Khan Academy website in Arabic	Recommended supporting books and references (scientific journals, reports...)
Wikipedia, the Arab Brigade website	Electronic references, websites

### Course description Measurement and evaluation

<b>Course Name</b>					
Measurement and evaluation					
<b>Course code</b>					
EAME305					
<b>Semester/Year</b>					
2025/2026 AD					
<b>Date this description was prepared</b>					
1/10/2025 AD					
<b>Available forms of attendance</b>					
Classrooms (in person)					
<b>Number of study hours (total) / Number of units (total)</b>					
60 hours / 90 units.					
<b>Name of the course coordinator (if there is more than one, please mention it).</b>					
1- Name: Qutaiba Ali Hussein Email: qtaibaali2@imamaladham.edu.iq					
<b>Course objectives</b>					
<ul style="list-style-type: none"> <li>- The student's knowledge of counting, estimation, and measurement.</li> <li>- The student should know the difference between normal and educational psychological measurement.</li> <li>- The student's knowledge of the types of assessment.</li> <li>- The student's knowledge of the objectives of psychological and educational measurement programs.</li> <li>- The student's knowledge of intelligence tests.</li> <li>- The student's knowledge of statistics.</li> </ul>	<b>Course objectives</b>				
<b>Teaching and learning strategies</b>					
<ul style="list-style-type: none"> <li>Taking notes.</li> <li>Summary.</li> <li>Preservation.</li> <li>Mind maps.</li> </ul>	<b>strategy</b>				
<b>Course structure</b>					
<b>Evaluation</b>	<b>Learning</b>	<b>Unit or topic</b>	<b>Required</b>	<b>Hours</b>	<b>Week</b>

<b>Method</b>	<b>method</b>	<b>name</b>	<b>learning outcomes</b>		
Daily/monthly test.	Lecture - Dialogue and Discussion.	Definition of counting, estimation, measurement , and its types	Knowledge of counting, estimation, measurement, and their types	2	1
Daily/monthly test.	Lecture - Dialogue and Discussion.	The difference between normal school measurement , psychological and educational measurement , and levels of measurement	Understanding the difference between standard school measurement, psychological and educational measurement, and measurement levels	2	2
Daily/monthly test.	Lecture - Dialogue and Discussion.	Calendar, its definitions and types	Understanding the calendar, its definitions, and its types	2	3
Daily/monthly test.	Lecture - Dialogue and Discussion.	The difference between measurement and evaluation	Understanding the difference between measurement and evaluation	2	4
Daily/monthly test.	Lecture - Cooperative Learning.	Areas of measurement and evaluation	Knowledge of measurement and evaluation fields	2	5
Daily/monthly test.	Lecture - Cooperative Learning.	Planning for test preparation	Knowledge of test preparation planning	2	6
Daily/monthly test.	Lecture - Cooperative Learning.	oral tests	Knowledge and mastery of oral exams	2	7
Daily/monthly test.	Lecture - Cooperative Learning.	Objective tests	Knowledge and mastery of objective tests	2	8
Daily/monthly test.	Lecture - Cooperative Learning.	Objective tests	Knowledge and mastery of objective tests	2	9
Daily/monthly test.	Lecture - Cooperative	Essay tests	Knowledge and mastery of	2	10

	<b>Learning.</b>		<b>essay tests.</b>		
<b>Daily/monthly test.</b>	<b>Lecture - Cooperative Learning.</b>	<b>Performance tests</b>	<b>Knowledge and mastery of performance tests.</b>	<b>2</b>	<b>11</b>
<b>Daily/monthly test.</b>	<b>Lecture - Cooperative Learning.</b>	<b>Exam preparation methods</b>	<b>Knowing how to prepare exams</b>	<b>2</b>	<b>12</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Honesty and the factors that influence it</b>	<b>Understanding truthfulness and the factors that influence it</b>	<b>2</b>	<b>13</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>objectivity</b>	<b>Understanding objectivity</b>	<b>2</b>	<b>14</b>
<b>Daily/monthly test.</b>	<b>Question and Answer</b>		<b>Evaluation and feedback</b>	<b>2</b>	<b>15</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Steadfastness</b>	<b>Steadfastness</b>	<b>2</b>	<b>16</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Measurement and evaluation tests to measure intelligence</b>	<b>Knowledge of measurement and evaluation tests for measuring intelligence</b>	<b>2</b>	<b>17</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Ability tests</b>	<b>Knowledge of ability scales</b>	<b>2</b>	<b>18</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Aptitude tests</b>	<b>Knowing the scales of aptitude</b>	<b>2</b>	<b>19</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Trend metrics</b>	<b>Understanding trend metrics</b>	<b>2</b>	<b>20</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Definition of statistics</b>	<b>Understanding the definition of statistics</b>	<b>2</b>	<b>21</b>
<b>Daily/monthly test.</b>	<b>Question and Answer</b>		<b>Evaluation and feedback</b>	<b>2</b>	<b>22</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and</b>	<b>Variables and their types</b>	<b>Understanding variables and their types</b>	<b>2</b>	<b>23</b>

	<b>Answer</b>				
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Topics in statistics include data, its reliability, and its presentation.	Understanding statistical topics, data, its reliability, and its presentation	2	24
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Measures of central tendency	Understanding the measures of central tendency	2	25
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Measures of dispersion; methods of data presentation	Understanding measures of dispersion and methods of data presentation	2	26
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Frequency distributions	Understanding frequency distributions	2	27
Daily/monthly test.	Question and Answer		Comprehensive review of the material	2	28
Tests	Question and Answer		Review and feedback	2	29
Final exams			Review and test	2	30

#### Course evaluation

Daily, monthly, and term tests are conducted, and the nature of the questions varies.

Quick exams (Quizzes).

Activities that the student performs during the semester.

Assigning students tasks and research projects related to the course.

#### Learning and teaching resources

Psychological Measurement and Educational Evaluation. By (Ahmed Mohamed Bouni).	Required textbooks (methodology, if applicable)
Principles of Statistics. By (Husni Ahmed Al-Khouli). Principles of Measurement and Evaluation. By (Zakaria Muhammad Al-Zahir). An Introduction to Measurement and Evaluation. By Sabah Hussein Al-Ajeeli.	Main references (sources)
Principles of statistics. Educational psychology.	Recommended supporting books and references (scientific journals,

Scientific Researcher website.	reports...)
Electronic references, websites, and electronic information sources such as libraries and specialized electronic programs.	Electronic references, websites

**Course description** The right to freedom in the world

<b>Course Name</b>					
Freedom					
<b>Course code</b>					
<b>Semester/Year</b>					
2025/2026					
<b>Date this description was prepared</b>					
1/10/2025					
<b>Available forms of attendance</b>					
In-person classrooms					
<b>Number of study hours (total) / Number of units (total)</b>					
30 hours / 60 units					
<b>Name of the course coordinator (if there is more than one, please mention it).</b>					
1- Name: Omar Jassim Mohammed Email:jmr6993@gmail.com  Email: 2- Name Email: 3- Name: Email:					
<b>Course objectives</b>					
To instill in students the correct concept of freedom, clarifying that freedom is protected for every human being and guaranteed by Islamic law, while reinforcing human values in students through which they learn how to participate in decision-making and express their opinions.				<b>Course objectives</b>	
<b>Teaching and learning strategies</b>					
Taking notes. Summary. Preservation. Mind maps					strategy
<b>Course structure</b>					
<b>Evaluation</b>	<b>Learning</b>	<b>Unit or topic</b>	<b>Required</b>	<b>Hours</b>	<b>Week</b>

Method	method	name	learning outcomes		
Daily/monthly test.	Lecture - Dialogue and Discussion.	The foundation of freedom	A statement on freedom in Islam, along with evidence for it.	1	1
Daily/monthly test.	Lecture - Dialogue and Discussion.	The meaning of freedom	Mentioning the intended meaning of freedom for humankind	1	2
Daily/monthly test.	Dialogue and discussion	Protecting freedom and human rights	How did the Quran legislate and protect freedom?	1	3
Daily/monthly test.	Lecture - Dialogue and Discussion.	Types of freedoms	Understanding each aspect of freedom and how a person can exercise it	1	4
Daily/monthly test.	Lecture - Dialogue and Discussion.	Characteristics of freedom	What does freedom entail, and is it a legitimate right?	1	5
Daily/monthly test.	Lecture - Cooperative Learning.	The nature of freedoms in the world	How the law protects the right to freedom	1	6
Daily/monthly test.	Lecture - Cooperative Learning.	Recognition of personal freedom in Islam	He mentioned the evidence of Islamic law that made man free in his religion and work and prohibited slavery.	1	7
Daily/monthly test.	Question and Answer	Examples of the impossibility of analogy by limits	A statement that analogy is not permissible in matters of prescribed punishments and expiations according to	1	8

Daily/monthly test.	Lecture - Cooperative Learning.	Islamic law remains silent on the permissibility of slavery.	The wisdom behind this is that most nations practiced it.	1	9
Daily/monthly test.	Lecture - Cooperative Learning.	Political freedom	A statement of every citizen's right to decide	1	10
Daily/monthly test.	Lecture - Cooperative Learning.	Restrictions on freedom	How did Islam set restrictions to prevent transgressing Sharia rulings?	1	11
Daily/monthly test.	Lecture - Cooperative Learning.	Limits on freedom of opinion	Mention the controls that ensure that morals and public interests are not violated	1	12
Daily/monthly test.	Lecture - Cooperative Learning.	The reality of freedom of opinion in Islamic eras	A statement on the moderation of freedom, whether in religious or other contexts.	1	13
Daily/monthly test.	Dialogue and discussion	The right to freedom	How did Islamic law guarantee the right to exercise freedom?	1	14
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	The right to oppose and form political parties	How did Islamic law guarantee the right to oppose another opinion within certain limits?	1	15
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Freedom of belief and worship	Statement on the freedom to spread the message without	1	16

			<b>infringing on beliefs</b>		
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Freedom of religion in the constitution</b>	<b>We will show how to guarantee everyone's right to choose their religion and practice its rituals.</b>	<b>1</b>	<b>17</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>The three problems in freedom of religion</b>	<b>Explaining the reason for fighting those who refuse to pay Zakat and whether this contradicts freedom of religion.</b>	<b>1</b>	<b>18</b>
<b>Daily/monthly test.</b>	<b>Dialogue and discussion</b>	<b>Consultation (Shura) and its role in the development of nations</b>	<b>The basis of all governance is consultation (shura).</b>	<b>1</b>	<b>19</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Features of Shura and examples of it</b>	<b>How can we follow the Prophet's guidance in choosing to dig the trench?</b>	<b>1</b>	<b>20</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Is the nation the source of authority?</b>	<b>How did Islam establish the legal rulings that govern the lives of nations?</b>	<b>1</b>	<b>21</b>
<b>Daily/monthly test.</b>	<b>Dialogue and discussion</b>	<b>freedom of education</b>	<b>Guaranteeing the right to education</b>	<b>1</b>	<b>22</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Human right to environmental protection</b>	<b>How does Islamic law guarantee that humans can protect their environment from harm?</b>	<b>1</b>	<b>23</b>
<b>Daily/monthly</b>	<b>Lecture -</b>	<b>The Sharia</b>	<b>Guided by the</b>	<b>1</b>	<b>24</b>

test.	Brainstorming - Question and Answer	perspective on environmental protection	Prophetic tradition: Purity is half of faith		
Daily/monthly test.	Dialogue and discussion	Islam and its stance on environmental protection in peace and war	How to ensure the cleanliness of all public and private places	1	25
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Islam's stance on women	How he preserved her dignity and gave her the freedom to work and own property	1	26
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Women in the Prophetic Era	How women were a source of pride and honor	1	27
Daily/monthly test.	Dialogue and discussion - Question and answer	Freedom of interpretation	A statement that diligence is not for you personally, but for those who are qualified for it.	1	28
Daily/monthly test.	Question and Answer	What constitutes valid independent reasoning (ijtihad) and what constitutes prohibition?	A statement of the definitive rulings of Islamic law, which are conclusively established and cannot be subject to interpretation.	1	29
Final exams				1	30
<b>Course evaluation</b>					
Daily, monthly, and term tests are conducted, and the nature of the questions varies. Quick exams (Quizzes). Activities that the student performs during the semester. Assigning students tasks and research projects related to the course.					
<b>Learning and teaching resources</b>					
The right to freedom in the world			Required textbooks (methodology, if applicable)		

The right to freedom in the world Freedom in contemporary thought Freedom between Western and Islamic thought	Main references (sources)
The comprehensive library. Scientific Researcher website	Recommended supporting books and references (scientific journals, reports...)
Electronic references, websites, and electronic information sources such as libraries and specialized electronic programs.	Electronic references, websites

### Course description The Prophet's Biography

<b>Course Name</b>	
The Prophet's Biography	
<b>Course code</b>	
RPRO117	
<b>Semester/Year</b>	
2025-2026	
<b>Date this description was prepared</b>	
1/10/2025	
<b>Available forms of attendance</b>	
My presence	
<b>Number of study hours (total) / Number of units (total)</b>	
30	
<b>Name of the course coordinator (if there is more than one, please mention it).</b>	
1- Name: M.M. Omar Mazal Ghazal Email: Omar Al-mashhadani	
<b>Course objectives</b>	
Introducing the biography of the Prophet Muhammad, peace and blessings be upon him, in the Medinan era, starting from the migration of the Prophet, peace and blessings be upon him, until his death. Understanding the difficulties faced by the Islamic call after his migration, peace and blessings be upon him Introducing the battles fought by the Prophet, peace and blessings be upon him, in the cause of the Islamic call.	<b>Course objectives</b>
<b>Teaching and learning strategies</b>	
1- Lecture (delivery) 2- Dialogue and discussion 3- Giving real-life examples	<b>strategy</b>
<b>Course structure</b>	
<b>Evaluation</b>	<b>Learning method</b>
<b>Unit or topic</b>	<b>Required</b>
<b>Hours</b>	<b>Week</b>

Method		name	learning outcomes		
Tests and classroom interaction	Lecture, Question and Answer	The migration of the Prophet, peace and blessings be upon him	An introduction to the biography of the Prophet Muhammad (peace and blessings be upon him) from his migration to his death	1	1-
Tests and classroom interaction	Lecture, Question and Answer	The most important miracles in the event of migration and arrival	The migration of the Prophet, peace and blessings be upon him	1	2-
Tests and classroom interaction	Lecture, Question and Answer	The foundations of the new society	The most important miracles in the event of migration and arrival	1	3-
Tests and classroom interaction	Lecture, Question and Answer	Defensive War Phase	The foundations of the new society	1	4-
Tests and classroom interaction	Question and Answer	Battle of Badr	Defensive War Phase	1	5-
Tests and classroom interaction	Question and Answer	Battle of Uhud	Battle of Badr	1	6-
Tests and classroom interaction	Lecture, Question and Answer	The expulsion of Banu Nadir	Battle of Uhud	1	7-
Tests and classroom interaction	Lecture, Question and Answer	The Battle of Dhat al-Riqa'	The expulsion of Banu Nadir	1	8-
Tests and classroom interaction	Question and Answer	forayBanu al-Mustaliq	The Battle of Dhat al-Riqa'	1	9-
Tests and classroom interaction	Lecture, Question and Answer	Battle of the Trench	forayBanu al-Mustaliq	1	10-
Tests and classroom interaction	Lecture, Question and Answer	The Battle of Banu Qurayza	Battle of the Trench	1	11-

Tests and classroom interaction	Question and Answer	Treaty of Hudaibiyyah	The Battle of Banu Qurayza	1	12-
Tests and classroom interaction	Dialogue and discussion	Pledge of Ridwan	Treaty of Hudaibiyyah	1	13-
Tests and classroom interaction	Lecture, Question and Answer	The Battle of Khaybar	Pledge of Ridwan	1	14-
Tests and classroom interaction	Dialogue and discussion	The arrival of Ja'far ibn Abi Talib from Abyssinia	The Battle of Khaybar	1	15-
Tests and classroom interaction	Question and Answer	Sending messages to the tribes and writings to the kings	The arrival of Ja'far ibn Abi Talib from Abyssinia	1	16-
Tests and classroom interaction	Dialogue and discussion	Battle of Mu'tah	Sending messages to the tribes and writings to the kings	1	17-
Tests and classroom interaction	Lecture, Question and Answer	Conquest of Mecca	Battle of Mu'tah	1	18-
Tests and classroom interaction	Lecture, Question and Answer	Battle of Hunayn	Conquest of Mecca	1	19-
Tests and classroom interaction	Question and Answer	Spoils of war and how the Prophet divided them	Battle of Hunayn	1	20-
Tests and classroom interaction	Lecture, Question and Answer	The Battle of Tabuk	Spoils of war and how the Prophet divided them	1	21-
Tests and classroom interaction	Dialogue and discussion	Masjid al-Dirar	The Battle of Tabuk	1	22-
Tests and classroom interaction	Lecture, Question and Answer	The delegation of Thaqif and their conversion to Islam	Masjid al-Dirar	1	23-
Tests and classroom interaction	Lecture, Question and Answer	Arab delegations continued to arrive and	The delegation of Thaqif and their conversion to	1	24-

		embrace the religion of God.	Islam		
Tests and classroom interaction	Dialogue and discussion	The news of Adi ibn Hatim's conversion to Islam	Arab delegations continued to arrive and embrace the religion of God.	1	25-
Tests and classroom interaction	Lecture, Question and Answer	The Prophet, peace and blessings be upon him, sent emissaries to the people to teach them the principles of Islam.	The news of Adi ibn Hatim's conversion to Islam	1	26-
Tests and classroom interaction	Lecture, Question and Answer	Farewell Pilgrimage	The Prophet, peace and blessings be upon him, sent emissaries to the people to teach them the principles of Islam.	1	27-
Tests and classroom interaction	Dialogue and discussion	Usama ibn Zayd was sent to Balqa	Farewell Pilgrimage	1	28-
Tests and classroom interaction	Lecture, Question and Answer	The Prophet's complaint (peace and blessings be upon him)	Usama ibn Zayd was sent to Balqa	1	29-
Tests and classroom interaction	Dialogue and discussion	The Messenger of God, peace and blessings be upon him, and the throes of death	The Prophet's complaint (peace and blessings be upon him)	1	30-
<b>Course evaluation</b>					
Conducting daily, monthly, and term tests with varying question types. Quick exams classroom activities Assigning students research tasks related to the course					
<b>Learning and teaching resources</b>					

	<b>Required textbooks (methodology, if applicable)</b>
Sheikh Muhammad Saeed Al-Bouti followed the school-based approach of deriving rules and judgments, moving away from the abstract analytical literary approach in his book, Fiqh of the Prophet's Biography.	<b>Main references (sources)</b>
Comprehensive Library website and Waqf Library website	<b>Recommended supporting books and references (scientific journals, reports...)</b>
<b>Electronic information sources such as libraries and electronic programs</b> Specialized	<b>Electronic references, websites</b>

### Course description religions

<b>Course Name</b>	
religions	
<b>Course code</b>	
RIS316	
<b>Semester/Year</b>	
2025/2026	
<b>Date this description was prepared</b>	
1/10/2025	
<b>Available forms of attendance</b>	
Classrooms (in person)	
<b>Number of study hours (total) / Number of units (total)</b>	
60 hours / 120 units.	
<b>Name of the course coordinator (if there is more than one, please mention it).</b>	
1- Name: Qutaiba Ali Hussein Email: qtaibaali2@imamaladham.edu.iq	
<b>Course objectives</b>	
- The student should learn about the Jewish religion, its origins, its books, its sects, and its beliefs.	<b>Course objectives</b>
<b>Teaching and learning strategies</b>	
Taking notes. Summary. Preservation. Mind maps.	<b>strategy</b>

<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Daily/monthly test.	Lecture - Dialogue and Discussion.	The study of religions: concept and origins	Understanding the study of religions: concept and origins	2	1
Daily/monthly test.	Lecture - Dialogue and Discussion.	Classifications of major religions and the place of Judaism among them	Understanding the classifications of major religions and the place of Judaism among them	2	2
Daily/monthly test.	Dialogue and discussion	Evaluation and feedback	Evaluation and feedback	2	3
Daily/monthly test.	Lecture - Dialogue and Discussion.	The most prominent classical and contemporary works in Judaism	Getting acquainted with the most prominent classical and contemporary works in Judaism	2	4
Daily/monthly test.	Lecture - Dialogue and Discussion.	The beginnings of the historical formation of Judaism in the ancient East	Understanding the beginnings of the historical formation of Judaism in the ancient East	2	5
Daily/monthly test.	Lecture - Cooperative Learning.	Transformations of Judaism under Colonialism	Understanding the transformations of Judaism under colonialism	2	6
Daily/monthly test.	Lecture - Cooperative Learning.	From ghetto to nation-state	From ghetto to nation-state	2	7
Daily/monthly test.	Question and Answer	Evaluation and feedback	Evaluation and feedback	2	8
Daily/monthly test.	Lecture - Cooperative Learning.	<b>Collective memory and religious identity</b>	Getting to know <b>Collective memory and religious</b>	2	9

		<b>throughout the ages</b>	<b>identity throughout the ages</b>		
Daily/monthly test.	Lecture - Cooperative Learning.	The Torah, its structure, its books, its theological implications.	Getting to know the Torah, its structure, its books, and its theological implications.	2	10
Daily/monthly test.	Lecture - Cooperative Learning.	The Talmud, its pillars, its methods, and its schools of jurisprudence.	Getting acquainted with the Talmud, its pillars, methods, and schools of jurisprudence.	2	11
Daily/monthly test.	Lecture - Cooperative Learning.	The Mishnah and Gemarahu are the various readings of the Jews.	Understanding the Mishnah and Gemara: The Multiple Readings of the Jews	2	12
Daily/monthly test.	Lecture - Cooperative Learning.	The relationship of sacred texts to power and knowledge	Understanding the relationship between sacred texts, power, and knowledge	2	13
Daily/monthly test.	Dialogue and discussion	Evaluation and feedback	Evaluation and feedback	2	14
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	The concept of God in Jewish thought	Understanding the concept of God in Jewish thought	2	15
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Prophecy and covenant in Jewish thought	Understanding prophecy and covenant in Jewish thought	2	16
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	<b>Halal and Haram according to Halakha</b>	Getting to know <b>Halal and Haram according to Halakha</b>	2	17
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Heaven, Hell, and Resurrection.	Understanding Heaven, Hell, and Resurrection in Judaism	2	18
Daily/monthly test.	Dialogue and discussion	Evaluation and feedback	Evaluation and feedback	2	19

Daily/monthly test.	Lecture - Brainstorming - Question and Answer	The impact of ideology on social structure	Understanding the impact of belief on social structure	2	20
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Major holidays from Easter to Atonement	Getting to know the major holidays from Easter to Atonement	2	21
Daily/monthly test.	Dialogue and discussion	Evaluation and feedback	Evaluation and feedback	2	22
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Daily prayer and home worship	Learning about daily prayer and home worship	2	23
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Kashrut and ritual purity	Understanding Kashrut and Ritual Purity	2	24
Daily/monthly test.	Dialogue and discussion	Evaluation and feedback	Evaluation and feedback	2	25
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Contemporary Jewish denominations	Getting to know contemporary Jewish denominations	2	26
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Judaism and Zionism: Between Religion and Politics	Understanding Judaism and Zionism: Between Religion and Politics	2	27
Daily/monthly test.	Dialogue and discussion - Question and answer	Evaluation and feedback	Evaluation and feedback	2	28
Daily/monthly test.	Question and Answer	Evaluation and feedback	Evaluation and feedback	2	29
Final exams			Test	2	30
<b>Course evaluation</b> Daily, monthly, and term tests are conducted, and the nature of the questions varies. Quick exams (Quizzes). Activities that the student performs during the semester. Assigning students tasks and research projects related to the course.					
<b>Learning and teaching resources</b>					
Studies in the study of Jewish, Christian, and Mesopotamian religions.			Required textbooks (methodology, if applicable)		

Al-Milal wa al-Nihal / by Al-Shahrastani. Comparative Religion / Ali Sami Al-Nashar. Studies in Judaism and Christianity / Ahmed Shalabi.	Main references (sources)
The comprehensive library. Scientific Researcher website.	Recommended supporting books and references (scientific journals, reports...)
Electronic references, websites, and electronic information sources such as libraries and specialized electronic programs.	Electronic references, websites

### Course description Islamic thought

<b>Course Name:</b>	
Islamic thought	
<b>Course code:</b>	
RCIT121	
<b>Semester/Year</b>	
2025-2026	
<b>Date this description was prepared</b>	
1/10/2025	
<b>Available forms of attendance</b>	
Classrooms (in person)	
<b>Number of study hours (total) / Number of units (total)</b>	
23 hours / 41 units	
<b>Name of the course coordinator (if there is more than one, please mention it).</b>	
1- Name: M.M. Ibrahim Shather Hamad Shehab	
<a href="mailto:sajibrahem28@gmail.com">sajibrahem28@gmail.com</a>	
To demonstrate what Muslims have produced on the intellectual level and scientific output of general scientific knowledge within the Islamic framework of belief, law and behavior, in a way that distinguishes Islamic thought from other ideas, in an attempt to enhance and strengthen the student's intellectual awareness.	Course objectives
<b>Teaching and learning strategies</b>	
The lecture (delivery). Dialogue and discussion. Concept map. Collaborative learning. Brainstorming. Summary.	<b>strategy</b>

Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom interaction tests	Lecture, Question and Answer	Introduction to Islamic Thought	Establishing a deep understanding of the way of lifeIslamicThe student	1	
Classroom interaction tests	Lecture, Question and Answer	The role of reason in Islam	=	1	
Classroom interaction tests	Lecture, dialogue, and discussion	Sources of Islamic thought	=	1	
Classroom interaction tests	Lecture, dialogue, and discussion	Characteristics of Islamic thought	=	1	
Classroom interaction tests	Lecture, questioning, and concept map	Factors influencing the formation of Islamic thought	=	1	
Classroom interaction tests	Lecture, dialogue, discussion, and concept map	Kharijites and Mu'tazilites	=	1	
Classroom interaction tests	Lecture	thoughtIslamicContemporary	=	1	
Classroom interaction tests	Question and Answer	Contemporary challenges	=	1	
Classroom interaction tests	Lecture	Pluralism in Islamic thought	=	1	
Classroom interaction tests	Question and Answer	Trends of transformation in the movementIslamic	=	1	
Classroom interaction tests	Lecture	The stance on violence	=	1	
Classroom interaction tests	Dialogue and discussion.	the worldIslamicThe New World Order	=	1	
Classroom interaction	Dialogue and discussion	thoughtIslamicIn the third millennium	=	1	

tests					
Classroom interaction tests	Dialogue and discussion	Schools of thoughtIslamic thought	=	1	
Various questions	Written exam	Term examthe first			
Classroom discussion	Interactive learning	Ethics in traditional philosophy	=	1	
Self-assessment	brainstorming	Ethics in the Schools of Islamic Theology	=	1	
Classroom interaction tests	Dialogue and discussion	Good and evil in the philosophy of Islamic theology	=	1	
Classroom interaction tests	Dialogue and discussion	Improvement and ugliness	=	1	
Classroom interaction tests	Dialogue and discussion	Sufi Philosophy of Ethics	=	1	
Classroom interaction tests	Dialogue and discussion	The relationship between the soul and God Almighty	=	1	
Classroom interaction tests	Dialogue and discussion	Stations of servitude	=	1	
Classroom interaction tests	Dialogue and discussion	asceticism	=	1	
Classroom interaction tests	Dialogue and discussion	Trust in God	=	1	
Classroom discussion	Interactive learning	The relationship between oneself and others	=	1	
Self-assessment	brainstorming	altruism	=		
Classroom interaction tests	Concept map	Degrees of altruism	=	1	
Classroom interaction tests	Lecture	Images of altruism	=	1	
Classroom interaction tests	Dialogue and discussion.	Chest health	=	1	
Classroom interaction tests	Lecture	Images of a healthy chest	=	1	

<b>Course evaluation</b> a job Tests Daily And a quarterly method Miscellaneous questions. assignment student By working My research It relates to the material The course. The student is tasked with preparing a summary of the material, which he presents to his classmates, opening the door for discussion and dialogue among the students.	
<b>Learning and teaching resources</b>	
An Introduction to Islamic Thought. By Dr. Muhammad Hadi Shihab	Required textbooks (methodology, if applicable)
Islamic Thought / Wahiduddin Khan. Islamic Thought / Ahmed Al-Raysouni. Contemporary Islamic Thought / Muhammad al-Zuhayli.	Main references (sources)
Library Comprehensive, and library heritage.	Recommended supporting books and references (scientific journals, reports...)
the reviewer Electronic, Sites The Internet, Islamweb website, Islamic Center for Strategic Studies.	Electronic references, websites

### Course description Baathist crimes

<b>Course Name:</b>
Baathist crimes
<b>Course code:</b>
<b>Semester/Year:</b>
Academic year: 2025–2026 AD
<b>Date this description was prepared:</b>
1/10/2025 AD
<b>Available forms of attendance:</b>
Classrooms (in person)
<b>Total number of study hours: Number of units (total)</b>
Number of hours: 30 / Number of units: 60
<b>Name of course coordinator:</b>
1- Name: A.m.d on Hamad Abdulaziz Email: alihayahamd@imamaladham.edu.iq
<b>ACourse objectives</b>

Identifying the violations suffered by the Iraqi people Preserve the definitions related to the concept of crimes A detailed explanation of the types of crimes, their categories, and their effects. Accessing documents, statistics, and websites related to these crimes.				<b>ACourse objectives</b>	
<b>Teaching and learning strategies:</b>					
- Preservation - Taking notes - repetition The divergent -Review Mind maps					<b>strategy</b>
<b>Course structure</b>					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom discussion	Lecture and Questions	Baathist crimes according to international court law	The student should become familiar with	1	1
Rapid tests	Lecture and Questions	<b>The concept of crimes</b>	=	1	2
Self-assessment	Lecture and Questions	<b>Crimes and Documentation Sections</b>	=	1	3
Classroom questions	Lecture and Questions	Types of international crimes and decisions of the International Criminal Court	=	1	4
Classroom questions	Lecture and Questions	Psychological crimes and their mechanisms	=	1	5
Classroom questions	Lecture and Questions	Psychological effects of crimes	=	1	6
Rapid tests	Lecture and Questions	Social crimes and their forms	=	1	7
Rapid tests	Lecture and Questions	sequel	=	1	8
Rapid tests	Lecture and Questions	review	review	1	9
Rapid tests	Lecture and Questions	review	review	1	10
Rapid tests	Questions	Tests	The student should answer	1	11

			the questions.		
Rapid tests	Questions	Tests	The student should answer the questions.	1	12
Tests Fast	Questions are asked orally.	The Ba'ath Party's stance on religion	The student should become familiar with	1	13
Rapid tests	Lecture and Questions	sequel		1	14
Rapid tests	Lecture and Questions	review	review	1	15
Rapid tests	Lecture and Questions	Violation of Iraqi laws and its images	The student should become familiar with	1	16
Rapid tests	Lecture and Questions	Decisions regarding political and military violations	The student should become familiar with	1	17
Rapid tests	Lecture and Questions	prison locations for the Ba'ath	The student should become familiar with	1	18
Written tests	Questions	Tests	The student should become familiar with	1	19
Rapid tests	review	Environmental crimes	The student should become familiar with	1	20
Rapid tests	Lecture and Questions	sequel	The student should become familiar with	1	21
Rapid tests	Lecture and Questions	war pollution	The student should become familiar with	1	22
Rapid tests	Lecture and Questions	destruction of cities	The student should become familiar with	1	23
Rapid tests	Lecture and Questions	draining the marshes	The student should become familiar with	1	24

Rapid tests	Lecture and Questions	clearing orchards	The student should become familiar with	1	25
Rapid tests	Lecture and Questions	review	review	1	26
Self-assessment	Lecture and Questions	Mass grave crimes	The student should become familiar with	1	27
Rapid tests	Lecture and Questions	Genocide events	The student should become familiar with	1	28
Rapid tests	Lecture and Questions	Continuations	Continuations	1	29
Written test	Written test	Tests	The student should answer	1	30

### Course evaluation

Tests oral.

Written tests, essay, objective, and multiple choice.

### Learning and teaching resources:

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

### Description of the third stage courses

Course description Explanation of the Hadith and Memorization

<b>Course Name</b>
<b>Explanation of the Hadith and Memorization</b>
<b>Course code</b>
<b>RHE415</b>
<b>Semester/Year</b>
<b>2025-2026</b>
<b>Date this description was prepared</b>

<b>1/10/2025</b>					
<b>Available forms of attendance</b>					
<b>My presence</b>					
<b>Number of study hours (total) / Number of units (total)</b>					
<b>60</b>					
<b>Name of the course coordinator (if there is more than one, please mention it).</b>					
<b>1- Name: M.M. Omar Mazal Ghazal</b>					
<b>Email:Omar Al-mashhadani</b>					
<b>Course objectives</b>					
<p>1- The purpose of studying the explanation of Sahih Muslim is known, and the prescribed book is Al-Minhaj with the explanation of Imam Muhyiddin Al-Nawawi, which deals with the chapter on sales and the chapter on irrigation.</p> <p>2- He explains the importance of regulating transactions such as sales and sharecropping.</p> <p>3- It includes a detailed explanation of all transactions between Muslims, clarifying their conditions, pillars, and prohibited matters.</p> <p>4- Memorizing (20) hadiths from the prescribed curriculum, including (5) hadiths on mutual support.</p>				<b>Course objectives</b>	
<b>Teaching and learning strategies</b>					
<p>1- Lecture (delivery)</p> <p>2- Dialogue and discussion</p> <p>3- Giving real-life examples</p>					<b>strategy</b>
<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Tests and classroom interaction	Lecture, Question and Answer	Invalid sales in the early days of Islam	Invalid sales in the early days of Islam	2	1-
Tests and classroom interaction	Lecture, Question and Answer	Invalidating the sale by touch and by throwing	Invalidating the sale by touch and by throwing	2	2-
Tests and classroom interaction	Lecture, Question and Answer	Selling pebbles	Selling pebbles	2	3-
Tests and classroom interaction	Lecture, Question and Answer	Sale of uncertainty	Sale of uncertainty	2	4-
Tests and classroom	Question and Answer	Prohibition of receiving	Prohibition of receiving	2	5-

interaction		goods	goods		
Tests and classroom interaction	Question and Answer	Prohibition of selling to a Bedouin while present	Prohibition of selling to a Bedouin while present	2	6-
Tests and classroom interaction	Lecture, Question and Answer	Sale of the permit	Sale of the permit	2	7-
Tests and classroom interaction	Lecture, Question and Answer	Selling the item before taking possession	Selling the item before taking possession	2	8-
Tests and classroom interaction	Question and Answer	The option of the council is established for the contracting parties.	The option of the council is established for the contracting parties.	2	9-
Tests and classroom interaction	Lecture, Question and Answer	Honesty in selling and explanation	Honesty in selling and explanation	2	10-
Tests and classroom interaction	Lecture, Question and Answer	Deception in sales	Deception in sales	2	11-
Tests and classroom interaction	Question and Answer	Selling fruit before it is ripe	Selling fruit before it is ripe	2	12-
Tests and classroom interaction	Dialogue and discussion	Selling fresh dates for dried dates	Selling fresh dates for dried dates	2	13-
Tests and classroom interaction	Lecture, Question and Answer	Whoever sells a palm tree with fruit on it	Whoever sells a palm tree with fruit on it	2	14-
Tests and classroom interaction	Dialogue and discussion	Prohibition of Muhaqala and Muzabana	Prohibition of Muhaqala and Muzabana	2	15-
Tests and classroom interaction	Question and Answer	Prohibition of selling through intermediaries and through intermediaries	Prohibition of selling through intermediaries and through intermediaries	2	16-
Tests and classroom interaction	Dialogue and discussion	Land rental	Land rental	2	17-
Tests and classroom interaction	Lecture, Question and Answer	Renting land in gold and silver	Renting land in gold and silver	2	18-
Tests and classroom interaction	Lecture, Question and Answer	irrigation	irrigation	2	19-

Tests and classroom interaction	Question and Answer	The virtue of planting and sowing	The virtue of planting and sowing	2	20-
Tests and classroom interaction	Lecture, Question and Answer	The desirability of the position is part of the religion.	The desirability of the position is part of the religion.	2	21-
Tests and classroom interaction	Dialogue and discussion	The virtue of giving respite to the insolvent	The virtue of giving respite to the insolvent	2	22-
Tests and classroom interaction	Lecture, Question and Answer	Prohibition of the price of a dog and the dowry of a prostitute	Prohibition of the price of a dog and the dowry of a prostitute	2	23-
Tests and classroom interaction	Lecture, Question and Answer	Killing dogs and prohibiting their ownership except for hunting or farming	Killing dogs and prohibiting their ownership except for hunting or farming	2	24-
Tests and classroom interaction	Dialogue and discussion	Cupping fee	Cupping fee	2	25-
Tests and classroom interaction	Lecture, Question and Answer	Prohibition of selling alcohol	Prohibition of selling alcohol	2	26-
Tests and classroom interaction	Lecture, Question and Answer	usury	usury	2	27-
Tests and classroom interaction	Dialogue and discussion	Prohibition of selling paper for gold on credit	Prohibition of selling paper for gold on credit	2	28-
Tests and classroom interaction	Lecture, Question and Answer	Selling food, for example, for the same	Selling food, for example, for the same	2	29-
Tests and classroom interaction	Dialogue and discussion	Take what is permissible and avoid what is doubtful.	Take what is permissible and avoid what is doubtful.	2	30-

### Course evaluation

Conducting daily, monthly, and term tests with varying question types.  
Quick exams  
classroom activities  
Assigning students research tasks related to the course

### Learning and teaching resources

Required textbooks (methodology, if

	applicable)
Sahih Muslim with the explanation of Imam Muhyiddin al-Nawawi called (al-Minhaj), its principles were verified and its hadiths were traced to the six books and its number according to the indexed dictionary and Tuhfat al-Ashraf (Sheikh Khalil Mamoun Shiha).	Main references (sources)
Comprehensive Library website and Waqf Library website	Recommended supporting books and references (scientific journals, reports...)
Electronic information sources such as libraries and electronic programs <sup>Specialized</sup>	Electronic references, websites

### Course description Interpretation

<b>Course Name</b>	
<b>Interpretation</b>	
<b>Course code</b>	
REX210	
<b>Semester/Year</b>	
Academic year: 2025–2026 AD	
<b>Date this description was prepared</b>	
1/10/2025 AD	
<b>Available forms of attendance</b>	
Classrooms (in person)	
<b>Number of study hours (total) / Number of units (total)</b>	
60 hours / 90 units	
<b>Name of the course coordinator (if there is more than one, please mention it).</b>	
1- Name: Dr. Hamadi Hussein Ali Email: humade.hussen.ali@imamaladh.m.ed.q	
2- Name Email:	
3- Name: Email:	
<b>Course objectives</b>	
1- The student should know the meanings of the Quranic verses from the interpreters who have taken the lead in interpreting the verses of the Holy Quran. 2- The student should learn the methods of interpretation used by the ancient interpreters.	<b>Course objectives</b>
<b>Teaching and learning strategies</b>	
1- Giving the lecture	<b>strategy</b>

<b>2- Dialogue and discussion</b> <b>3-Concept Map</b> <b>4- Cooperative learning</b> <b>5- Brainstorming</b>					
<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>Interpretation of verses (253-256)</b>	<b>The student should learn the meanings of the Quranic verses.</b>	<b>2</b>	<b>1</b>
<b>Classroom discussion</b>	<b>Lecture and brainstorming</b>	<b>Interpretation of verses (257-260)</b>	<b>The student should know the reasons for the revelation of the verses.</b>	<b>2</b>	<b>2</b>
<b>Self-assessment</b>	<b>Lecture and discussion</b>	<b>Interpretation of verses (261-264)</b>	<b>The student should be able to extract the eloquence of the Holy Quran.</b>	<b>2</b>	<b>3</b>
<b>Classroom discussion</b>	<b>Lecture and presentation</b>	<b>Interpretation of verses (265-268)</b>	<b>The student should learn the meanings of the Quranic verses.</b>	<b>2</b>	<b>4</b>
<b>Classroom discussion</b>	<b>Lecture and brainstorming</b>	<b>Interpretation of verses (269-275)</b>	<b>The student should know the reasons for the revelation of the verses.</b>	<b>2</b>	<b>5</b>
<b>Classroom questions</b>	<b>Lecture and discussion</b>	<b>Interpretation of verses (276-279)</b>	<b>The student should be able to extract the eloquence of the Holy Quran.</b>	<b>2</b>	<b>6</b>
<b>Classroom discussion</b>	<b>Lecture and presentation</b>	<b>Interpretation of verses (280-286)</b>	<b>The student should learn the meanings of the Quranic</b>	<b>2</b>	<b>7</b>

			<b>verses.</b>		
<b>Classroom discussion</b>	<b>Lecture and brainstorming</b>	<b>Interpretation of verses from Surah Al Imran (1-5)</b>	<b>The student should know the reasons for the revelation of the verses.</b>	<b>2</b>	<b>8</b>
<b>Classroom questions</b>	<b>Lecture and discussion</b>	<b>Interpretation of verses (6-10)</b>	<b>The student should be able to extract the eloquence of the Holy Quran.</b>	<b>2</b>	<b>9</b>
<b>Self-assessment</b>	<b>Lecture and presentation</b>	<b>Interpretation of verses (11-15)</b>	<b>The student should learn the meanings of the Quranic verses.</b>	<b>2</b>	<b>10</b>
<b>Written test</b>	<b>Various written test</b>	<b>Written test</b>	<b>The student must answer the test questions.</b>	<b>2</b>	<b>11</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>Interpretation of verses (16-20)</b>	<b>The student should know the reasons for the revelation of the verses.</b>	<b>2</b>	<b>12</b>
<b>Classroom discussion</b>	<b>Lecture and brainstorming</b>	<b>Interpretation of verses (21-25)</b>	<b>The student should be able to extract the eloquence of the Holy Quran.</b>	<b>2</b>	<b>13</b>
<b>Self-assessment</b>	<b>Lecture and discussion</b>	<b>Interpretation of verses (26-30)</b>	<b>The student should learn the meanings of the Quranic verses.</b>	<b>2</b>	<b>14</b>
<b>Classroom discussion</b>	<b>Lecture and presentation</b>	<b>Interpretation of verses (31-35)</b>	<b>The student should know the reasons for the revelation of the verses.</b>	<b>2</b>	<b>15</b>
<b>Classroom discussion</b>	<b>Lecture and brainstorming</b>	<b>Interpretation of verses (36-</b>	<b>The student should be</b>	<b>2</b>	<b>16</b>

		40)	able to extract the eloquence of the Holy Quran.		
<b>Classroom questions</b>	<b>Lecture and discussion</b>	<b>Interpretation of verses 41-45)</b>	<b>The student should learn the meanings of the Quranic verses.</b>	<b>2</b>	<b>17</b>
<b>Classroom discussion</b>	<b>Lecture and presentation</b>	<b>Interpretation of verses 46-49</b>	<b>The student should know the reasons for the revelation of the verses.</b>	<b>2</b>	<b>18</b>
<b>Classroom discussion</b>	<b>Lecture and brainstorming</b>	<b>Interpretation of verses (50-54)</b>	<b>The student should be able to extract the eloquence of the Holy Quran.</b>	<b>2</b>	<b>19</b>
<b>Classroom questions</b>	<b>Lecture and discussion</b>	<b>Interpretation of verses (55-60)</b>	<b>The student should learn the meanings of the Quranic verses.</b>	<b>2</b>	<b>20</b>
<b>Written test</b>	<b>Various written test</b>	<b>Written test</b>	<b>The student must answer the test questions.</b>	<b>2</b>	<b>21</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>Interpretation of verses (61-64)</b>	<b>The student should know the reasons for the revelation of the verses.</b>	<b>2</b>	<b>22</b>
<b>Classroom discussion</b>	<b>Lecture and brainstorming</b>	<b>Interpretation of verses (65-69)</b>	<b>The student should be able to extract the eloquence of the Holy Quran.</b>	<b>2</b>	<b>23</b>
<b>Self-assessment</b>	<b>Lecture and discussion</b>	<b>Interpretation of verses (70-74)</b>	<b>The student should learn the meanings of the Quranic</b>	<b>2</b>	<b>24</b>

			<b>verses.</b>		
<b>Classroom discussion</b>	<b>Lecture and presentation</b>	<b>Interpretation of verses (75-79)</b>	<b>The student should know the reasons for the revelation of the verses.</b>	<b>2</b>	<b>25</b>
<b>Classroom discussion</b>	<b>Lecture and brainstorming</b>	<b>Interpretation of verses (80-82)</b>	<b>The student should be able to extract the eloquence of the Holy Quran.</b>	<b>2</b>	<b>26</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>Interpretation of verses (83-85)</b>	<b>The student should learn the meanings of the Quranic verses.</b>	<b>2</b>	<b>27</b>
<b>Classroom discussion</b>	<b>Lecture and brainstorming</b>	<b>Interpretation of verses (86-88)</b>	<b>The student should know the reasons for the revelation of the verses.</b>	<b>2</b>	<b>28</b>
<b>Classroom discussion</b>	<b>Lecture and discussion</b>	<b>Interpretation of verses (89-90)</b>	<b>The student should be able to extract the eloquence of the Holy Quran.</b>	<b>2</b>	<b>29</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>Interpretation of verses (91-92)</b>	<b>The student should learn the meanings of the Quranic verses.</b>	<b>2</b>	<b>30</b>
<b>Course evaluation</b>					
1-Objective tests					
2- Essay tests					
3- Oral tests					
<b>Learning and teaching resources</b>					
<b>Al-Nasafi's Interpretation (Madarik al-Tanzil wa Haqa'iq al-Ta'wil)</b>			<b>Required textbooks (methodology, if applicable)</b>		

Tafsir al-Tabari Al-Qurtubi's Interpretation Ibn Abbas's interpretation	Main references (sources)
Comprehensive Library	Recommended supporting books and references (scientific journals, reports...)
People of Interpretation website	Electronic references, websites

### Course descriptionIslamic sects

<b>Course Name</b>	
Islamic sects	
<b>Course code</b>	
RIS316	
<b>Semester/Year</b>	
2025-2026	
<b>Date this description was prepared</b>	
1/10/2025	
<b>Available forms of attendance</b>	
My presence	
<b>Number of study hours (total) / Number of units (total)</b>	
60 hours	
<b>Name of the course coordinator (if there is more than one, please mention it).</b>	
1- Name: M.M. Nihaya Khaled Daoud	
<a href="mailto:nha202073@gmail.com">nha202073@gmail.com</a>	
8. Goals The course save Evidence Preservation right with interest With evidence mentality, that that mind The explicit no Disagree Transportation Correct. And after Completion The course Expected that He is student He has ability on: 1. familiarity All the difference Islamic And most important Schools of thought. 2. knowledge The motivator The real behind appearance This is amazing the difference And the doctrines And from then caution From it. 3. Find skill Dialogue with The other. 4. Find skill The debate The controversy With wisdom And the sermon good deed.	Course objectives
<b>Teaching and learning strategies</b>	
Lecture (delivery) Dialogue and discussion Concept map.	strategy

Collaborative learning. brainstorming	
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**Course structure**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom interaction tests	Lecture, Question and Answer	Introduction to science	Introduction to the Science of Hadith	2	
Classroom interaction tests	Lecture, Question and Answer	Hadith on the division of the nation	=	2	
Classroom interaction tests	Lecture, dialogue, and discussion	Kharijites	=	2	
Classroom interaction tests	Lecture, dialogue, and discussion	Ibadiyya	=	2	
Classroom interaction tests	Lecture, questioning, and concept map	review	=	2	
Classroom interaction tests	Lecture, dialogue, discussion, and concept map	Shiites and their sects	=	2	
Classroom interaction tests	Lecture	Zaydi	=	2	
Classroom interaction tests	Question and Answer	Imamiyyah	=	2	
Classroom interaction tests	Lecture	review	=	2	
Classroom interaction tests	Question and Answer.	Murji'ah	=	2	
Classroom interaction tests	Lecture	predestination	=	2	
Classroom	Dialogue and	Algebra	=	2	

interaction tests	discussion.				
	=	Mu'tazila		2	
		The origin of justice		2	
Classroom interaction tests	Dialogue and discussion.	First semester exam	=	2	
Classroom interaction tests	Concept map	holiday	=	2	
Classroom interaction tests	Lecture	holiday	=	2	
Classroom interaction tests	Dialogue and discussion.	Ash'arites	=	2	
Classroom interaction tests	Dialogue and discussion	Abu al-Hasan al-Ash'ari	=	2	
Classroom interaction tests	Lecture	Maturidism	=	2	
Classroom interaction tests	Question and Answer	The cut-off	=	2	
Classroom interaction tests	Lecture	Abu Mansur al-Maturidi	=	2	
Classroom interaction tests	Question and answer and concept map	review	=	2	
Classroom interaction tests	Question and Answer.	Salafism	=	2	
Classroom interaction tests	Lecture	Oneness of God	=	2	
Classroom interaction tests	Dialogue and discussion.	The fundamentals of religion according to the schools of thought	=	2	
Classroom interaction tests	Concept map	Completion of the fundamentals of religion according to	=	2	

		the schools of thought			
Classroom interaction tests	Lecture	review	=	2	
Classroom interaction tests	Dialogue and discussion.	review		2	
Classroom interaction tests	Lecture	review		2	
<b>Course evaluation</b>					
1- procedure Tests Daily and monthly And the quarter They vary In it nature Questions.					
2- Exams Fast(Quizzes)					
3- Activities that He does In it student during the chapter Academic.					
4- assignment students duties Works Research The relationship As per the schedule.					
<b>Learning and teaching resources</b>					
Doctrine Islamic , Author:d.Qahtan League			Required textbooks (methodology, if applicable)		
the difference between the difference , boredom and bees The Chapter on Religions, Sects, and Schools of Thought: by Ibn Hazm al-Andalusi.			Main references (sources)		
Books References chock location Library Comprehensive, and site Library Waqf.			Recommended supporting books and references (scientific journals, reports...)		
the reviewer Electronic, Sites Internet sources Information Electronic like Libraries and programs Electronic Specialized.			Electronic references, websites		

### Course description Grammar

<b>Course Name</b>
Grammar
<b>Course code</b>
RGR212
<b>Semester/Year</b>
2025/2026
<b>Date this description was prepared</b>
1/10/2025
<b>Available forms of attendance</b>

<b>Classrooms (in person)</b>					
<b>Number of study hours (total) / Number of units (total)</b>					
60 hours					
<b>Name of the course coordinator (if there is more than one, please mention it).</b>					
1- Name: Dawood Salman Ali Email:dawdallwany359@jmail.com					
<b>Course objectives</b>					
- The student should know the grammatical terms included in the course, and develop their parsing skills by parsing the examples and evidence illustrating the grammatical rules in the course.				<b>Course objectives</b>	
<b>Teaching and learning strategies</b>					
Lecture and presentation Dialogue and discussion Cooperative learning brainstorming					strategy
<b>Course structure</b>					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom questions	Lecture - Dialogue and Discussion.	Definition of the absolute object and its types	The student should know the absolute object	2	1
Classroom discussion	Lecture - Dialogue and Discussion.	The substitute for the absolute object	The student should know the absolute object	2	2
Daily/monthly test.	Dialogue and discussion	Deletion of the absolute object factor	The student should know the absolute object	2	3
Daily/monthly test.	Lecture - Dialogue and Discussion.	singular, dual, and plural forms of the source	The student should know the absolute object	2	4

Daily/monthly test.	Lecture - Dialogue and Discussion.	The complete exception, both affirmative and negative	The student should know the exception.	2	5
Daily/monthly test.	Lecture - Cooperative Learning.	The empty exception	sequel	2	6
Daily/monthly test.	Lecture - Cooperative Learning.	Discontinuous exception	sequel	2	7
Daily/monthly test.	Question and Answer	Exception tools	sequel	2	8
Daily/monthly test.	Lecture - Cooperative Learning.	Definition of the circumstantial qualifier, the description, and the adjunct	The student should know the situation	2	9
Daily/monthly test.	Lecture - Cooperative Learning.	The single-word adverbial, the sentence-like adverbial, and the emphatic adverbial	The student should know the situation	2	10
Daily/monthly test.	Lecture - Cooperative Learning.	The omission of the circumstantial qualifier is permissible and obligatory.	sequel	2	11
Daily/monthly test.	Lecture - Cooperative Learning.	Multiple circumstances and the person in question	sequel	2	12
Daily test	Lecture - Cooperative Learning	Self-distinction and ratio distinction	The student should know the difference	2	13
Daily/monthly test.	Dialogue and discussion	Presenting and delaying discrimination	sequel	2	14
Daily/monthly test.	Lecture - Brainstorming - Question and	The genitive case ending with the letter	sequel	2	15

	<b>Answer</b>	<b>من أو</b>			
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>The distinction that follows the superlative form</b>	<b>The student should know the difference</b>	<b>2</b>	<b>16</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Prepositions and their classification</b>	<b>The student should know the prepositions</b>	<b>2</b>	<b>17</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Since, and since</b>	<b>sequel</b>	<b>2</b>	<b>18</b>
<b>Daily/monthly test.</b>	<b>Dialogue and discussion</b>	<b>Except, except</b>	<b>sequel</b>	<b>2</b>	<b>19</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Meanings of the prepositions, from, the letter baa</b>	<b>sequel</b>	<b>2</b>	<b>20</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Meanings of the remaining prepositions</b>	<b>sequel</b>	<b>2</b>	<b>21</b>
<b>Daily/monthly test.</b>	<b>Dialogue and discussion</b>	<b>redundant prepositions</b>	<b>sequel</b>	<b>2</b>	<b>22</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Delete the non- and the lord, and keep their work</b>	<b>sequel</b>	<b>2</b>	<b>23</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Moral addition</b>	<b>The student should know the addition</b>	<b>2</b>	<b>24</b>
<b>Daily/monthly test.</b>	<b>Dialogue and discussion</b>	<b>Verbal addition</b>	<b>sequel</b>	<b>2</b>	<b>25</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>The nun and tanween are omitted when adding a noun.</b>	<b>sequel</b>	<b>2</b>	<b>26</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Not adding the genitive to that which it is united with</b>	<b>The student should know the addition</b>	<b>2</b>	<b>27</b>
<b>Daily/monthly test.</b>	<b>Dialogue and discussion -</b>	<b>Meanings of the addition</b>	<b>The student should</b>	<b>2</b>	<b>28</b>

	Question and answer	(the letter و)	know the addition		
Daily/monthly test.	Question and Answer	Meanings of addition	sequel	2	29
Final exams			Test	2	30
<b>Course evaluation</b>					
Daily, monthly, and term tests are conducted, and the nature of the questions varies.					
<b>Quick exams</b>					
Activities that the student performs during the semester.					
Assigning students tasks and research projects related to the course.					
<b>Learning and teaching resources</b>					
Ibn Aqil's commentary on Ibn Malik's Alfiyya, Part Three			Required textbooks (methodology, if applicable)T)		
Comprehensive Collection of Arabic Lessons / Mustafa Al-Ghalayini The clearest paths to Ibn Malik's Alfiyya / Ibn Hisham The Curriculum in Grammar and Syntax / Muhammad al-Antaki			Main references (sources)		
The comprehensive library. Articles available online			Recommended supporting books and references (scientific journals, reports...)		
Electronic references and explanations of the Alfiyya on the internet			Electronic references, websites		

### Course descriptionLogic

<b>Course Name:</b>
<b>Logic</b>
<b>Course code:</b>
<b>RLO220</b>
<b>Semester/Year</b>
<b>2025-2026</b>
<b>Date this description was prepared</b>
<b>1/10/2025</b>
<b>Available forms of attendance</b>
<b>Classrooms (in person)</b>
<b>Number of study hours (total) / Number of units (total)</b>
<b>60 hours / 41</b>
<b>Name of the course coordinator (if there is more than one, please mention it).</b>
<b>1- Name: M.M. Ibrahim Shather Hamad Shehab</b>
<a href="mailto:sajibrahem28@gmail.com">sajibrahem28@gmail.com</a>

Introducing some of the terminology of logic to make it easier for the student to understand its issues and vocabulary, as it is deeply embedded in many sciences such as theology, jurisprudence, philosophy and dialectic.	Course objectives
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Teaching and learning strategies	
The lecture (delivery). Dialogue and discussion. Concept map. Collaborative learning. Brainstorming. Summary.	strategy

Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom interaction tests	Lecture, Question and Answer	Introduction to the science of logic	Teaching the student how to employ the science of logic to serve the sciences of Islamic law.	2	
Classroom interaction tests	Lecture, Question and Answer	importance of logic	=	2	
Classroom interaction tests	Lecture, dialogue, and discussion	Ruling on learning logic	=	2	
Classroom interaction tests	Lecture, dialogue, and discussion	Levels of perception	=	2	
Classroom interaction tests	Lecture, questioning, and concept map	Perceptions and beliefs	=	2	
Classroom interaction tests	Lecture, dialogue, discussion, and concept map	connotations	=	2	
Classroom interaction tests	Lecture	Types of connotations	=	2	
Classroom interaction tests	Question and Answer	Concept and credibility	=	2	
Classroom interaction	Lecture	The overall and partial concept	=	2	

tests					
Classroom interaction tests	Question and Answer	The difference between the whole and the universal	=	2	
Classroom interaction tests	Lecture	ratios between colleges	=	2	
Classroom interaction tests	Dialogue and discussion.	Disparity and equality	=	2	
Classroom interaction tests	Dialogue and discussion	General and specific, absolute and partial	=	2	
Classroom interaction tests	Dialogue and discussion	Negation of generality and general negation	=	2	
Various questions	Written exam	Term examthe first			
Classroom discussion	Interactive learning	The relationship between colleges	=	2	
Self-assessment	brainstorming	The five colleges	=	2	
Classroom interaction tests	Dialogue and discussion	Sex	=	2	
Classroom interaction tests	Dialogue and discussion	Type	=	2	
Classroom interaction tests	Dialogue and discussion	the chapter	=		
Classroom interaction tests	Dialogue and discussion	Public Offer	=		
Classroom interaction tests	Dialogue and discussion	Private	=		
Classroom interaction tests	Dialogue and discussion	Certifications	=		
Classroom interaction tests	Dialogue and discussion	Cases	=		
Classroom discussion	Interactive learning	TypesCases	=	2	
Self-assessment	brainstorming	Sections of the Pregnancy Case	=		
Classroom interaction	Concept map	sequel	=	2	

tests					
Classroom interaction tests	Lecture	contradiction	=	2	
Classroom interaction tests	Dialogue and discussion.	Reasoning	=	2	
Classroom interaction tests	Lecture	induction	=	2	

**Course evaluation**  
a job Tests Daily And a quarterly method Miscellaneous questions.  
assignment student By working My research It relates to the material The course.

#### Learning and teaching resources

The Science of Logic / Dr. Muhammad Ramadan Abdullah.	Required textbooks (methodology, if applicable)
The science of logic: concepts and terminology / Muhammad Hassan Mahdi. The Science of Logic / Ahmed Abdo Khair El-Din. The Science of Logic / Muhammad Nur al-Ibrahimi.	Main references (sources)
Library Comprehensive, and library heritage.	Recommended supporting books and references (scientific journals, reports...)
the reviewer Electronic, Sites The Internet, Islamweb website, Al-Noor Electronic Library.Hindawi Foundation.	Electronic references, websites

#### Course description Doctrine

<b>Course Name</b>
Doctrine
<b>Course code</b>
RDO217
<b>Semester/Year</b>
2025/2026
<b>Date this description was prepared</b>
1/10/2025
<b>Available forms of attendance</b>
Classrooms (in person)
<b>Number of study hours (total) / Number of units (total)</b>
Number of hours: 60 Number of units: 120

<b>Name of the course coordinator (if there is more than one, please mention it).</b>					
1- Name: Muhammad Hadi Mahmoud Email:com.gmail@mohammedhmahmood81					
<b>Course objectives</b>					
Getting to know God Almighty by proving His existence with conclusive evidence and refuting atheists. Understanding the names and attributes of God Almighty through religious texts and their conformity with sound reason. To recognize God's profound wisdom in His cosmic and legal decrees.				Course objectives	
<b>Teaching and learning strategies</b>					
Taking notes. Summary. Preservation. Mind maps.				strategy	
<b>Course structure</b>					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Daily/monthly test.	Lecture - Dialogue and Discussion	Evidence presence God Come here	Evidence for the existence of God Almighty	2	1
Daily/monthly test.	Lecture - Dialogue and Discussion	Statement of evidence of occurrence	Statement of evidence of occurrence	2	2
Daily/monthly test.	Lecture - Dialogue and Discussion	Care Guide Statement	Care Guide Statement	2	3
Daily/monthly test.	Lecture - Dialogue and Discussion	Identifying the existential evidence	The existential proof	2	4
Daily/monthly test.	Lecture - Dialogue and Discussion	A response to atheists	A response to atheists	2	5
Daily/monthly test.	Lecture - Dialogue and Discussion; Required Reading and Memorization	Intended Names God Come here The good	The meaning of the Most Beautiful Names of God Almighty	2	6

Daily/monthly test.	Lecture - Dialogue and Discussion; Required Reading and Memorization	Sections names God Come here	Categories of the Names of God Almighty	2	7
Daily/monthly test.	Lecture - Dialogue and Discussion	A statement that his names are not limited to a number	The number of names of God Almighty	2	8
Daily/monthly test.	Lecture - Dialogue and Discussion	identification on Meanings some His names Come here	Understanding the meanings of some of God's names	2	9
Daily/monthly test.	Lecture - Dialogue and Discussion	identification on what He should in right God Come here	Recognizing what is due to God Almighty	2	10
Daily/monthly test.	Lecture - Dialogue and Discussion.	Statement of negative qualities	negative qualities	2	11
Daily/monthly test.	Lecture - Dialogue and Discussion.	Denial of similarity	Denial of similarity	2	12
Daily/monthly test.	Lecture - Dialogue and Discussion	Statement of the truth of interpretation	Explanation of the meaning of interpretation	2	13
Daily/monthly test.	Lecture - Dialogue and Discussion	The meaning of self-actualization	The meaning of self-actualization	2	14
Daily/monthly test.	Lecture - Dialogue and Discussion.	imagine non Bias in right God Come here	Imagine impartiality towards God Almighty	2	15
Daily/monthly test.	Lecture - Dialogue and Discussion.	Statement of the attributes of meanings	Attributes of meanings	2	16
Daily/monthly test.	Lecture - Dialogue and Discussion	Statement of the attribute of power	The attribute of power	2	17
Daily/monthly test.	Lecture - Dialogue and Discussion.	Statement of the attribute of will	The attribute of will	2	18
Daily/monthly test.	Lecture - Dialogue and	Statement of the attribute	The quality of speech	2	19

	<b>Discussion.</b>	<b>of speech</b>			
<b>Daily/monthly test.</b>	<b>Lecture - Dialogue and Discussion</b>	<b>Statement of the differences among the speakers</b>	<b>Disagreement among the speakers</b>	<b>2</b>	<b>20</b>
<b>Daily/monthly test.</b>	<b>Lecture - Dialogue and Discussion.</b>	<b>Statement of the reasons for the disagreement with the Mu'tazilites</b>	<b>Reasons for the disagreement with the Mu'tazilites</b>	<b>2</b>	<b>21</b>
<b>Daily/monthly test.</b>	<b>Lecture - Dialogue and Discussion.</b>	<b>A statement of what cannot be attributed to God.</b>	<b>A statement of what is impermissible in relation to God</b>	<b>2</b>	<b>22</b>
<b>Daily/monthly test.</b>	<b>Lecture - Dialogue and Discussion.</b>	<b>Statement of the vision of God Almighty</b>	<b>Seeing God Almighty</b>	<b>2</b>	<b>23</b>
<b>Daily/monthly test.</b>	<b>Lecture - Dialogue and Discussion.</b>	<b>Scholars' opinions on it</b>	<b>Seeing God in this world</b>	<b>2</b>	<b>24</b>
<b>Daily/monthly test.</b>	<b>Lecture - Dialogue and Discussion.</b>	<b>The vision of the people of Paradise of their Lord, Glory be to Him</b>	<b>Seeing God in the afterlife</b>	<b>2</b>	<b>25</b>
<b>Daily/monthly test.</b>	<b>Lecture - Dialogue and Discussion.</b>	<b>A statement on the issue of predestination and free will</b>	<b>Fate and destiny</b>	<b>2</b>	<b>26</b>
<b>Daily/monthly test.</b>	<b>Lecture - Dialogue and Discussion.</b>	<b>Clarification of this issue</b>	<b>Is a person predestined or does he have free will?</b>	<b>2</b>	<b>27</b>
<b>Daily/monthly test.</b>	<b>Lecture - Dialogue and Discussion</b>	<b>Clarification of this issue</b>	<b>The actions of people are attributed to them as acquisition, while the actions of God are attributed as creation and origination.</b>	<b>2</b>	<b>28</b>

Daily/monthly test.	Lecture - Dialogue and Discussion.	Statement of the schools of thought of Muslims regarding it	The obligation to take the necessary steps	2	29
Final exams			Test	2	30
<b>Course evaluation</b> Daily, monthly, and term tests are conducted, and the nature of the questions varies. Quick exams (Quizzes). Activities that the student performs during the semester. Assigning students tasks and research projects related to the course.					
<b>Learning and teaching resources</b>					
Islamic doctrines and schools of thought. Dr. Qahtan al-Douri			Required textbooks (methodology, if applicable)		
The Foundations of the Islamic Religion: Rushdi Alian Explanations of the Tahawi Creed			Main references (sources)		
The comprehensive library. Scientific Researcher website.			Recommended supporting books and references (scientific journals, reports...)		
Electronic references, websites, and electronic information sources such as libraries and specialized electronic programs.			Electronic references, websites		

### Course description Rhetoric

<b>Course Name</b>
Rhetoric
<b>Course code</b>
RTH412
<b>Semester/Year</b>
2025/2026
<b>Date this description was prepared</b>
1/10/2025
<b>Available forms of attendance</b>
Classrooms (in person)
<b>Number of study hours (total) / Number of units (total)</b>
60 hours
<b>Name of the course coordinator (if there is more than one, please mention it).</b>

1- Name: Dawood Salman Ali  
 Email:dawdallwany359@jmail.com

**Course objectives**

- That the student understands the purpose of studying Arabic rhetoric, its origins, and its development  
**And to explain the rhetorical texts in the prose and poetry of the Arabs, and to analyze the rhetoric of the Holy Qur'an**

**Course objectives**

**Teaching and learning strategies**

Lecture and presentation  
 Dialogue and discussion  
 Cooperative learning  
 brainstorming

strategy

**Course structure**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom questions	Lecture - Dialogue and Discussion.	Eloquence of words, speech, and speaker	The student should know eloquence and rhetoric.	2	1
Classroom discussion	Lecture - Dialogue and Discussion.	Its subject, origin, benefit and derivation	The student should know the science of meanings.	2	2
Daily/monthly test.	Dialogue and discussion	Definition of the predicate and its conditions	The student should know the subject and predicate.	2	3
Daily/monthly test.	Lecture - Dialogue and Discussion.	The purposes, conditions, and classification of news	The student should know the news	2	4
Daily/monthly test.	Lecture - Dialogue and Discussion.	Command, prohibition	The student should know how to write	2	5
Daily/monthly test.	Lecture - Cooperative Learning.	Interrogation and vocative	sequel	2	6

Daily/monthly test.	Lecture - Cooperative Learning.	Dividing the palace based on truth and reality, and based on its two sides.	The student should know the palace	2	7
Daily/monthly test.	Question and Answer	Explanation of five omissions	The student should know brevity	2	8
Daily/monthly test.	Lecture - Cooperative Learning.	<b>The first five types of elaboration</b>	The student should know about prolixity.	2	9
Daily/monthly test.	Lecture - Cooperative Learning.	Its subject matter and its usefulness.	The student should know the science of rhetoric.	2	10
Daily/monthly test.	Lecture - Cooperative Learning.	Its pillars and divisions based on the point of similarity	The student should be familiar with simile.	2	11
Daily/monthly test.	Lecture - Cooperative Learning.	Considering its tools	sequel	2	12
Daily test	Lecture - Cooperative Learning	Implicit simile	The student should be familiar with implicit simile.	2	13
Daily/monthly test.	Dialogue and discussion	Analysis of examples	sequel	2	14
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Inverted simile	The student should be familiar with inverted simile.	2	15
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	metonymy	The student should know	2	16
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	<b>Explaining five relationships of figurative language</b>	sequel	2	17
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Dividing the metaphor based on the two sides	The student should know about metaphor.	2	18
Daily/monthly test.	Dialogue and discussion	Classifying metaphor based on its	sequel	2	19

		associated characteristics			
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Definition of metaphor and examples	The student should know the meaning of metaphor.	2	20
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Definition of the science of rhetoric and its founder	The student should know the science of rhetoric	2	21
Daily/monthly test.	Dialogue and discussion	pun	Moral enhancements	2	22
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	counterpoint	Moral enhancements	2	23
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Interview	Moral enhancements	2	24
Daily/monthly test.	Dialogue and discussion	Good reasoning	Moral enhancements	2	25
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	pun	The student should know the verbal embellishments .	2	26
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	rhyme	The student should know the embellishments	2	27
Daily/monthly test.	Dialogue and discussion - Question and answer	rhyme	verbal embellishments	2	28
Daily/monthly test.	Question and Answer	The response of the chest	verbal embellishments	2	29
Final exams			Test	2	30
<b>Course evaluation</b>					
Daily, monthly, and term tests are conducted, and the nature of the questions varies.					
Quick exams (Quizzes).					
Activities that the student performs during the semester.					
Assigning students tasks and research projects related to the course.					
<b>Learning and teaching resources</b>					
Jewels of Eloquence / Ahmed Al-Hashemi			Required textbooks (methodology, if applicable)T)		

Rhetoric and Application / Ahmed Matloub. Methodological research in the sciences of Arabic rhetoric / Ibn Abdullah Ahmad Shuaib.	Main references (sources)
The comprehensive library. Scientific Researcher website.	Recommended supporting books and references (scientific journals, reports...)
Electronic references, websites, and electronic information sources such as libraries and specialized electronic programs.	Electronic references, websites

### Course description Memorizing the Holy Quran

<b>Course Name:</b>					
Memorizing the Holy Quran					
<b>Course code:</b>					
EAQM201					
<b>Semester/Year:</b>					
Academic year: 2025–2026 AD					
<b>Date this description was prepared:</b>					
1/10/2025 AD					
<b>Available forms of attendance:</b>					
Classrooms (in person)					
<b>Total number of study hours: Number of units (total)</b>					
Number of hours: 24 / Number of units: 24					
<b>Name of course coordinator:</b>					
1- Name: A.m.d Mustafa Aboud Mustafa Email: mustafaabood@imamaladham.edu.iq					
<b>ACourse objectives</b>					
Memorizing the third part of the Holy Quran perfectly. that The student recites the Quranic verses–Part Three - When Asking. To master the correct reading of the third part.				<b>ACourse objectives</b>	
<b>Teaching and learning strategies:</b>					
- Preservation - repetition The divergent -Review				<b>strategy</b>	
<b>Course structure</b>					
<b>Evaluation</b>	<b>Learning method</b>	<b>Unit or topic</b>	<b>Required</b>	<b>Hours</b>	<b>Week</b>

<b>Method</b>		<b>name</b>	<b>learning outcomes</b>		
Classroom questions	Lecture and Questions	Page 1 of the part	The student should memorize	<b>1</b>	<b>1</b>
Rapid tests	Lecture and Questions	Page 2 of the part	The student should memorize	<b>1</b>	<b>2</b>
Self-assessment	Lecture and Questions	Page 3 of the part	The student should memorize	<b>1</b>	<b>3</b>
Classroom questions	Lecture and Questions	Page 4 of the part	The student should memorize	<b>1</b>	<b>4</b>
Written test	Lecture and Questions	Page 5 of the part	The student should memorize	<b>1</b>	<b>5</b>
Classroom questions	Lecture and Questions	Page 6 of the part	The student should memorize	<b>1</b>	<b>6</b>
Rapid tests	Lecture and Questions	Page 7 of the part	The student should memorize	<b>1</b>	<b>7</b>
Rapid tests	Lecture and Questions	Page 8 of the part	The student should memorize	<b>1</b>	<b>8</b>
Rapid tests	Lecture and Questions	Page 9 of the part	The student should memorize	<b>1</b>	<b>9</b>
Rapid tests	Lecture and Questions	Page 10 of the part	The student should memorize	<b>1</b>	<b>10</b>
Rapid tests	Questions	5-page review	To become familiar with the format of the test questions	<b>1</b>	<b>11</b>
Rapid tests	Questions	5-page review	To become familiar with the format of the test questions	<b>1</b>	<b>12</b>
Tests Fast	Questions are asked orally.	Monthly test	To answer the questions	<b>1</b>	<b>13</b>
Rapid tests	Lecture and Questions	Page 11 of the part	The student should memorize	<b>1</b>	<b>14</b>
Rapid tests	Lecture and Questions	Page 12 of the part	The student should	<b>1</b>	<b>15</b>

			memorize		
Rapid tests	Lecture and Questions	Page 13 of the part	The student should memorize	1	16
Rapid tests	Lecture and Questions	Page 14 of the part	The student should memorize	1	17
Rapid tests	Lecture and Questions	Page 15 of the part	The student should memorize	1	18
Rapid tests	Lecture and Questions	Page 16 of the part	The student should memorize	1	19
Rapid tests	Lecture and Questions	Page 17 of the part	The student should memorize	1	20
Self-assessment	Lecture and Questions	Page 18 of the part	The student should memorize	1	21
Rapid tests	Lecture and Questions	Page 19 of the part	The student should memorize	1	22
Rapid tests	Lecture and Questions	Page 20 of the part	The student should memorize	1	23
Tests Fast	Questions are asked orally.	Comprehensive review of parts 1-5	To answer the questions	1	24
Tests Fast	Questions are asked orally.	Comprehensive review of part 5-10	To answer the questions	1	25
Tests Fast	Questions are asked orally.	Comprehensive review of parts 10-15	To answer the questions	1	26
Tests Fast	Questions are asked orally.	Comprehensive review of part 15-20	To answer the questions	1	27
Tests Fast	Questions are asked orally.	Review of half the part	To answer the questions	1	28
Tests Fast	Questions are asked orally.	Comprehensive review of the part	To answer the questions	1	29
oral test	oral test	Second semester test		1	30
<b>Course evaluation</b>					
<b>1-Tests oral.</b>					
<b>Learning and teaching resources:</b>					
Koran			<b>Required textbooks (methodology, if applicable)</b>		

	<b>Main references (sources)</b>
-	<b>Recommended supporting books and references (scientific journals, reports...)</b>
- Websites of skilled Quran reciters on YouTube for listening.	<b>Electronic references, websites</b>

### Course description Library and research methods

<b>Course Name</b>	
<b>Library and research methods</b>	
<b>Course code</b>	
<b>EARM340</b>	
<b>Semester/Year</b>	
<b>2025/2026 AD</b>	
<b>Date this description was prepared</b>	
<b>1/10/2025</b>	
<b>Available forms of attendance</b>	
<b>Classrooms (in person)</b>	
<b>Number of study hours (total) / Number of units (total)</b>	
<b>60 hours90 units</b>	
<b>Name of the course coordinator (if there is more than one, please mention it).</b>	
<b>1- Name: Qutaiba Ali Hussein</b> <b>Email:qtaibaali2@imamaladham.edu.iq</b>	
<b>Course objectives</b>	
<p>The student's knowledge of the concept, objectives, and importance of scientific research.</p> <p>The student should know the preliminary and scientific stages of preparing the research.</p> <p>The student's knowledge of the methodological rules for citation and documentation of information.</p> <p>The student should know the science of manuscript verification and its importance.</p> <p>The student's knowledge of sources and references from books.</p>	<b>Course objectives</b>
<b>Teaching and learning strategies</b>	
<p><b>Taking notes.</b></p> <p><b>Summary.</b></p> <p><b>Preservation.</b></p>	<b>strategy</b>

Mind maps.	
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**Course structure**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom discussion	Lecture - Dialogue and Discussion.	Scientific research: its concept, objectives and importance / Books on the Holy Quran and its sciences.	The student learns about scientific research, its concept, objectives and importance / The Holy Qur'an and its sciences.	2	1
Question and Answer	Lecture - Dialogue and Discussion.	Reasons for the weakness of scientific research, and the elements for its development.	The student learns about the reasons for the weakness of scientific research, and the elements for its development.	2	2
Written test	Dialogue and discussion	Scientific research methods, the subject of research methods, and the difference between method and methodology.	The student learns about scientific research methods, the subject of research methods, and the difference between method and methodology.	2	3
Daily/monthly test.	Lecture - Dialogue and Discussion.	Types of research methodologies	The student learns about the different types of research methodologies.	2	4
Daily/monthly test.	Lecture - Dialogue and Discussion.	The qualities of a researcher and the importance of research for the researcher	The student learns about the qualities of a researcher and the importance of research for the researcher.	2	5
Daily/monthly test.	Lecture - Cooperative Learning.	Characteristics of the Orient and its relationship to the researcher	The student learns about the characteristics of the Orient and its relationship to the researcher.	2	6
Daily/monthly test.	Lecture - Cooperative	Choosing a research topic	The student learns about choosing a	2	7

	<b>Learning.</b>		<b>research topic</b>		
<b>Daily/monthly test.</b>	<b>Question and Answer</b>	<b>Research title, research preparation, and research plan</b>	<b>The student learns about the research title, research preparation, and research plan.</b>	<b>2</b>	<b>8</b>
<b>Daily/monthly test.</b>	<b>Lecture - Cooperative Learning.</b>	<b>Initial preparation of sources and how to record information, the library and related matters.</b>	<b>The student learns about the initial preparation of sources and how to record information, the library and related matters.</b>	<b>2</b>	<b>9</b>
<b>Daily/monthly test.</b>	<b>Lecture - Cooperative Learning.</b>	<b>Recording information and its methods, selecting scientific material, writing the research, and drafting the research.</b>	<b>The student learns about recording information and its methods, choosing the scientific material, writing the research paper, and the research draft.</b>	<b>2</b>	<b>10</b>
<b>Daily/monthly test.</b>	<b>Lecture - Cooperative Learning.</b>	<b>Quoting texts, its rules and conditions.</b>	<b>The student learns about quoting texts, its rules and conditions.</b>	<b>2</b>	<b>11</b>
<b>Daily/monthly test.</b>	<b>Lecture - Cooperative Learning.</b>	<b>Definition of marginalization, its benefits, methods, how it works, and punctuation marks.</b>	<b>The student learns about the definition of marginalization, its benefits, methods, how it works, and punctuation marks.</b>	<b>2</b>	<b>12</b>
<b>Daily/monthly test.</b>	<b>Lecture - Cooperative Learning.</b>	<b>Print the research paper, title page, dedication, acknowledgments, and thanks/Arabic language resources books.</b>	<b>The student learns about printing the research paper, the title page, the dedication, the acknowledgments, and the Arabic language resources books.</b>	<b>2</b>	<b>13</b>
<b>Daily/monthly test.</b>	<b>Dialogue and discussion</b>	<b>Research introduction and research conclusion.</b>	<b>The student learns about the introduction and conclusion of the research.</b>	<b>2</b>	<b>14</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question</b>	<b>Indexes, bibliography, and thesis binding</b>	<b>Indexes, bibliography, and thesis binding</b>	<b>2</b>	<b>15</b>

Daily/monthly test.	Lecture - Brainstorming - Question	The science of manuscripts: its definition, importance, and rules.	The science of manuscripts: its definition, importance, and rules.	2	16
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Re-investigation and sources of manuscripts	The student learns about Re-investigation and sources of manuscripts	2	17
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	The qualities of the investigator, indexes of Arabic publications, and locations of manuscripts/Arabic dictionaries.	The student learns about the qualities of an investigator, indexes of Arabic publications, and locations of manuscripts/Arabic dictionary books.	2	18
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Manuscript size and copy order	The student learns about the size of the manuscript and the order of copies.	2	19
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Collecting and arranging copies of the manuscript	The student learns about collecting and arranging manuscript copies.	2	20
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	The date of copying the manuscript, the approval of the copy, the type of manuscript, and the grammatical and morphological books/lists.	The student learns about the history of copying the manuscript, the approval of the copying, the type of manuscript, and the grammatical and morphological books/studies.	2	21
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	The process of copying the manuscript, comparing copies, evaluating the text, and reconciling the different versions/rhetorical writings	The student learns about the process of copying a manuscript, comparing copies, evaluating the text, and reconciling different versions/rhetorical styles.	2	22
Daily/monthly test.	Dialogue and discussion	Misprints, distortions, errors, error correction,	The student learns about misspellings, distortions, errors,	2	23

		manuscript additions/critical library, proverbs, literary sources, and poets' collections.	error correction, manuscript additions/critical library, proverbs, literary sources, and poets' collections.		
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Intuition, guesswork, addition, subtraction, and reliance on sources/books of selections, enthusiasms, and dictations.	The student learns about intuition, guessing, addition, subtraction, and using sources/books of choices, enthusiasms, and dictations.	2	24
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	The position on the manuscript without diacritical marks and the position on correction in the text.	The student learns about the position regarding a manuscript without diacritical marks and the position regarding correction in the text.	2	25
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Grading, commenting, punctuating, numbering, marginalizing, and placing titles in manuscripts/general literature books.	The student learns about graduation, commentary, punctuation, numbering, marginalization, and placing titles in manuscripts/general literature books.	2	26
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Evaluating issues, verifying verses and hadiths, and tracing their sources / Books of biographies.	The student learns about evaluating issues, verifying verses and hadiths, and their source/biographical books.	2	27
Daily/monthly test.	Dialogue and discussion - Question and answer	Graduation of poems, proverbs, flags, places, countries, rare words, sources of the researcher and correction/ books of genealogy.	The student learns about the extraction of poems, proverbs, flags, places, countries, rare words, sources of verification, and corrections/books	2	28

			of genealogy.		
Daily/monthly test.	Lecture/Question and Answer	Introduction by the researcher, translation of the author, introduction to the manuscript book, and verification of the title / Books of nicknames and the Andalusian library.	The student learns about the introduction of the researcher, the translation of the author, the introduction to the manuscript book, and the verification of the title/books of nicknames and the Andalusian library.	2	29
Classroom discussion	Lecture/Question and Answer	Verifying the attribution of the book to its author, describing the copies, identifying the author of the manuscript, the methodology of verification, creating and arranging indexes / Works in research and library.	The student learns about verifying the attribution of a book to its author, describing copies, identifying criticisms of the manuscript's author, the methodology of verification, and creating and arranging indexes / Works in research and library.	2	30

**Course evaluation**  
Daily, monthly, and term tests are conducted, and the nature of the questions varies.  
Quick exams (Quizzes).  
Activities that the student performs during the semester.  
Assigning students tasks and research projects related to the course.

**Learning and teaching resources**

Scientific research methodologies and heritage verification / Ali Muhammad Maqbool.	Required textbooks (methodology, if applicable)
Principles of Scientific Research / Abdul Rahman Al-Azzawi. Methodological principles for preparing scientific research. Principles and Methods of Scientific Research / Ahmed Badr.	Main references (sources)
The comprehensive library. Scientific Researcher website.	Recommended supporting books and references (scientific journals, reports...)
Electronic references, websites, and	Electronic references, websites

electronic information sources such as libraries and specialized electronic programs.	
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### Course description Teaching methods curricula

<b>Course Name</b>					
<b>Curricula and teaching methods</b>					
<b>Course code</b>					
<b>EAMT306</b>					
<b>Semester/Year</b>					
<b>2025/2026 AD</b>					
<b>Date this description was prepared</b>					
<b>1/10/2025</b>					
<b>Available forms of attendance</b>					
<b>Classrooms (in person)</b>					
<b>Number of study hours (total) / Number of units (total)</b>					
60 hours / 90 units.					
<b>Name of the course coordinator (if there is more than one, please mention it).</b>					
1- Name: Qutaiba Ali Hussein Email: qtaibaali2@imamaladham.edu.iq					
<b>Course objectives</b>					
1- The student should become familiar with the different types of teaching methods. 2- The student should master drawing the daily study plan. 3- The student should become familiar with the different types of curricula. 4- The student should become familiar with the areas of growth in the learner. 5- The student should master the formulation of behavioral objectives. 6- The student should become familiar with the measurement and evaluation of the subject matter.				<b>Course objectives</b>	
<b>Teaching and learning strategies</b>					
<b>Taking notes.</b> <b>Summary.</b> <b>Preservation.</b> <b>Mind maps</b>					<b>strategy</b>
<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
classroom discussion	Lecture - Dialogue and Discussion.	The personality and qualities of a	Identifying the personality and qualities of a	2	1

		successful teacher	successful teacher		
Daily test	Lecture - Dialogue and Discussion.	Course of Study	Getting acquainted with the curriculum	2	2
Classroom questions	Lecture - Dialogue and Discussion.	Curriculum Foundations	Curriculum Foundations	2	3
Daily/monthly test.	Lecture - Dialogue and Discussion.	textbook	Getting acquainted with the textbook	2	4
Daily/monthly test.	Lecture - Cooperative Learning.	Educational goals	Being able to formulate educational goals	2	5
Daily/monthly test.	Lecture - Cooperative Learning.	Study content	Identifying the course content	2	6
Daily/monthly test.	Lecture - Cooperative Learning.	Teaching planning	Mastering lesson planning	2	7
Daily/monthly test.	Lecture - Cooperative Learning.	Daily plan	Mastering the daily plan	2	8
Daily/monthly test.	Lecture - Cooperative Learning.	Annual Plan	Mastering the annual plan	2	9
Daily/monthly test.	Lecture - Cooperative Learning.	Methods and Techniques / The Difference Between Method and Technique	Understanding methods and techniques / The difference between a method and a technique	2	10
Daily/monthly test.	Lecture - Cooperative Learning.	Lecture method	Getting acquainted with the lecture method	2	11
Daily/monthly test.	Lecture - Cooperative Learning.	inductive method	Understanding the inductive method	2	12
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Standard method	Identifying the standard method	2	13
Daily/monthly	Lecture -	<b>Problem-</b>	Getting to	2	14

test.	Brainstorming - Question and Answer	<b>solving method</b>	<b>knowProblem-solving method</b>		
Tests	Question and Answer		Evaluation and feedback	2	15
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Method of dialogue and discussion	Getting acquainted with the method of dialogue and discussion	2	16
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	The method of collective repetition	Understanding the method of collective chanting	2	17
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Interrogation technique	Identifying the interrogation style	2	18
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Storytelling and concept map teaching methods	Understanding storytelling techniques and teaching methods using concept maps	2	19
Tests	Question and Answer		Evaluation and feedback	2	20
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Cooperative learning method	Understanding the cooperative learning approach	2	21
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Seminar style	Getting acquainted with the seminar format	2	22
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Text analysis method and inquiry method	Understanding text analysis and inquiry methods	2	23
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Brainstorming method.	Learn about the brainstorming method.	2	24
Daily/monthly test.	Lecture - Brainstorming - Question and	Method of discovery	Identifying the discovery method	2	25

	<b>Answer</b>				
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Computer-aided learning (CAD)</b>	<b>Understanding computer-based programmed learning</b>	<b>2</b>	<b>26</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Educational resources</b>	<b>Identifying educational tools</b>	<b>2</b>	<b>27</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Educational activities</b>	<b>Identifying educational activities</b>	<b>2</b>	<b>28</b>
<b>Tests</b>	<b>Question and Answer</b>		<b>Evaluation and feedback</b>	<b>2</b>	<b>29</b>
<b>Final exams</b>			<b>Review and test</b>	<b>2</b>	<b>30</b>

#### **Course evaluation**

Daily, monthly, and term tests are conducted, and the nature of the questions varies.

Quick exams (Quizzes).

Activities that the student performs during the semester.

Assigning students tasks and research projects related to the course.

#### **Learning and teaching resources**

Curricula and teaching methods by (Muhammad Al-Sayed Ali).  
Active learning by (Jawdat Saadeh).  
Teaching Strategies in the 21st Century by (Zouqan Obeidat).

Required textbooks (methodology, if applicable)

Curriculum planning and development by (Mohammed Al-Sayed Ali).  
Teaching Strategies in the 21st Century by (Zouqan Obeidat).

Main references (sources)

Scientific Researcher website.  
The comprehensive library.

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

Electronic references, websites, and electronic information sources such as libraries and specialized electronic programs.

Electronic references, websites

#### **Course description Hadith sciences**

**Course Name:**

**Hadith sciences**

<b>Course code:</b>					
<b>RHSC118</b>					
<b>Semester/Year:</b>					
<b>Academic year: 2025–2026 AD</b>					
<b>Date this description was prepared:</b>					
<b>1/10/2025 AD</b>					
<b>Available forms of attendance:</b>					
<b>Classrooms (in person)</b>					
<b>Total number of study hours: Number of units (total)</b>					
<b>Number of hours: 30 / Number of units: 60</b>					
<b>Name of course coordinator:</b>					
<b>1- Name: A.m.d Mustafa Aboud Mustafa</b>					
<b>Email: mustafaaboud@imamaladham.edu.iq</b>					
<b>ACourse objectives</b>					
<p>The material aims to instill the concept of Hadith in the student.</p> <p>The student's ability to distinguish between authentic and weak hadiths.</p> <p>Understanding the statements and texts of scholars when describing a hadith with one of the descriptions of a hadith, such as defective, anomalous, and the like.</p>				<b>ACourse objectives</b>	
<b>Teaching and learning strategies:</b>					
<ul style="list-style-type: none"> <li>- The material was explained in detail.</li> <li>- Review.</li> <li>- Classroom activity.</li> </ul>				<b>strategy</b>	
<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom questions	Lecture and Questions	Introduction to the material	Explanation of the topic	1	1
Rapid tests	Lecture and Questions	The Origins of Terminology	Explanation of the topic	1	2
Self-assessment	Lecture and Questions	The frequently narrated hadith	Explanation of the topic	1	3
Classroom questions	Lecture and Questions	Hadith al-Ahad	Explanation of the topic	1	4
Written test	Lecture and Questions	Dividing Hadith into Acceptable and Rejected	Explanation of the topic	1	5
Classroom questions	Lecture and Questions	Accepted Hadith and its types	Explanation of the topic	1	6
Classroom questions	Lecture and Questions	The rejected hadith	Explanation of the topic	1	7
Classroom	Lecture and	authentic	Explanation of	1	8

questions	Questions	hadith	the topic		
Classroom questions	Lecture and Questions	The good hadith	Explanation of the topic	1	9
Classroom questions	Lecture and Questions	weak hadith	Explanation of the topic	1	10
Classroom questions	Questions	The clear and ambiguous hadith	Explanation of the topic	1	11
Classroom questions	Questions	Abrogating and abrogated verses	Explanation of the topic	1	12
Classroom questions	Questions are asked orally.	The anomalous and the preserved hadith	Explanation of the topic	1	13
Classroom questions	Lecture and Questions	Hadith (discredited and accepted)	Explanation of the topic	1	14
Written test	Lecture and Questions	The fabricated hadith	Explanation of the topic	1	15
Classroom questions	Lecture and Questions	Consideration, follow-up, and witness	Explanation of the topic	1	16
Classroom questions	Lecture and Questions	Apparent miscarriage:	Explanation of the topic	1	17
Classroom questions	Questions are asked orally.	Commenter + Sender	Explanation of the topic	1	18
Classroom questions	Questions are asked orally.	The problematic + the interrupted	Explanation of the topic	1	19
Classroom questions	Questions are asked orally.	The hidden sender	Explanation of the topic	1	20
Classroom questions	Questions are asked orally.	The Hadith with a defect	Explanation of the topic	1	21
Classroom questions	Questions are asked orally.	The reversed hadith	Explanation of the topic	1	22
Classroom questions	Questions are asked orally.	Disturbed speech	Explanation of the topic	1	23
Classroom questions	Lecture and Questions	The fabricated hadith	Explanation of the topic	1	24
Classroom questions	Lecture and Questions	The abandoned hadith	Explanation of the topic	1	25
Classroom questions	Lecture and Questions	Performance and endurance formulas	Explanation of the topic	1	26
Self-assessment	Lecture and Questions	Narrating the Hadith by	Explanation of the topic	1	27

		meaning			
Classroom questions	Lecture and Questions	Levels of criticism and authentication	Explanation of the topic	1	28
Classroom questions	Lecture and Questions	The chain of narrators	Explanation of the topic	1	29
Written test	Written test	Second semester test	Explanation of the topic	1	30
<b>Course evaluation</b>					
<b>1-Tests oral.</b>					
<b>Learning and teaching resources:</b>					
A Stroll Through Explaining the Elite of Thought			<b>Required textbooks (methodology, if applicable)</b>		
The Science of Hadith by Ibn al-Salah. Al-Suyuti's training of the narrator. Alfiyya of Al-Hafiz Abdul Rahim Al-Iraqi.			<b>Main references (sources)</b>		
1- sciences Hadith Ibn Righteousness.			<b>Recommended supporting books and references (scientific journals, reports...)</b>		
The website of the Prophet's sayings. The comprehensive library.			<b>Electronic references, websites</b>		

### Course description religions

<b>Course Name</b>
religions
<b>Course code</b>
RRH318
<b>Semester/Year</b>
Academic year 2025-2026
<b>Date this description was prepared</b>
1/10/2025 AD
<b>Available forms of attendance</b>
My presence
<b>Number of study hours (total) / Number of units (total)</b>
60 hours / 120 units
<b>Name of the course coordinator (if there is more than one, please mention it).</b>
1- Name: Dr. Omar Ahmed Ali Email:dmralhyany@gmail.com
<b>Course objectives</b>

<p>The student should learn about the origins of Christianity and its historical context.  The student should know the holy books of the Christians.  The student should be able to differentiate between the major denominations in Christianity.  The student should learn about Christian rituals and piety.</p>				<b>Course objectives</b>	
<b>Teaching and learning strategies</b>					
<p><b>Summary</b>  <b>Preservation</b></p>					<b>strategy</b>
<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>The birth of Christianity under Roman rule</b>	<b>The student should know about the birth of Christianity under Roman rule.</b>	<b>2</b>	<b>1</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>The rise of the Church and its role in the Middle Ages</b>	<b>The student should understand The rise of the Church and its role in the Middle Ages</b>	<b>2</b>	<b>2</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>Protestant Reformation and Renaissance</b>	<b>The student should understand: Protestant Reformation and Renaissance</b>	<b>2</b>	<b>3</b>
<b>Self-assessment</b>	<b>Lecture and presentation</b>	<b>Christianity and Modernity</b>	<b>The student should understand the meaning Christianity and Modernity</b>	<b>2</b>	<b>4</b>
<b>Self-assessment</b>	<b>Lecture and presentation</b>	<b>Religious debate and temporal authority</b>	<b>The student should understand Religious debate and</b>	<b>2</b>	<b>5</b>

			<b>temporal authority</b>		
<b>Self-assessment</b>	<b>Lecture and presentation</b>	<b>The Old Testament: Books and Concepts</b>	<b>The student should know The Old Testament: Books and Concepts</b>	<b>2</b>	<b>6</b>
<b>Self-assessment</b>	<b>Lecture and presentation</b>	<b>The New Testament: The Four Gospels and Paul</b>	<b>To enumerate the students The New Testament: The Four Gospels and Paul</b>	<b>2</b>	<b>7</b>
<b>Self-assessment</b>	<b>Lecture and presentation</b>	<b>Church councils and the formation of the Bible</b>	<b>The student should understand: Church councils and the formation of the Bible</b>	<b>2</b>	<b>8</b>
<b>Self-assessment</b>	<b>Lecture and presentation</b>	<b>Theological interpretation and symbolic reading of the text</b>	<b>The student should understand: Theological interpretation and symbolic reading of the text</b>	<b>2</b>	<b>9</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>Historical criticism of Christian texts</b>	<b>The student should understand: Historical criticism of Christian texts</b>	<b>2</b>	<b>10</b>
		<b>First semester exam</b>		<b>2</b>	<b>11</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>The Trinity and the Incarnation: The idea and the meaning</b>	<b>The student should know the meaning The Trinity and the Incarnation: Idea and Meaning</b>	<b>2</b>	<b>12</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>Redemption and Original</b>	<b>The student should know</b>	<b>2</b>	<b>13</b>

		<b>Sin</b>	<b>the meaning Redemption and Original Sin</b>		
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>The concept of salvation and Christ the Redeemer</b>	<b>The student should understand The concept of salvation and Christ the Redeemer</b>	<b>2</b>	<b>14</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>Resurrection and the Last Judgment</b>	<b>The student should understand Resurrection and the Last Judgment</b>	<b>2</b>	<b>15</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>Doctrinal differences between major sects</b>	<b>The student should differentiate between major sects</b>	<b>2</b>	<b>16</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>Ecumenical dialogue</b>	<b>The student should understand Ecumenical dialogue</b>	<b>2</b>	<b>17</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>Christian rituals and piety</b>	<b>The student should learn about Christian rituals and piety.</b>	<b>2</b>	<b>18</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>Mass and Eucharist</b>	<b>The student should understand Mass and Eucharist</b>	<b>2</b>	<b>19</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>The symbolism of the Eucharist in Christian life</b>	<b>The student should understand The symbolism of the Eucharist in Christian life</b>	<b>2</b>	<b>20</b>
<b>Self-assessment</b>	<b>Lecture and presentation</b>	<b>Major holidays</b>	<b>The student should become</b>	<b>2</b>	<b>21</b>

			<b>familiar with Major holidays</b>		
<b>Self-assessment</b>	<b>Lecture and presentation</b>	<b>Significance of holidays in the Christian faith</b>	<b>The student should know Significance of holidays in the Christian faith</b>	<b>2</b>	<b>22</b>
<b>Self-assessment</b>	<b>Lecture and presentation</b>	<b>The Church's place in Christianity</b>	<b>The student should know The Church's place in Christianity</b>	<b>2</b>	<b>23</b>
<b>Self-assessment</b>	<b>Lecture and presentation</b>	<b>Symbols and hymns in religious life</b>	<b>The student should recognize Symbols and hymns in religious life</b>	<b>2</b>	<b>24</b>
		<b>Second semester exam</b>		<b>2</b>	<b>25</b>
<b>Self-assessment</b>	<b>Lecture and presentation</b>	<b>Catholicism: Doctrine and the Papal Institution</b>	<b>The student should understand Catholicism: Doctrine and the Papal Institution</b>	<b>2</b>	<b>26</b>
<b>Self-assessment</b>	<b>Lecture and presentation</b>	<b>Orthodoxy: Authenticity and Preservation</b>	<b>The student should understand Orthodoxy: Authenticity and Preservation</b>	<b>2</b>	<b>27</b>
<b>Self-assessment</b>	<b>Lecture and presentation</b>	<b>Protestantism: Reform and Renewal</b>	<b>The student should recognize Protestantism: Reform and Renewal</b>	<b>2</b>	<b>28</b>
<b>Self-assessment</b>	<b>Lecture and presentation</b>	<b>Contemporary Christian movements</b>	<b>The student should become familiar with Contemporary Christian movements</b>	<b>2</b>	<b>29</b>
<b>Self-</b>	<b>Lecture and</b>	<b>Christianity</b>	<b>The student</b>	<b>2</b>	<b>30</b>

<b>assessment</b>	<b>presentation</b>	<b>versus secularism</b>	<b>should be able to: Christianity versus secularism</b>		
<b>Course evaluation</b>					
<b>Essay tests</b>					
<b>Objective tests</b>					
<b>Learning and teaching resources</b>					
<b>Studies in Religious Studies</b>			<b>Required textbooks (methodology, if applicable)</b>		
<b>Systematic theology, Church history</b>			<b>Main references (sources)</b>		
<b>Scientific articles on the history and doctrines of Christianity</b>			<b>Recommended supporting books and references (scientific journals, reports...)</b>		
<b>Comprehensive Library</b>			<b>Electronic references, websites</b>		

### **Course description Biography of the Prophet's Family**

<b>Course Name</b>	<b>Biography of the Prophet's Family</b>
<b>Course code</b>	
<b>Semester/Year</b>	<b>annual</b>
<b>Date this description was prepared</b>	<b>1/10/2025</b>
<b>Available forms of attendance</b>	<b>daily</b>
<b>Number of study hours (total) / Number of units (total)</b>	<b>34</b>
<b>Number of hours (1) / Number of units (2)</b>	
<b>Name of the course coordinator (if there is more than one, please mention it).</b>	
1- Name: Saja Abdul Muhammad Ahmad Email: sajaabd1994mohmed@gmail.com	
2- Name Email:	
3- Name: Email:	
<b>Course objectives</b>	

<p>1/Introducing the student to the linguistic and legal concept of the Ahl al-Bayt and their status in Islam.</p> <p>2/Statement of the Qur’anic evidence and the noble Prophetic hadiths that stated their virtues.</p> <p>3/ Reinforcing the principle of harmony and intermarriage that existed between the family of the Prophet and the Companions (may God be pleased with them).</p> <p>4/A detailed study of the biographies and virtues of the Imams of the Ahl al-Bayt, their wives, and the children of the Prophet (peace and blessings be upon him).</p> <p>5/Deriving educational and scientific lessons from the methodology of the Ahl al-Bayt in preaching and dialogue.</p>	<b>Course objectives</b>
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<b>Teaching and learning strategies</b>	
<b>Lecture, dialogue and discussion, analysis of historical and hadith texts</b>	<b>strategy</b>

**Course structure**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>1_The concept of Ahl al-Bayt: Linguistic and legal definition.</b>	<b>Understanding verbal and legal implications</b>	<b>1</b>	<b>1</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>1_The virtues of the Ahl al-Bayt in the Holy Qur’an (the verse of purification and affection)</b>	<b>Reviewing the verses that indicate their status</b>	<b>1</b>	<b>2</b>
<b>Attendance, tests, classroom interaction</b>	<b>Lecture, Question and Answer</b>	<b>1_The virtues of the Ahl al-Bayt in the Prophetic Sunnah (Hadith al-Thaqalayn).</b>	<b>Studying authentic prophetic hadiths</b>	<b>1</b>	<b>3</b>
<b>Attendance, tests,</b>	<b>Lecture,</b>	<b>1_The</b>	<b>Understanding</b>	<b>1</b>	<b>4</b>

classroom interaction	Question and Answer	harmony and intermarriage between the family of the Prophet and the companions.	the social bonds between the first generation		
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_The approach of the Ahl al-Bayt and the Companions in dialogue and disagreement .	Learn the etiquette of disagreement and coexistence	1	5
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_The virtues of the Mothers of the Believers (Lady Khadija, Aisha, Hafsa).	Understanding the role of the Mothers of the Believers	1	7
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ The Prophet's children (Fatima Al-Zahra, Zainab, Ruqayya, Umm Kulthum)	Studying the biographies of the Prophet's daughters	1	8
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_Imam Ali ibn Abi Talib (His biography and virtues).	Analysis of Imam Ali's leadership personality	1	9
Attendance, tests, classroom interaction	Lecture and Question	1_The two Imams, Hassan and Hussein (their biographies and virtues).	Understanding the status of the Prophet's two sweet-smelling flowers (peace and blessings be upon him)	1	10
Attendance, tests,	Lecture,	1_ Our master	Studying the	1	11

classroom interaction	Question and Answer	Al-Abbas and our master Hamza bin Abdul-Muttalib.	role of the Prophet's uncles		
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ Ibn Abbas and Ja`far ibn Abi Talib: Their virtues, their scientific and leadership role, and their status with the Prophet (peace and blessings be upon him).	Knowing the biography of the nation's scholar and the heroism of Ja'far al-Tayyar.	1	12
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ The First Delegations: The story of the first delegation that came to understand something about Islam.	Knowing the news of the first delegation that came to the Messenger of God	1	A13
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ The virtues of the followers from the family of the Prophet (Muhammad ibn Ali al-Hanafiyya)	A study of the generation of followers from the family	1	14
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ Imam Ali ibn al-Husayn (Zayn al-Abidin).	Studying the lives of the worshippers	1	15
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ Imam Muhammad al-Baqir and Imam Ja`far al-Sadiq.	Studying the scientific and jurisprudential impact.	1	16
Attendance, tests, classroom interaction		1_ Imam Musa al-Kadhim and	A demonstration of patience	1	17

		Imam Ali al-Rida	and wisdom		
Attendance, tests, classroom interaction		1_ The Imams (Al-Hadi, Al-Jawad, Al-Hasan Al-Askari)	Continuation of the series on the Imams of the Ahlul-Bayt	1	18
Attendance, tests, classroom interaction		Imam Mahdi (Prophetic sayings on his virtues)	Study of the Prophetic Hadiths	1	19
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_The concept of Ahl al-Bayt: Linguistic and legal definition.	Understanding verbal and legal implications	1	20
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_The virtues of the Ahl al-Bayt in the Holy Qur'an (the verse of purification and affection)	Reviewing the verses that indicate their status	1	21
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_The virtues of the Ahl al-Bayt in the Prophetic Sunnah (Hadith al-Thaqalayn).	Studying authentic prophetic hadiths	1	22
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_The harmony and intermarriage between the family of the Prophet and the companions.	Understanding the social bonds between the first generation	1	23
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_The approach of the Ahl al-Bayt and the Companions in dialogue and	Learn the etiquette of disagreement and coexistence	1	24

		disagreement .			
					25
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_The virtues of the Mothers of the Believers (Lady Khadija, Aisha, Hafsa).	Understanding the role of the Mothers of the Believers	1	26
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ The Prophet's children (Fatima Al-Zahra, Zainab, Ruqayya, Umm Kulthum)	Studying the biographies of the Prophet's daughters	1	27
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ Imam Ali ibn Abi Talib (His biography and virtues).	Analysis of Imam Ali's leadership personality	1	28
Attendance, tests, classroom interaction	Lecture and Question	1_The two Imams, Hassan and Hussein (their biographies and virtues).	Understanding the status of the Prophet's two sweet-smelling flowers (peace and blessings be upon him)	1	29
Attendance, tests, classroom interaction	Lecture, Question and Answer	1_ Our master Al-Abbas and our master Hamza bin Abdul-Muttalib.	Studying the role of the Prophet's uncles	1	30

**Course evaluation- Conducting oral and final exams with varying types of questions**

**2. Quick tests**

**3. Assigning students research and assignments related to the course.**

**Learning and teaching resources**

**Lectures on the biography of the Ahl al-Bayt (may God be pleased with them)**

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

<b>A Gift to the Righteous: The Virtues of the Pure Family of the Prophet, by Dr. Diaa al-Din Abdullah Saleh</b>	<b>Main references (sources)</b>
<b>All books on the biography of the Ahl al-Bayt</b>	<b>Recommended supporting books and references (scientific journals, reports...)</b>
<b>Official website of Imam Al-Azam University College</b>	<b>Electronic references, websites</b>

### **Fourth Stage Courses**

#### **Course description Methods of the Commentators**

<b>Course Name</b>	
<b>Methods of the Commentators</b>	
<b>Course code</b>	
<b>REM418</b>	
<b>Semester/Year</b>	
<b>2025–2026 AD</b>	
<b>Date this description was prepared</b>	
<b>1/0 1/2025 AD</b>	
<b>Available forms of attendance</b>	
<b>Classrooms (in person)</b>	
<b>Number of study hours (total) / Number of units (total)</b>	
<b>60 hours / 120 units</b>	
<b>Name of the course coordinator (if there is more than one, please mention it).</b>	
<b>1- Name: Dr. Hamadi Hussein Ali</b> <b>Email: humade.hussen.ali@imamaladh.m.ed.q</b> <b>2- Name</b> <b>Email:</b> <b>3- Name:</b> <b>Email:</b>	
<b>Course objectives</b>	
<b>1- The student should know the methodologies of the interpreters who have taken the lead in interpreting the verses of the Holy Qur'an.</b> <b>2- To know the methods of interpretation used by the ancient interpreters.</b> <b>3- To distinguish between the accepted interpretations and others according to the commentators</b>	<b>Course objectives</b>
<b>Teaching and learning strategies</b>	
<b>1- Giving the lecture</b> <b>2- Dialogue and discussion</b> <b>3-Concept Map</b>	<b>strategy</b>

4- Cooperative learning 5- Brainstorming	
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**Course structure**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom questions	Lecture and presentation	The Origins of the Science of Interpretation	The student should know the origins of the science of interpretation.	2	1.
Classroom discussion	Lecture and presentation	The development of the science of interpretation	The student should know the development of the science of interpretation.	2	2.
Self-assessment	Lecture and brainstorming	Establishing the science of interpretation	The student should know the foundations of the science of interpretation.	2	3.
Classroom questions	Lecture and discussion	Establishing the science of interpretation	The student should learn the fundamentals of the science of interpretation.	2	4.
Self-assessment	Lecture and presentation	Branching out the science of interpretation	The student should know the branches of the science of interpretation.	2	5.
Classroom questions	Lecture and brainstorming	Renewing the science of interpretation	The student should learn to renew the science of interpretation.	2	6.

<b>Self-assessment</b>	<b>Lecture and presentation</b>	<b>Methods of interpretation</b>	<b>The student should know the methods of interpretation.</b>	<b>2</b>	<b>7.</b>
<b>Classroom discussion</b>	<b>Lecture and discussion</b>	<b>Interpreter's supplies</b>	<b>The student should know the requirements of interpretation.</b>	<b>2</b>	<b>8.</b>
<b>Classroom questions</b>	<b>Lecture and brainstorming</b>	<b>Essential sciences for the interpreter</b>	<b>The student should extract the necessary knowledge for the interpreter.</b>	<b>2</b>	<b>9.</b>
<b>Self-assessment</b>	<b>Lecture and discussion</b>	<b>Characteristics of the interpreter</b>	<b>The student should be able to distinguish the qualities of an interpreter.</b>	<b>2</b>	<b>10.</b>
<b>Written test</b>	<b>Written test</b>	<b>Various written test</b>	<b>The student must answer the test questions.</b>	<b>2</b>	<b>11.</b>
<b>Self-assessment</b>	<b>Lecture and discussion</b>	<b>Interpretation based on transmitted reports</b>	<b>The student should know the meaning of interpretation based on transmitted reports.</b>	<b>2</b>	<b>12.</b>
<b>Classroom questions</b>	<b>Lecture and presentation</b>	<b>Sources of interpretation based on transmitted reports</b>	<b>The student should learn the sources of interpretation based on transmitted knowledge.</b>	<b>2</b>	<b>13.</b>
<b>Self-assessment</b>	<b>Lecture and brainstorming</b>	<b>Rules of interpretation based on transmitted reports</b>	<b>The student should learn the rules of interpretation based on transmitted traditions.</b>	<b>2</b>	<b>14.</b>
<b>Classroom questions</b>	<b>Lecture and discussion</b>	<b>Archaeological interpretation</b>	<b>The student should know</b>	<b>2</b>	<b>15.</b>

			the archaeological interpretation		
<b>Self-assessment</b>	<b>Lecture and presentation</b>	<b>The concept of impact</b>	<b>The student should understand the concept of impact</b>	<b>2</b>	<b>16.</b>
<b>Classroom discussion</b>	<b>Lecture and discussion</b>	<b>Al-Tabari and Ibn Kathir and their approach to interpretation</b>	<b>The student should become familiar with the methodologies of al-Tabari and Ibn Kathir.</b>	<b>2</b>	<b>17.</b>
			<b>School app</b>		<b>18.</b>
					<b>19.</b>
					<b>20.</b>
					<b>21.</b>
					<b>22.</b>
					<b>23.</b>
<b>Classroom questions</b>	<b>Lecture and discussion</b>	<b>Interpretation by opinion and its conditions</b>	<b>The student should be familiar with interpretation by opinion and its conditions.</b>	<b>2</b>	<b>24.</b>
<b>Written test</b>	<b>Written test</b>	<b>Various written test</b>	<b>The student must answer the test questions.</b>	<b>2</b>	<b>25.</b>
<b>Classroom discussion</b>	<b>Lecture and discussion</b>	<b>Modern interpretation, its trends and methods</b>	<b>The student should be familiar with modern methods and trends of interpretation.</b>	<b>2</b>	<b>26.</b>
<b>Classroom questions</b>	<b>Lecture and brainstorming</b>	<b>Examples of modern-day interpreters</b>	<b>The student should learn about models of modern interpretation.</b>	<b>2</b>	<b>27.</b>
<b>Self-assessment</b>	<b>Lecture and presentation</b>	<b>Ibn Ashur</b>	<b>The student should know who Ibn Ashur is.</b>	<b>2</b>	<b>28.</b>

Classroom discussion	Lecture and discussion	Muhammad Rashid Rida	The student should know who Muhammad Rashid is.	2	29.
Classroom questions	Lecture and brainstorming	Al-Qasimi, explaining	The student should know who Al-Qasimi is.	2	30.

### Course evaluation

1-Objective tests

2- Essay tests

3- Oral tests

### Learning and teaching resources

Studies in the Methodologies of Quranic Exegetes	Required textbooks (methodology, if applicable)
Methods of the Commentators	Main references (sources)
1- Interpretation and Interpreters / Muhammad Hussein Al-Dhahabi 2- The Methods of the Commentators / Al-Khalidi	Recommended supporting books and references (scientific journals, reports...)
Comprehensive Library People of Interpretation website	Electronic references, websites

### Course description Grammar

<b>Course Name:</b>
Grammar
<b>Course code:</b>
RGR213
<b>Semester/Year:</b>
Academic year: 2025–2026 AD
<b>Date this description was prepared:</b>
1/10/2025 AD
<b>Available forms of attendance:</b>
Classrooms (in person)
<b>Total number of study hours: Number of units (total)</b>
Number of hours: 48 / Number of units: 72
<b>Name of course coordinator:</b>
1- Name: A.m.d on Hamad Abdulaziz Email: alihayahamd@imamaladham.edu.iq
<b>A Course objectives</b>

<p>that The student learns about Terminology Grammar Incoming in The course</p> <p>The student should be able to differentiate between the prescribed grammatical topics.</p> <p>To memorize the definitions, rules, and conditions in each chapter of the curriculum.</p> <p>To cite linguistic examples of the rules he has studied</p> <p>To acquire the skill of parsing by parsing the examples and evidence that illustrate the grammatical rules in the curriculum.</p>	<b>ACourse objectives</b>
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<b>Teaching and learning strategies:</b>	
<ul style="list-style-type: none"> <li>- Documentation Notes</li> <li>- Summary</li> <li>- Preservation</li> </ul> <p>Maps mentality</p> <ul style="list-style-type: none"> <li>- repetition The divergent</li> </ul>	<b>strategy</b>

**Course structure**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom questions	Lecture and presentation	Source application	The student should know the source and its work.	2	1
Classroom discussion	Lecture and presentation	sequel	The student should extract the source noun.	2	2
Self-assessment	Lecture and brainstorming	The use of the active participle	The student should know the name of the doer and its function.	2	3
Classroom questions	Lecture and discussion	Exclamation	The student should learn about forms of exclamation.	2	4
Written test	Various written test	a test	To answer the test questions	2	5
Classroom questions	Lecture and presentation	Yes and no	To analyze the sentence of invariable verbs	2	6
Classroom discussion	Lecture and presentation	adjective	The student should cite the adjective	2	7
Classroom discussion	Cooperative learning	Continuation of the description	The student should analyze	2	8

			the adjective in detail.		
Classroom discussion	Lecture and presentation	Emphasis	The student should know about emphasis and its types.	<b>2</b>	<b>9</b>
Classroom discussion	brainstorming	Continuation of the emphasis	The student should cite evidence for emphasis.	<b>2</b>	<b>10</b>
Rapid tests	Lecture and presentation	Coordination	The student should know the conjunction of the sequence and its letters.	<b>2</b>	<b>11</b>
Classroom discussion	Lecture and presentation	The appositive	The student should be able to distinguish between style and expression.	<b>2</b>	<b>12</b>
Classroom discussion	Cooperative learning	sequel	The student should explain Principle of Compassion	<b>2</b>	<b>13</b>
Rapid tests	Lecture and presentation	substitute	The student should know about substitution and its types.	<b>2</b>	<b>14</b>
Rapid tests	Lecture and presentation	The call	The student should know the vocative case and the types of those being addressed.	<b>2</b>	<b>15</b>
Classroom discussion	Lecture and presentation	Calling the noun added to the first-person singular pronoun	The student should represent the vocative noun added to the first-person singular pronoun.	<b>2</b>	<b>16</b>
Self-	Interactive learning	Marble	The student	<b>2</b>	<b>17</b>

assessment			should learn the conditions for truncation.		
			<b>School app</b>		<b>18</b>
					<b>19</b>
					<b>20</b>
					<b>21</b>
					<b>22</b>
					<b>23</b>
Rapid tests	Lecture and presentation	SOS	The student should understand the meaning of seeking help.	<b>2</b>	<b>24</b>
Rapid tests	Lecture and presentation	scar	The student should represent the scar	<b>2</b>	<b>25</b>
Classroom discussion	Lecture and presentation	The indeclinable	The student should be able to distinguish between indeclinable nouns.	<b>2</b>	<b>26</b>
Self-assessment	brainstorming	sequel	To represent the reasons for the prohibition of declension	<b>2</b>	<b>27</b>
Classroom discussion	Cooperative learning	number	The student should memorize the rules for formulating numbers	<b>2</b>	<b>28</b>
Classroom discussion	Interactive learning	sequel	The student should rephrase the number in writing.	<b>2</b>	<b>29</b>
Written test	Various written test	Tests	The student should answer the exam question.	<b>2</b>	<b>30</b>
<b>Course evaluation</b>					
<b>1-Tests objectivity.</b>					
<b>2-Tests Article.</b>					
<b>3-Tests oral.</b>					
<b>Learning and teaching resources:</b>					

The book (Ibn Aqil's commentary on Ibn Malik's Alfiyya)	<b>Required textbooks (methodology, if applicable)</b>
to explain Qatar dew/son Hisham Ansari Grammar The loyal one/Abbas Hassan Towards the Arabic Language / Muhammad Asaad Al-Naderi	<b>Main references (sources)</b>
Comprehensive Library - Articles available online about the course topics	<b>Recommended supporting books and references (scientific journals, reports...)</b>
- Explanations of the Alfiyya available online (video) - location network Eloquent	<b>Electronic references, websites</b>

### Course description Hadith and memorization

<b>Course Name</b>	
Hadith and memorization	
<b>Course code</b>	
<b>Semester/Year</b>	
2025/2026	
<b>Date this description was prepared</b>	
1/10/2025	
<b>Available forms of attendance</b>	
Classrooms (in person)	
<b>Number of study hours (total) / Number of units (total)</b>	
60 hours / 90 units	
<b>Name of the course coordinator (if there is more than one, please mention it).</b>	
1- Name: Hatem Taha Ahmed Email: Hatem tah6011a@gmail.com	
<b>Course objectives</b>	
- The student should know the rules of ablution, ritual washing, water, prayer, fasting, zakat, Hajj, Umrah, and sales.	<b>Course objectives</b>
<b>Teaching and learning strategies</b>	
Lecture and presentation Dialogue and discussion Cooperative learning brainstorming	<b>strategy</b>

Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom questions	Lecture - Dialogue and Discussion.	Chapter on Purification	The student should become familiar with Chapter on Purification	2	1
Classroom discussion	Lecture - Dialogue and Discussion.	Water	The student should learn the rules Water	2	2
Daily/monthly test.	Dialogue and discussion	The vessel	The student should learn the rules The vessel	2	3
Daily/monthly test.	Lecture - Dialogue and Discussion.	Memorize the first 5 hadiths	The student should memorize the first 5 hadiths.	2	4
Daily/monthly test.	Lecture - Dialogue and Discussion.	Removal of impurities	Removal of impurities	2	5
Daily/monthly test.	Lecture - Cooperative Learning.	Washing	The student should become familiar with Washing	2	6
Daily/monthly test.	Lecture - Cooperative Learning.	the prayer	The student should learn the rules the prayer	2	7
Daily/monthly test.	Question and Answer	Memorize the second 5 hadiths	Memorize the second 5 hadiths	2	8
Daily/monthly test.	Lecture - Cooperative Learning.	Times	The student should learn about prayer times.	2	9
Daily/monthly test.	Lecture - Cooperative Learning.	Adhan	The student should learn the rules Adhan	2	10
Daily/monthly test.	Lecture - Cooperative Learning.	Description of prayer	The student should become familiar with Description of prayer	2	11

Daily/monthly test.	Lecture - Cooperative Learning.	Zakat	The student should become familiar with Zakat	2	12
Daily test	Lecture - Cooperative Learning	Memorize the third set of 5 hadiths	The student should memorize the third of five hadiths.	2	13
Daily/monthly test.	Dialogue and discussion	Zakat on jewelry	The student should become familiar with Zakat on jewelry	2	14
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Zakat al-Fitr	The student should become familiar with Zakat al-Fitr	2	15
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Fasting	The student should learn the rules Fasting	2	16
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Traveler's Eid al-Fitr Permission	The student should learn about the dispensation for breaking the fast for the traveler.	2	17
				School app	18
					19
					20
					21
					22
					23
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Memorize 5 hadiths (fourth grade)	Memorize 5 hadiths (fourth grade)	2	24
Daily/monthly test.	Dialogue and discussion	What necessitates making up the missed fasts and paying expiation.	What necessitates making up the missed fasts and paying expiation.	2	25
Daily/monthly	Lecture -	Crescent	Crescent	2	26

test.	Brainstorming - Question and Answer	sighting	sighting		
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Umrah	Umrah	2	27
Daily/monthly test.	Dialogue and discussion - Question and answer	Memorize 5 hadiths (fifth grade)	Memorize 5 hadiths (fifth grade)	2	28
Daily/monthly test.	Question and Answer	Condition of sale	Condition of sale	2	29
Final exams	Lecture - Question and Answer	No two sales in one sale	No two sales in one sale	2	30

**Course evaluation**  
Daily, monthly, and term tests are conducted, and the nature of the questions varies.  
Quick exams (Quizzes).  
Activities that the student performs during the semester.  
Assigning students tasks and research projects related to the course.

#### Learning and teaching resources

A'lam al-Anam / by Imam Ibn Hajar	Required textbooks (methodology, if applicable)T)
Sahih al-Bukhari. Sahih Muslim. Sunan al-Tirmidhi/ Ibn Majah/ Al-Nasa'i.	Main references (sources)
The comprehensive library. Scientific Researcher website.	Recommended supporting books and references (scientific journals, reports...)
Electronic references, websites, and electronic information sources such as libraries and specialized electronic programs.	Electronic references, websites

#### Course description Principles of Islamic Jurisprudence

<b>Course Name</b>
Principles of Islamic Jurisprudence
<b>Course code</b>
RJAR324
<b>Semester/Year</b>
Year 2025/2026

<b>Date this description was prepared</b>					
1/10/2025					
<b>Available forms of attendance</b>					
My presence					
<b>Number of study hours (total) / Number of units (total)</b>					
60 hours, 120 units					
<b>Name of the course coordinator (if there is more than one, please mention it).</b>					
1- Name: Abdulrahman Mohammed Abdullah Email: dr.abdulrahmanmohammed@imamaladham.edu.iq					
2- Name Email:					
3- Name: Email:					
<b>Course objectives</b>					
That the student understands and learns the concepts of the principles of jurisprudence To know the terms and the related legal rulings To understand how to use the guide To preserve the evidence in a sequential manner for deriving rulings				<b>Course objectives</b>	
<b>Teaching and learning strategies</b>					
Note-taking Preservation mind map					strategy
<b>Course structure</b>					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom discussion	a lecture	Introduction to the Principles of Islamic Jurisprudence	The student should learn what the science of Islamic jurisprudence (Usul al-Fiqh) is.		1
Classroom discussion	a lecture	Governance and its divisions	To know the ruling and its categories	2	2
Classroom discussion and questions	Lecture and oral exam	Obligatory and recommended	To identify what is obligatory and what is recommended , and to	2	3

			provide examples of each.		
discussion	a lecture	Permissible and disliked	To know what is permissible and what is disliked, and to learn the applications.	2	4
Discussion and questions	a lecture	License and determination	To know the meaning of license and the meaning of determination	2	5
Discussion and questions	Lecture and presentation	Cause and condition	To know what the reason and the condition are with the applications	2	6
classroom discussion	a lecture	Validity and invalidity	To learn the meaning of right and wrong and the applications of that	2	7
Discussion and questions	Lecture and presentation	Evidence for Islamic rulings: The Holy Quran	To learn how to derive rulings from the Quran and act upon them	2	8
Classroom questions	Lecture and presentation	The second proof is the Sunnah, and the third proof is consensus.	The student should learn how to work during the year. And when does it work unanimously?	2	9
discussion	Lecture and presentation	The fourth proof is analogy and preference.	To know the meaning of measurement and how it works Approval and its applications	2	10
Quick	a lecture	The interests	To learn the	2	11

<b>discussion and test</b>		<b>sent</b>	<b>meaning of the interest that is intended to be served</b>		
<b>Discussion and questions</b>	<b>a lecture</b>	<b>Blocking the means</b>	<b>To know the pretext and when to act upon it</b>	<b>2</b>	<b>12</b>
<b>Discussion and questions</b>	<b>a lecture</b>	<b>It was legislated by those before us</b>	<b>The student should understand previous laws and when to apply them.</b>	<b>2</b>	<b>13</b>
<b>Quick discussion and test</b>	<b>Lecture and presentation</b>	<b>The saying of the companion</b>	<b>To learn when to act on words</b>	<b>2</b>	<b>14</b>
<b>Discussion and questions</b>	<b>a lecture</b>	<b>Presumption of continuity</b>	<b>To understand the principle of continuity and some of its applications</b>	<b>2</b>	<b>15</b>
<b>Discussion and questions</b>	<b>a lecture</b>	<b>private</b>	<b>To know the private and the power of taking it</b>	<b>2</b>	<b>16</b>
<b>discussion</b>	<b>a lecture</b>	<b>Year</b>	<b>To learn the meaning of the year and some of its applications</b>	<b>2</b>	<b>17</b>
<b>Classroom discussion and test</b>	<b>a lecture</b>	<b>absolute</b>	<b>To know the absolute and what its applications are</b>	<b>2</b>	<b>18</b>
				<b>School app</b>	<b>19</b>
				<b>School app</b>	<b>20</b>
				<b>School app</b>	<b>21</b>
				<b>School app</b>	<b>22</b>
				<b>School app</b>	<b>23</b>
				<b>School</b>	<b>24</b>

				app	
discussion	a lecture	The restricted		2	25
Quick discussion and test	a lecture	The matter		2	26
discussion	a lecture	Prohibition		2	27
Quick discussion and test	a lecture	General and its allocation		2	28
	a lecture	Tests		2	29
	a lecture	Quick review		2	30
<b>Course evaluation</b>					
<b>Objective tests</b>					
<b>oral tests</b>					
<b>Learning and teaching resources</b>					
<b>A Concise Guide to the Principles of Islamic Jurisprudence</b>			<b>Required textbooks (methodology, if applicable)</b>		
<b>Clear in the Principles of Jurisprudence</b>			<b>Main references (sources)</b>		
<b>Fundamental rules</b>					
<b>Reports and articles related to the course</b>			<b>Recommended supporting books and references (scientific journals, reports...)</b>		
<b>Comprehensive library and web-based websites</b>			<b>Electronic references, websites</b>		

### Course description Modern Methods

<b>Course Name</b>
<b>Modern Methods</b>
<b>Course code</b>
<b>RMM320</b>
<b>Semester/Year</b>
<b>2025/2026</b>
<b>Date this description was prepared</b>
<b>1/10/2025</b>
<b>Available forms of attendance</b>
<b>Classrooms (in person)</b>
<b>Number of study hours (total) / Number of units (total)</b>
<b>60 hours/120 units</b>
<b>Name of the course coordinator (if there is more than one, please mention it).</b>
<b>1- Name: Prof. Dr. Omar Ali Taha</b>
<b>Email: dr.omarali2@imamaladham.edu.iq</b>

<b>Course objectives</b>	
<p>The student should know the prominent figures of the hadith scholars and their methodologies. The student should know and research the men of Hadith and their methods in narrating Hadith.</p>	Course objectives
<b>Teaching and learning strategies</b>	
<p>Taking notes. Summary. Preservation. Mind maps.</p>	strategy
<b>Course structure</b>	

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Daily/monthly test.	Lecture - Dialogue and Discussion.	Imam Malik ibn Anas: His lineage / The Hijaz school / His narration.	The student should learn about Imam Malik ibn Anas, his lineage/narrations	2	1
Daily/monthly test.	Lecture - Dialogue and Discussion.	Imam Malik ibn Anas's approach to jurisprudence and independent reasoning / His approach to narration	The student should become familiar with Imam Malik's approach to jurisprudence and hadith transmission.	2	2
Daily/monthly test.	Dialogue and discussion	The praise of the imams for him / Malik's pride in his knowledge / his fairness to scholars and his asceticism.	The student should memorize the scholars' statements about Imam Malik, praising and being fair to him.	2	3
Daily/monthly test.	Lecture - Dialogue and Discussion.	His morals, character, and death	The student should learn about his morals, character, and death.	2	4
Daily/monthly test.	Lecture - Dialogue and	Imam Malik's Muwatta / The Imam's	The student should become	2	5

	<b>Discussion.</b>	<b>Exaggeration and Precision in the Muwatta</b>	<b>familiar with Al-Muwatta and the Imam's rigorous investigation into it.</b>		
<b>Daily/monthly test.</b>	<b>Lecture - Cooperative Learning.</b>	<b>The men of Al-Muwatta, its narrators and its narrations</b>	<b>To become acquainted with the men of Al-Muwatta, its narrators, and its narrations</b>	<b>2</b>	<b>6</b>
<b>Daily/monthly test.</b>	<b>Lecture - Cooperative Learning.</b>	<b>Number of Hadiths in Al-Muwatta / Grade of Hadiths / and Abridgments</b>	<b>To learn about the number of hadiths in Al-Muwatta, its classification, and its abridgments</b>	<b>2</b>	<b>7</b>
<b>Daily/monthly test.</b>	<b>Question and Answer</b>	<b>Imam Ahmad ibn Hanbal: His lineage, upbringing, travels, teachers, and students</b>	<b>To learn about Imam Ahmad in terms of his lineage, upbringing, travels, teachers, and students</b>	<b>2</b>	<b>8</b>
<b>Daily/monthly test.</b>	<b>Lecture - Cooperative Learning.</b>	<b>His physical and moral qualities / His knowledge and the praise of scholars for him / His approach to narration</b>	<b>To recognize The student is judged based on his moral and ethical qualities, his knowledge, the praise he receives from scholars, and his approach to narration.</b>	<b>2</b>	<b>9</b>
<b>Daily/monthly test.</b>	<b>Lecture - Cooperative Learning.</b>	<b>The ordeal of the Imam / His death / His writings / His Musnad</b>	<b>The student should learn about the Imam's ordeal, his death, his writings, and his collection of hadiths.</b>	<b>2</b>	<b>10</b>
<b>Daily/monthly test.</b>	<b>Lecture - Cooperative Learning.</b>	<b>Description and classification of its hadiths / Number of hadiths in the Musnad / Its men / Its narrators</b>	<b>The student should be able to identify the description, grade, number, and narrators of</b>	<b>2</b>	<b>11</b>

			hadiths.		
Daily/monthly test.	Lecture - Cooperative Learning.	The degree of authenticity of the hadiths in Musnad/its abridgment/and its commentaries/Examples from Musnad	The student should become familiar with the classification of hadiths in Musnad al-Ahadith, its abridgments, commentaries, and examples thereof.	2	12
Daily/monthly test.	Lecture - Cooperative Learning.	Imam al-Bukhari: His lineage, birth and upbringing, his travels, his trials, and his teachers.	The student should learn about Imam al-Bukhari, his governorship, upbringing, travels, trials, and teachers.	2	13
Daily/monthly test.	Dialogue and discussion	Those who narrated from him/ His memorization and the praise of scholars for him/ His moral and ethical qualities	The student should memorize his narrators, his memorization, the scholars' praise of him, and his moral and ethical qualities.	2	14
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	The Sahih Collection	The student should become familiar with the authentic hadith collection.	2	15
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Al-Bukhari's condition for the Sahih / Al-Bukhari is a memorizer and jurist	The student should learn, memorize, and understand the conditions of the Imam.	2	16
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Al-Bukhari's translations / Repetition, fragmentation, and abbreviation of hadiths	The student should become familiar with the biographies of al-Bukhari, the repetition of his hadiths, his divisions, and his abridgments.	2	17
Daily/monthly	Lecture -	The suspended hadiths /	The student	2	18

test.	Brainstorming - Question and Answer	What he narrated in the form of a weak hadith / And its benefits	should become familiar with suspended hadiths, what was reported in the form of a nursing hadith, and its benefits.		
Daily/monthly test.	Dialogue and discussion	Al-Bukhari's Triads / Hadiths Criticized by Him	The student should become familiar with the three-part chains of transmission in Bukhari and the hadiths criticized in it.	2	19
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Those who criticized them from among the men of Bukhari	The student should learn about those men of Bukhari who were criticized.	2	20
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Examples of critical men and the response to that	The student should memorize examples of critical men and the responses to them.	2	21
Daily/monthly test.	Dialogue and discussion	Examples of criticized hadiths / Number of authentic hadiths	The student should be able to identify examples of criticized hadiths and their number.	2	22
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Commentaries on Sahih al-Bukhari/and its abridgments/other books/examples from Sahih al-Bukhari	The student should become familiar with the commentaries, abridgments, and examples of the Jami'.	2	23
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Imam al-Tirmidhi: His lineage, upbringing, and travels	The student should learn about Imam al-Tirmidhi, his lineage, upbringing, and travels.	2	24
Daily/monthly test.	Dialogue and discussion	His teachers/students	The student should get to	2	25

			know his teachers and students.		
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	His memorization and the praise of the imams for him/and his writings	The student should become familiar with his memorization, the scholars' praise of him, and his writings.	2	26
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Characteristics of Jami' al-Tirmidhi	The student should become familiar with the characteristics of Jami' al-Tirmidhi.	2	27
Daily/monthly test.	Dialogue and discussion - Question and answer	Hadith of the three Tirmidhi	The student should become familiar withThe three-part Tirmidhi	2	28
Daily/monthly test.	Question and Answer	Al-Tirmidhi said: This is a good and strange hadith.	The student should become familiar withHis statement is a good and strange hadith.	2	29
Daily/monthly test.	Dialogue and discussion	Criticisms of the Jami'/ its commentaries/ and examples thereof	The student should become familiar withWhat was criticized about his collection, his explanations, and examples from it	2	30

**Course evaluation**

Daily, monthly, and term tests are conducted, and the nature of the questions varies.

Quick exams (Quizzes).

Activities that the student performs during the semester.

Assigning students tasks and research projects related to the course.

**Learning and teaching resources**

Studies in the science of Hadith and the methodologies of Hadith scholars.

Required textbooks (methodology, if applicable)

The book "Methodologies of the Hadith Scholars" by Dr. Muhammad bin Ahmad bin Tabar.	Main references (sources)
The comprehensive library. Scientific Researcher website.	Recommended supporting books and references (scientific journals, reports...)
Electronic references, websites, and electronic information sources such as libraries and specialized electronic programs.	Electronic references, websites

### Course descriptionIslamic philosophy

<b>Name of headquartersR</b>	
Islamic philosophy	
<b>Course code</b>	
RIPH414	
<b>Semester/Year</b>	
2025/2026	
<b>Date this description was prepared</b>	
1/10/2025	
<b>Available forms of attendance</b>	
Classrooms (in person)	
<b>Number of study hours (total) / Number of units (total)</b>	
30 hours / 60 units	
<b>Name of the course coordinator (if there is more than one, please mention it).</b>	
1- Name: Omar Jassim Mohammed Email:jmr6993@gmail.com 2- Name Email: 3- Name: Email:	
<b>Course objectives</b>	
Teaching students how to analyze ideas and distinguish between fact and opinion, while developing their dialogue skills and respect for others' opinions.	<b>Course objectives</b>
<b>Teaching and learning strategies</b>	
Taking notes. Summary. Preservation. Mind maps.	<b>strategy</b>

<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Daily/monthly test.	Lecture - Dialogue and Discussion.	Definition of philosophy and its subject matter	A statement of the meaning and importance of philosophy	1	1
Daily/monthly test.	Lecture - Dialogue and Discussion.	Departments of Arabic Islamic Philosophy	Statement on the role of philosophy in Islam	1	2
Daily/monthly test.	Dialogue and discussion	Islamic cultural renaissance	How civilization develops and grows	1	3
Daily/monthly test.	Lecture - Dialogue and Discussion.	Intellectual influences	The role of thought in Islamic philosophy	1	4
Daily/monthly test.	Lecture - Dialogue and Discussion.	Western Observer	A statement of Western philosophy and its development	1	5
Daily/monthly test.	Lecture - Cooperative Learning.	Characteristics of Philosophy	What were the distinguishing features of philosophy?	1	6
Daily/monthly test.	Lecture - Cooperative Learning.	Ethical guide	Is the world flawed?	1	7
Daily/monthly test.	Question and Answer	Al-Farabi	Who is he, what are his achievements, and what is his life story?	1	8
Daily/monthly test.	Lecture - Cooperative Learning.	Divine world	Mention of divine teachings	1	9
Daily/monthly test.	Lecture - Cooperative Learning.	The ideal city	Mention its features and subject matter	1	10
Daily/monthly test.	Lecture - Cooperative Learning.	Ibn Sina	His life, upbringing, and achievements	1	11
Daily/monthly	Lecture -	The concept of	Studying the	1	12

test.	Cooperative Learning.	self	psyche and understanding its contents		
Daily/monthly test.	Lecture - Cooperative Learning.	Attributes of the Necessary Existent	Mentioning the attribute of oneness and the knowledge of God as one	1	13
Daily/monthly test.	Dialogue and discussion	Brethren of Purity	Statement of the origin of this group and its founders	1	14
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	social perceptions	The role of work and communication in strengthening social relationships	1	15
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	The idea of evolution	Statement of the pillars that precede evolution	1	16
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Ibn Rushd	His life and achievements	1	17
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Wisdom and Law	How to reconcile that	1	18
Daily/monthly test.	Dialogue and discussion	Causality	Statement of the divine order of the universe	1	19
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Ibn Khaldun	A statement of his life and achievements	1	20
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Human civilization	Statement of types of urban development	1	21
Daily/monthly test.	Dialogue and discussion	Factors affecting urban development	Statement of economic and natural factors	1	22
Daily/monthly test.	Lecture - Brainstorming	Psychological and social	The role of psychological	1	23

	- Question and Answer	factors	factors in building society		
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Bedouin and urban architecture	Mention the difference between them, along with an explanation of their living conditions.	1	24
Daily/monthly test.	Dialogue and discussion	Theory of Philosophy and Law	Examining the sciences of philosophy in Islamic law	1	25
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Unity of Truth	A person must abandon imitation.	1	26
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Generations according to Ibn Khaldun	Ibn Khaldun's view on the impact of generations on the formation of the state	1	27
Daily/monthly test.	Dialogue and discussion - Question and answer	First generation	How to check and choose the king from him	1	28
Daily/monthly test.	Question and Answer	The development of contentment and the question	How to convince the head of state of his work	1	29
<b>Final exams</b>				<b>1</b>	<b>30</b>
<b>Course evaluation</b> Daily, monthly, and term tests are conducted, and the nature of the questions varies. Quick exams (Quizzes). Activities that the student performs during the semester. Assigning students tasks and research projects related to the course.					
<b>Learning and teaching resources</b>					
Islamic philosophy			Required textbooks (methodology, if applicable)		

Islamic philosophy Contemporary Philosophy Modern Philosophy	Main references (sources)
The comprehensive library. Scientific Researcher website	Recommended supporting books and references (scientific journals, reports...)
Electronic references, websites, and electronic information sources such as libraries and specialized electronic programs.	Electronic references, websites

### Course description Memorizing the Quran

<b>Course Name:</b>					
Memorizing the Holy Quran					
<b>Course code:</b>					
EAQM202					
<b>Semester/Year:</b>					
Academic year: 2025–2026 AD					
<b>Date this description was prepared:</b>					
1/10/2025 AD					
<b>Available forms of attendance:</b>					
Classrooms (in person)					
<b>Total number of study hours: Number of units (total)</b>					
Number of hours: 24 / Number of units: 24					
<b>Name of course coordinator:</b>					
1- Name: A.m.d on Hamad Abdulaziz Email: alihayahamd@imamaladham.edu.iq					
<b>ACourse objectives</b>					
Memorizing the fourth part of the Holy Quran perfectly that The student recites the Quranic verses–Part Four - When Asking To master the correct reading of Part Four				<b>ACourse objectives</b>	
<b>Teaching and learning strategies:</b>					
- Preservation - repetition The divergent -Review				strategy	
<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning</b>	<b>Hours</b>	<b>Week</b>

			<b>outcomes</b>		
Classroom questions	Lecture and Questions	Page 1 of the part	The student should memorize	<b>1</b>	<b>1</b>
Rapid tests	Lecture and Questions	Page 2 of the part	The student should memorize	<b>1</b>	<b>2</b>
Self-assessment	Lecture and Questions	Page 3 of the part	The student should memorize	<b>1</b>	<b>3</b>
Classroom questions	Lecture and Questions	Page 4 of the part	The student should memorize	<b>1</b>	<b>4</b>
Written test	Lecture and Questions	Page 5 of the part	The student should memorize	<b>1</b>	<b>5</b>
Classroom questions	Lecture and Questions	Page 6 of the part	The student should memorize	<b>1</b>	<b>6</b>
Rapid tests	Lecture and Questions	Page 7 of the part	The student should memorize	<b>1</b>	<b>7</b>
Rapid tests	Lecture and Questions	Page 8 of the part	The student should memorize	<b>1</b>	<b>8</b>
Rapid tests	Lecture and Questions	Page 9 of the part	The student should memorize	<b>1</b>	<b>9</b>
Rapid tests	Lecture and Questions	Page 10 of the part	The student should memorize	<b>1</b>	<b>10</b>
Rapid tests	Questions	5-page review	To become familiar with the format of the test questions	<b>1</b>	<b>11</b>
Rapid tests	Questions	5-page review	To become familiar with the format of the test questions	<b>1</b>	<b>12</b>
Tests Fast	Questions are asked orally.	Monthly test	To answer the questions	<b>1</b>	<b>13</b>
Rapid tests	Lecture and Questions	Page 11 of the part	The student should memorize	<b>1</b>	<b>14</b>
Rapid tests	Lecture and Questions	Page 12 of the part	The student should memorize	<b>1</b>	<b>15</b>

Rapid tests	Lecture and Questions	Page 13 of the part	The student should memorize	1	16
Rapid tests	Lecture and Questions	Page 14 of the part	The student should memorize	1	17
					18
					19
					20
					21
					22
					23
Rapid tests	Lecture and Questions	Page 15 of the part	The student should memorize	1	24
Rapid tests	Lecture and Questions	Page 16 of the part	The student should memorize	1	25
Rapid tests	Lecture and Questions	Page 17 of the part	The student should memorize	1	26
Self-assessment	Lecture and Questions	Page 18 of the part	The student should memorize	1	27
Rapid tests	Lecture and Questions	Page 19 of the part	The student should memorize	1	28
Rapid tests	Lecture and Questions	Page 20 of the part	The student should memorize	1	29
oral test	oral test	Second semester test		1	30

### Course evaluation

#### 1-Tests oral.

#### Learning and teaching resources:

Koran	<b>Required textbooks (methodology, if applicable)</b>
	<b>Main references (sources)</b>
-	<b>Recommended supporting books and references (scientific journals, reports...)</b>
- Websites of skilled Quran reciters on YouTube (listen)	<b>Electronic references, websites</b>

### Course description Doctrine

<b>Course Name:</b>					
Doctrine					
<b>Course code:</b>					
RDO314					
<b>Semester/Year</b>					
2025-2026					
<b>Date this description was prepared</b>					
1/10/2025					
<b>Available forms of attendance</b>					
Classrooms (in person)					
<b>Number of study hours (total) / Number of units (total)</b>					
60 hours					
<b>Name of the course coordinator (if there is more than one, please mention it).</b>					
1- Name: M.M. Ibrahim Shather Hamad Shehab					
<a href="mailto:sajibrahem28@gmail.com">sajibrahem28@gmail.com</a>					
To instill the fundamentals of faith in the student through proof of prophethood. Methods of proving prophethood through reason and tradition. A discussion with those who deny prophethood. A statement of humanity's need for prophethood.				Course objectives	
<b>Teaching and learning strategies</b>					
The lecture (delivery). Dialogue and discussion. Concept map. Collaborative learning. Brainstorming. Summary.				strategy	
<b>Course structure</b>					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom interaction tests	Lecture, Question and Answer	People's need for prophecy	Belief in prophethood, explaining the methods of proving it, and refuting those who deny it.	2	
Classroom	Lecture,	Discussion of those who	=	2	

interaction tests	Question and Answer	deny prophethood			
Classroom interaction tests	Lecture, dialogue, and discussion	Introducing the Prophet and Messenger	=	2	
Classroom interaction tests	Lecture, dialogue, and discussion	Methods of proving prophethood	=	2	
Classroom interaction tests	Lecture, questioning, and concept map	mankindProphets	=	2	
Classroom interaction tests	Lecture, dialogue, discussion, and concept map	The obligation to believe in the prophets and messengers	=	2	
Classroom interaction tests	Lecture	characteristicsProphetsAnd the messengers	=	2	
Classroom interaction tests	Question and Answer	Infallibility	=	2	
Classroom interaction tests	Lecture	Notification–shrewdness	=	2	
Classroom interaction tests	Question and Answer	Masculinity–Safety from defects	=	2	
Classroom interaction tests	Lecture	Revelation: Definition and Types	=	2	
Classroom interaction tests	Dialogue and discussion.	How revelation came down	=	2	
Classroom interaction tests	Dialogue and discussion	Doubts about revelation	=	2	
Classroom interaction tests	Dialogue and discussion	Continuation and review	=	2	
Various questions	Written exam	Term examthe first		2	
Classroom discussion	Interactive learning	Definition of a miracle	=	2	
Self-assessment	brainstorming	The ruling on believing in miracles	=	2	
			<b>School app</b>	2	
				2	

Classroom discussion	Interactive learning	Conditions for a miracle	=	2	
Self-assessment	brainstorming	Proof of the prophethood of our Prophet Muhammad, peace and blessings be upon him	=		
Classroom interaction tests	Concept map	Miracles of the Prophet Muhammad (peace be upon him)	=	2	
Classroom interaction tests	Lecture	The miraculous nature of the Quran	=	2	
Classroom interaction tests	Dialogue and discussion.	Other evidence of the prophethood of our Prophet Muhammad, peace and blessings be upon him	=	2	
Classroom interaction tests	Lecture	The intercession of the Prophet, peace and blessings be upon him	=	2	

#### **Course evaluation**

**a job Tests Daily And a quarterly method Miscellaneous questions. assignment student By working My research It relates to the material The course.**

#### **Learning and teaching resources**

<b>Doctrine Islamic And its doctrines, For the doctor.Qahtan League</b>	<b>Required textbooks (methodology, if applicable)</b>
<b>The Foundations of Islamic Religion / Dr. Qahtan Al-Douri–Dr. Rushdi Alian. Messengers and Messages / Omar Suleiman Al-Ashqar.</b>	<b>Main references (sources)</b>
<b>Library Comprehensive, and library heritage.</b>	<b>Recommended supporting books and references (scientific journals, reports...)</b>
<b>the reviewer Electronic, Sites The internet, such as the Islamic Knowledge Network, and the Noor Electronic Library.</b>	<b>Electronic references, websites</b>

## Course description Viewing and applying

<b>Course Name</b>					
Viewing and applying					
<b>Course code</b>					
EAOP407					
<b>Semester/Year</b>					
2025/2026 AD					
<b>Date this description was prepared</b>					
1/10/2025					
<b>Available forms of attendance</b>					
Classrooms (in person)					
<b>Number of study hours (total) / Number of units (total)</b>					
120 hours / 120 units.					
<b>Name of the course coordinator (if there is more than one, please mention it).</b>					
1- Name: Abdul Aziz Muhammad Muhsin Email: abdalazizmo@imamaladham.edu.iq					
<b>Course objectives</b>					
<p>1- The student should become familiar with the ethics and etiquette of the teaching profession.</p> <p>2- The student must master the practical performance in teaching.</p> <p>3- The student should master drawing the daily and annual plan.</p> <p>3- The student should be proficient in formulating classroom tests.</p> <p>4- That the student acquires classroom skills.</p>				<b>Course objectives</b>	
<b>Teaching and learning strategies</b>					
<p>Taking notes.</p> <p>Summary.</p> <p>Preservation.</p> <p>Mind maps.</p>				strategy	
<b>Course structure</b>					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
classroom discussion	Lecture - Dialogue and Discussion.	Ethics and manners of the teaching profession and the qualities of a teacher/educator	The student should learn about the ethics and etiquette of the teaching profession and the qualities of a teacher and	4	1

			educator.		
Daily tests	Lecture - Dialogue and Discussion.	The concept of classroom observation	The student should become familiar with the concept of classroom observation.	4	2
Daily/monthly test.	Lecture - Dialogue and Discussion.	Principles and etiquette of classroom observation	The student should learn the basics and etiquette of classroom observation.	4	3
Daily/monthly test.	Lecture - Dialogue and Discussion.	Preparation and setup stages for the classroom observation process	The student should be familiar with the stages of preparation and readiness for the classroom observation process.	4	4
Daily/monthly test.	Lecture - Cooperative Learning.	The concept of practical application	The student should become familiar with the concept of practical application.	4	5
Daily/monthly test.	Lecture - Cooperative Learning.	Preparation stages for practical application	The student should learn about the stages of preparation for practical application.	4	6
Daily/monthly test.	Lecture - Cooperative Learning.	Objectives of evaluating the practical application of the student trainee	The student should become familiar with Objectives of evaluating the practical application of the student trainee	4	7
Daily/monthly	Lecture -	Teaching	The student	4	8

test.	Cooperative Learning.	planning	should learn about lesson planning.		
Daily/monthly test.	Lecture - Cooperative Learning.	Behavioral and procedural objectives	The student should be able to identify behavioral and procedural objectives.	4	9
Daily/monthly test.	Lecture - Cooperative Learning.	Areas of behavioral objectives	The student should become familiar with the areas of behavioral objectives.	4	10
Daily/monthly test.	Lecture - Cooperative Learning.	Planning Departments	The student should become familiar with the planning sections.	4	11
Daily/monthly test.	Lecture - Cooperative Learning.	Quarterly plan and daily plan	The student should master the formulation of the semester plan and the daily plan.	4	12
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	A model lesson in explaining the noble Prophetic Hadith using the method of (text analysis) - the teaching skills needed by the student practitioner	The student should master the practice of a model lesson in explaining the noble Prophetic Hadith using the (text analysis) method - the teaching skills needed by the student practitioner	4	13
Daily/monthly test.	Lecture - Brainstorming - Question and Answer	Content analysis skills and presentation skills	The student should learn content analysis and	4	14

			<b>presentation skills.</b>		
<b>Tests</b>	<b>Question and Answer</b>	<b>The skill of silence and the skill of reinforcement</b>	<b>The student should learn the skills of silence and reinforcement.</b>	<b>4</b>	<b>15</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>The skill of considering individual differences</b>	<b>The student should master the skill of taking individual differences into account.</b>	<b>4</b>	<b>16</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>classroom management skills</b>	<b>The student should master classroom management skills.</b>	<b>4</b>	<b>17</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Closing skill</b>	<b>The student should master the skill of closing</b>	<b>4</b>	<b>18</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Evaluation skill</b>	<b>The student should master the skill of evaluation.</b>	<b>4</b>	<b>19</b>
<b>Tests</b>	<b>Question and Answer</b>	<b>Calendar and its importance</b>	<b>The student should learn about the calendar and its importance.</b>	<b>4</b>	<b>20</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Calendar sections</b>	<b>The student should become familiar with the sections of the assessment.</b>	<b>4</b>	<b>21</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Assessment areas</b>	<b>Assessment areas</b>	<b>4</b>	<b>22</b>
<b>Daily/monthly test.</b>	<b>Question and Answer</b>		<b>Evaluation and feedback</b>	<b>4</b>	<b>23</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Objective tests</b>	<b>The student should be proficient in formulating</b>	<b>4</b>	<b>24</b>

			<b>objective tests.</b>		
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Testing requirements, administration, and grading</b>	<b>The student should familiarize themselves with the test, its administration, and its grading.</b>	<b>4</b>	<b>25</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Test release requirements</b>	<b>The student should familiarize themselves with the requirements for issuing the exam.</b>	<b>4</b>	<b>26</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Test application requirements</b>	<b>The student should familiarize themselves with the test application requirements.</b>	<b>4</b>	<b>27</b>
<b>Daily/monthly test.</b>	<b>Lecture - Brainstorming - Question and Answer</b>	<b>Test correction</b>	<b>The student should be familiar with the test correction process.</b>	<b>4</b>	<b>28</b>
<b>classroom discussion</b>	<b>Question and Answer</b>		<b>Evaluation and feedback</b>	<b>4</b>	<b>29</b>
	<b>Question and Answer</b>		<b>Evaluation and feedback</b>	<b>4</b>	<b>30</b>
<b>Course evaluation</b>					
Daily, monthly, and term tests are conducted, and the nature of the questions varies.					
Quick exams (Quizzes).					
Activities that the student performs during the semester.					
Assigning students tasks and research projects related to the course.					
<b>Learning and teaching resources</b>					
<b>Curricula and teaching methods by (Muhammad Al-Sayed Ali). Active learning by (Jawdat Saadeh). Teaching Strategies in the 21st Century by (Zouqan Obeidat).</b>			<b>Required textbooks (methodology, if applicable)</b>		

Curriculum planning and development by (Mohammed Al-Sayed Ali). Teaching Strategies in the 21st Century by (Zouqan Obeidat).	Main references (sources)
Scientific Researcher website. The comprehensive library.	Recommended supporting books and references (scientific journals, reports...)
Electronic references, websites, and electronic information sources such as libraries and specialized electronic programs.	Electronic references, websites

### Course description Hadith authentication

<b>Course Name:</b>					
Hadith and chains of transmission					
<b>Course code:</b>					
RHS223					
<b>Semester/Year:</b>					
Academic year: 2025–2026 AD					
<b>Date this description was prepared:</b>					
1/10/2025 AD					
<b>Available forms of attendance:</b>					
Classrooms (in person)					
<b>Total number of study hours: Number of units (total)</b>					
Number of hours: 60 / Number of units: 120					
<b>Name of course coordinator:</b>					
1- Name: A.m.d Mustafa Aboud Mustafa Email: mustafaaboud@imamaladham.edu.iq					
<b>ACourse objectives</b>					
The material aims to instill the concept of Hadith in the student. The student's ability to distinguish between authentic and weak hadiths. Understanding the statements and texts of scholars when describing a hadith with one of the descriptions of a hadith, such as defective, anomalous, and the like.				<b>ACourse objectives</b>	
<b>Teaching and learning strategies:</b>					
- The material was explained in detail. - Review. - Classroom activity.				<b>strategy</b>	
<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning</b>	<b>Hours</b>	<b>Week</b>

			<b>outcomes</b>		
Classroom questions	Lecture and Questions	Introduction to the material	Explanation of the topic	<b>2</b>	<b>1</b>
Rapid tests	Lecture and Questions	The emergence of the science of derivation	Explanation of the topic	2	<b>2</b>
Self-assessment	Lecture and Questions	Definition of the science of hadith transmission, linguistically and technically	Explanation of the topic	2	<b>3</b>
Classroom questions	Lecture and Questions	The relationship between graduation and the study of chains of transmission	Explanation of the topic	2	<b>4</b>
Written test	Lecture and Questions	Director's jobs	Explanation of the topic	2	<b>5</b>
Classroom questions	Lecture and Questions	The appropriate formula for attribution	Explanation of the topic	2	<b>6</b>
Classroom questions	Lecture and Questions	Order of sources of graduation	Explanation of the topic	2	<b>7</b>
Classroom questions	Lecture and Questions	The section on the authentication of defective hadiths	Explanation of the topic	2	<b>8</b>
Classroom questions	Lecture and Questions	Roads and orbits are identified	Explanation of the topic	2	<b>9</b>
Classroom questions	Lecture and Questions	Gathering and separating the paths	Explanation of the topic	2	<b>10</b>
Classroom questions	Questions	Statement of the narrator's difference	Explanation of the topic	2	<b>11</b>
Classroom questions	Questions	Graduation methods	Explanation of the topic	2	<b>12</b>
Classroom questions	Questions are asked orally.	The first method	Explanation of the topic	2	<b>13</b>
Classroom questions	Lecture and Questions	The second method	Explanation of the topic	2	<b>14</b>

Written test	Lecture and Questions	The third method	Explanation of the topic	2	15
Classroom questions	Lecture and Questions	The fourth method	Explanation of the topic	2	16
Classroom questions	Lecture and Questions	The fifth method	Explanation of the topic	2	17
Classroom questions	Questions are asked orally.	The sixth method	Explanation of the topic	2	18
					19
				2	20
				2	21
				2	22
				2	23
				2	24
Classroom questions	Lecture and Questions		Explanation of the topic	2	25
Classroom questions	Lecture and Questions	Definition of attribution and its importance	Explanation of the topic	2	26
Self-assessment	Lecture and Questions	Bond connection	Explanation of the topic	2	27
Classroom questions	Lecture and Questions	Safety from abnormality and illness	Explanation of the topic	2	28
Classroom questions	Lecture and Questions	Verifying the narrator's integrity and reliability + Scholars' opinions on the narrator	Explanation of the topic	2	29
Written test	Written test	Second semester test	Explanation of the topic	2	30

### Course evaluation

#### 1-Tests oral.

#### Learning and teaching resources:

Hadith transmission by Abdulaziz Al-Shaya. 2- A study of the chains of transmission by Abdulaziz Al-Shaya.	<b>Required textbooks (methodology, if applicable)</b>
The Science of Hadith by Ibn al-Salah. Al-Suyuti's training of the narrator. A study of the chains of transmission by Muhammad Al-Uthaim.	<b>Main references (sources)</b>
1- sciences Hadith Ibn Righteousness.	<b>Recommended supporting books and references (scientific journals, reports...)</b>

The website of the Prophet's sayings. The comprehensive library.	<b>Electronic references, websites</b>
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### Course descriptionman-made religions

<b>Course Name</b>					
man-made religions					
<b>Course code</b>					
RHH319					
<b>Semester/Year</b>					
2025-2026					
<b>Date this description was prepared</b>					
1/10/2025					
<b>Available forms of attendance</b>					
My presence					
<b>Number of study hours (total) / Number of units (total)</b>					
60 hours					
<b>Name of the course coordinator (if there is more than one, please mention it).</b>					
1- Name: M.M. Nihaya Khaled Daoud nha202073@gmail.com					
save Evidence Preservation right with interest With evidence mentality, that that mind The explicit no Disagree Transportation Correct. And after Completion The course Expected that He is student He has ability on: familiarity All the difference Islamic And most important Schools of thought. knowledge The motivator The real behind appearance This is amazing the difference And the doctrines And from then caution From it. Find skill Dialogue with The other. Find skill The debate The controversy With wisdom And the sermon good deed.				Course objectives	
<b>Teaching and learning strategies</b>					
Lecture (delivery) Dialogue and discussion Concept map. Collaborative learning. brainstorming				strategy	
<b>Course structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom interaction	Lecture, Question and Answer	The cultural and religious	Chapter One	2	

tests		landscape of the Sumerians			
Classroom interaction tests	Lecture, Question and Answer	The influence of the Akkadians and Babylonians on the religious structure	=	2	
Classroom interaction tests	Lecture, dialogue, and discussion	Assyrians and the official state religion	=	2	
Classroom interaction tests	Lecture, dialogue, and discussion	Contact with ancient neighboring religions	=	2	
Classroom interaction tests	Lecture, questioning, and concept map	The shift from pluralism to partial unification	=	2	
Classroom interaction tests	Lecture, dialogue, discussion, and concept map	Chapter questions and answers	=	2	
Classroom interaction tests	Lecture	Marduk, Ishtar, and Anu	Chapter Two	2	
Classroom interaction tests	Question and Answer	creation mythology and the flood	=	2	
Classroom interaction tests	Lecture	Myths of the gods and their relationship to life	=	2	
Classroom interaction tests	Question and Answer.	The idea of a protector god and holy cities	=	2	
Classroom interaction tests	Lecture	The influence of myth on social guidance	=	2	
Classroom interaction tests	Dialogue and discussion.	Chapter questions and answers	=	2	
	=	review		2	
		review		2	
Classroom interaction tests	Dialogue and discussion.	The Epic of Gilgamesh	Chapter Three	2	
Classroom	Concept map	Creation texts	=	2	

interaction tests					
Classroom interaction tests	Lecture	oral traditions	=	2	
Classroom interaction tests	Dialogue and discussion.	Clay inscriptions and the preservation of beliefs	=	2	
Classroom interaction tests	Dialogue and discussion	The impact of texts on world heritage		2	
Classroom interaction tests	Lecture	Questions for Chapter Three	=	2	
Classroom interaction tests	Question and Answer	Burial and resurrection rituals	Chapter Four	2	
Classroom interaction tests	Lecture	Agricultural holidays	=	2	
Classroom interaction tests	Question and answer and concept map	Purification rituals and temple cleansing	=	2	
Classroom interaction tests	Question and Answer.	Temple and priest	=	2	
Classroom interaction tests	Lecture	The role of women in rituals	=	2	
Classroom interaction tests	Dialogue and discussion.	Influence on Jewish beliefs	Chapter Five	2	
Classroom interaction tests	Concept map	Religious concepts	=	2	
Classroom interaction tests	Lecture	Preservation of the Mesopotamian heritage	=	2	
Classroom interaction tests	Dialogue and discussion.	review		2	
Classroom interaction	Lecture	review		2	

tests					
<b>Course evaluation</b>					
1- procedure Tests Daily and monthly And the quarter They vary In it nature Questions.					
2- Exams Fast(Quizzes)					
3- Activities that He does In it student during the chapter Academic.					
4- assignment students duties Works Research The relationship As per the schedule.					
<b>Learning and teaching resources</b>					
book Doctrine Islamic authorship:d.Qahtan League.			Required textbooks (methodology, if applicable)		
the reviewer President(Sources)book(the difference between the difference), and a book(boredom and bees).			Main references (sources)		
Books References chock location Library Comprehensive, and site Library Waqf.			Recommended supporting books and references (scientific journals, reports...)		
the reviewer Electronic, Sites Internet sources Information Electronic like Libraries and programs Electronic Specialized.			Electronic references, websites		