

**Scientific Research High education ministry
Scientific and calendar Supervision device
Academic and reliance Quality a guarantee circle
Accreditation to divide**



**dalil wasf al barnamaj
al'akademii wal muqarrar
al dirasii**

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

:the introduction

organized and structured –The educational program is a well
The curriculum includes procedures and experiences organized .package
into course syllabi whose main purpose is to build and refine the skills of
graduates, making them qualified to meet the requirements of the labor
rough internal or external market. It is reviewed and evaluated annually th
.audit procedures and programs, such as the external examiner program

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

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

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

:Concepts and terminology

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

Provides a concise summary of the most important : **Description Course** characteristics of the course and the learning outcomes expected of the student, demonstrating whether he has made the most of the available learning .nthe program descriptio It is derived from . opportunities

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

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

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

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

acquired by A consistent set of knowledge, skills, and values **:comes Learning out** the student after the successful completion of the academic program. The learning outcomes for each course must be defined in a way that achieves the program's .objectives

These are the strategies used by faculty members to **:rategiesst and learning** they are plans followed to achieve ;and learning enhance student teaching .activities learning objectives. In other words, they describe all classroom of the are used to achieve the learning outcomes Extracurricular activities .program

Template Academic Program Description

Azam University College–University Name: Imam Al

Azam University College–Institute: Imam Al/ College

Arabic Language Department / Samarra :Scientific Department

**Name of the academic or professional program: Study of Arabic
Language and Literature**

Final Certificate Title: Bachelor of Arts in Arabic Language

Academic system: Annual system

2025 :Description prepared in

AD 2025 :the file was filled out Date

Signature:



Name of Scientific

Assistant: Prof. Dr. Ayman

Farouk Mohamed

22/12/2025

Date: 2025 AD

Signature:



Name of Department Head: Prof. Dr.

Abdul Ghafoor Aghlam Abdul Ghafoor

Date: 2025 AD

The file was reviewed by

Division Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University

Division : Dr. Hamid Younis Hamid Performance

AD 2025 the date

the signature

22/12/2025

Dean's approval



28/12/2025

1. Program Vision

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

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

2. Program message

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

.to God with insight, wisdom, and good counsel

3. Program objectives

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

**Preparing distinguished researchers according to the .2
sound methodology of literary research, in service to our
beautiful Arabic language, and consequently in service to
.all other sciences**

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

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

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

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

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

4. ionProgram accreditat

?Is the program accredited? And by which body

Work is underway on it

5. Other external influences

?Is there a sponsor for the program

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

6. Program structure

| * comments | Percentage | Study unit | Number of courses | Program structure |
|------------|------------|------------|---|----------------------------|
| | 14% | 12 | 5 | Institutional requirements |
| | 22% | 23 | 8 | College requirements |
| | 60% | 29 | 21 | Department requirements |
| | | | | Summer training |
| | %2 | 4 | A collaborative application with the Ministry of Education and the Department of Religious Education in schools | Other |

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

7. Program Description

| Credit Hours | | Course name | Course code | Year / Level |
|--------------|-------------|--|--------------------|--------------------|
| practical | theoretical | | | |
| | 3 | Grammar | AG109 | stage First |
| | 3 | Arabic literature before Islam | APIE111 | |
| | 2 | Disbursement | AMC113 | |
| | 2 | Language skills | ADRADR115 | |
| | 1 | Quranic Sciences and Hadith Sciences | -QUR101 HAD101 | |
| | 1 | Recitation and memorization of the Quran | EAQM101 EATV203 | |
| | 2 | Educational Psychology | EAEP108 | |
| | 2 | Freedom and human rights | EARD107 | |
| | 1 | English language | EAEL103 | |
| | 1 | computer | EACS105 | |
| | 1 | Islamic jurisprudence | FIQ101 | |
| | 2 | Rhetoric | ARS215 | |
| | 3 | Grammar | 110AG | |
| | 3 | Islamic and Umayyad literature | AIAUL114 | |
| | 2 | Disbursement | AMC116 | |
| | 2 | Arabic Dictionary and Sound | LEX201- PHO201 | |

| | | | | |
|--|---|---------------------------------------|---------|--------------------|
| | 2 | Offers | AOS317 | |
| | 2 | ancient texts | AOTB218 | |
| | 1 | Memorizing the Quran | EAQM102 | |
| | 1 | computer | EACS105 | |
| | 2 | Foundations of Education and Guidance | EDU201 | |
| | 1 | English language | EAEL103 | |
| | 2 | Rhetoric | ARS214 | |
| | 1 | Ba'ath Party crimes | HIS202 | |
| | 3 | Grammar | 211AG | Phase Three |
| | 3 | Abbasid literature | AASL212 | |
| | 3 | Andalusian literature | AAL311 | |
| | 2 | Ancient Arabic criticism | AOC411 | |
| | 2 | Curricula and teaching methods | EAMT306 | |
| | 2 | Research Methodology | EARM340 | |
| | 2 | linguistics | AML313 | |
| | 1 | Quranic readings | AQR419 | |
| | 1 | Memorizing the Quran | EAQM201 | |
| | 2 | Measurement and evaluation | EAME305 | |
| | 1 | Biography of the Prophet's Family | ISL301 | |

| | | | | |
|--|---|---|---------|-------------------|
| | 3 | Grammar | 210AG | Phase Four |
| | 3 | Modern Arabic Literature | AML409 | |
| | 2 | Modern Arabic criticism and its schools | AMC412 | |
| | 2 | Grammar schools | AGS415 | |
| | 1 | Memorizing the Quran | EAQM202 | |
| | 4 | Viewing and applying | EAOP407 | |
| | 1 | Research project | EAGR406 | |
| | 2 | Linguistics | ALI414 | |
| | 2 | Literature of later periods | AML409 | |
| | 2 | Quranic expression | AQE420 | |

8. Expected learning outcomes of the program

of Knowledge Pain

- a. Students' mastery of linguistic and grammatical sciences¹
- a. The student's knowledge of the grammatical schools and 2 doctrines
- a. Examining grammatical, rhetorical, and linguistic issues³
- a. Understanding the cognitive structure of the student's mindset⁴
- olsa. Spreading a spirit of openness towards grammatical scho⁵
- a. Mental and psychological readiness in building linguistic 6 knowledge
- a. Demonstrating the greatness of the Arabic language and its 7 superiority over other languages
- a. Preparing a teaching staff capable of advancing the education 8 sector
- uting to the development of state institutions through a. Contrib⁹

**Goals
cognitive**

| | |
|---|---|
| employment in ministries and universities | |
| Skills | |
| <p>b. Enabling students to solve problems related to the cognitive 1 framework</p> <p>b. Enabling students to understand, analyze, and evaluate the 2 .scientific material</p> <p>b. To equip the student with skills in how to memorize terms and 3 concepts</p> <p>b. Enabling students to write scientific research papers4</p> <p>rse teaching methodsb. Enabling the student to master dive5</p> <p>b. Preparing a researcher who develops the specialization of 6 education in the field of Arabic sciences</p> | Skills objectives specific-Program |
| Values | |
| <p>C. Describing and analyzing the problem and identifying its .1 .solution within the framework of the Arabic language specialization</p> <p>c. Presenting the theoretical material and attempting to apply it 2 practically</p> <p>ent by encouraging him to C. Instilling a love of Arabic in the stud .3 .read specialized books</p> <p>c. A statement of the importance of Arabic sciences and Arabic 4 concepts stemming from the cultural heritage</p> <p>c. Instilling a love of scientific research in students by encouraging 5 .scientific inquiry</p> <p>veloping an inclination towards teaching the Arabic language c. D6 subject</p> <p>c. Creating psychological adjustment in the student and enabling 7 them to practice the educational and psychological guidance process</p> | Affective goals Values |

9. Teaching and learning strategies

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

1. Delivering lectures based on academic knowledge and experience
2. ts, as a result of developing their knowledge and Discussing with studen

talents

3. The skill of thinking, deduction, and building knowledge and scientific .understanding

10. Assessment methods

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

1. Weekly oral and written tests
2. monthly written tests
3. Annual written exams

11. Faculty

Faculty members

| Faculty preparation | | Special requirements/skills (if any) | | Specialization | | Academic rank and name |
|---------------------|-------|--------------------------------------|--|-----------------------|----------------------|--|
| lecturer | angel | | | private | general | |
| | angel | | | explanation | Islamic Sciences | Prof. Dr. Abdul Ghafoor Aghlam Abdul Ghafoor |
| | angel | | | explanation | Islamic Sciences | Adel .Dr .Prof Mahmoud Mohamed |
| | angel | | | about | Arabic | Prof. Dr. Ahmed Abdel Sattar Kamel |
| | angel | | | Invitation and sermon | Principles of Da'wah | Prof. Dr. Abdul Raouf Arhim |

| | | | | | | |
|-----------------|--------------|--|--|---------------------------------------|------------------------------|--|
| | | | | | | Youssef |
| | Malak | | | تفسير | أصول دين | A.M.D. Abbas Mutlaq Abbas |
| | Malak | | | لغة | اللغة العربية | Rabah .M.D .a Ismail Sair |
| | Malak | | | thought | Invitation and Address | MD Waad Sabar Mohammed |
| | Malak | | | Principles of Jurisprudence | Islamic law | MD Judith Hamid Saleh |
| | Malak | | | Islamic Doctrine and Philosophy | أصول دين | MD Ali Qadir Taha |
| | angel | | | invitation | Invitation and sermon | Omar .Dr Abdul Karim Hussein |
| | angel | | | computer | Information Technology | M. Emad Akla Shakouri |
| | angel | | | about | Arabic | Dr. Tayseer Abdul Karim Hussein |
| | angel | | | about | Arabic language | M.M. Anas Hamid Majeed |
| | angel | | | eloquence | Arabic | Areej .Dr Mahfouz Faraj |
| lecturer | | | | literature | Arabic | Dr. Ghazi |

| | | | | | | |
|----------|--|--|--|-------------------------------------|------------------|-------------------------------------|
| | | | | | language | Faisal Mahdi |
| lecturer | | | | Abbasid literature | Arabic language | Dr. Mutasim Ibrahim Musleh |
| lecturer | | | | language | Arabic language | M.M. Muhannad Yassin Taha |
| lecturer | | | | literature | Arabic language | Fouad .M.M Akram Kurdi |
| lecturer | | | | language | Arabic language | -M.M. Abdul Muhaymin Hassoun Jassim |
| lecturer | | | | computer | Computer Science | Dr. Naseem Adnan Hamidi |
| lecturer | | | | Principles of Islamic Jurisprudence | Islamic law | Dr. Adel Maarouf Lafteh |

Professional Development

Orienting new faculty members

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

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

Professional development of faculty members

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

12. Admission standard

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

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

13. Key sources of information about the program

1. doctoral dissertations Master's theses and
2. Scientific research site on the Google search engine
3. Virtual Library
4. Comprehensive Library

14. Program development plan

1. Consulting sources and references related to the topic and expanding the scope of the lecture with additional information that is not part of the .curriculum
2. Contributing to supplying universities and colleges with scientifically qualified .h the application of software graduates throug

3. Developing students' thinking skills, their ability to deduce, and their .knowledge of how to draw conclusions from the concepts they learn

Program Skills Plan

| Learning outcomes required from the program | | | | | | | | | | | | | | | |
|---|--------|--------|--------|----|----|----|-----------|----|----|----|-------------------|-------------|--------------------------------|--------------|---------------------|
| value The | | | Skills | | | | Knowledge | | | | Basic or optional | Course Name | Course code | Year / Level | |
| Q4 | Part 3 | Part 2 | Part 1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | | | | | A1 |
| Q4 | Part 3 | Part 2 | Part 1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | essential | Grammar | AG 109 | stage First |
| Q4 | Part 3 | Part 2 | Part 1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | essential | Disbursement | AMC 113 | |
| Q4 | Part 3 | Part 2 | Part 1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | essential | Rhetoric | ARS215 | |
| Q4 | Part 3 | Part 2 | Part 1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | essential | Grammar | AG110 | stage Second |
| Q4 | Part 3 | Part 2 | Part 1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | essential | Islamic and Umayyad literature | AIAUL114 | |
| Q4 | Part 3 | Part 2 | Part 1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | essential | Spending | AMC116 | |

| | | | | | | | | | | | | | | | |
|----|--------|--------|--------|----|----|----|----|----|----|----|----|-----------|---|---------|-------------|
| Q4 | Part 3 | Part 2 | Part 1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | essential | Grammar | AG211 | stage Third |
| Q4 | Part 3 | Part 2 | Part 1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | essential | Abbasid literature | AASL212 | |
| Q4 | Part 3 | Part 2 | Part 1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | essential | Andalusian literature | AAL311 | |
| Q4 | Part 3 | Part 2 | Part 1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | essential | Grammar | AG210 | Phase Four |
| Q4 | Part 3 | Part 2 | Part 1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | essential | Modern Arabic Literature | AML409 | |
| Q4 | Part 3 | Part 2 | Part 1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | essential | Modern Arabic criticism and its schools | AMC412 | |

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

Description of the first stage

Course Description

Islamic literature-Pre

| | |
|--|---|
| 1. Course Name | Islamic literature-Pre |
| 2. Course code | APIEL112 |
| 3. Semester/Year | 2026-2025 |
| 4. Date this description was prepared | 2025 |
| 5. Available forms of attendance | Mandatory attendance |
| 6. (Number of study hours (total) / Number of units (total) | (Hours: (84) / Units: (168) |
| 7. Name of the course coordinator (if there is more than one, please mention .(it | Name: Mu'tasim Ibrahim Musleh -1 :email address A'a -Almoatasem.i@uosamarra.edu.iq (Ghazi Faisal Mahdi Hamad (Male Teaching .Name: Dr : Emailghazi.f@uosamarra.edu.iq (Name: M.D. Areej Mahfouz Farag Ibrahim (Female : Emailalganabegaze@gmail.com |
| 8. objectives Course | |

| | |
|--|---------------------------------|
| <p>Islamic era-pre a clear picture of literature in the Islamic life</p> <p>The student has (poetry and prose)</p> <p>-To understand the importance of poetry and its place in pre Islamic life</p> <p>-To understand the issues, styles, and themes of pre Islamic poetry</p> <p>-The student should be familiar with the most important pre Islamic prose arts and their styles</p> <p>To understand the meanings of the most prominent terms and Islamic era-concepts associated with the pre Islamic era</p> <p>-To know the most important sources and references of pre Islamic literature</p> <p>-To know the most prominent poets of the pre Islamic era</p> | <p>Course Objectives</p> |
|--|---------------------------------|

9. Teaching and learning strategies

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

10. Course structure

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

| | | | | | |
|------------------------|------------|---|-------------|---|-------------------|
| Oral and written tests | discussion | <ul style="list-style-type: none"> - The origins and priorities of poetry - Documenting the narrative of poetry and its narrators | theoretical | 3 | the second |
| Oral and written tests | discussion | Documenting the -sources of pre Islamic poetry <ul style="list-style-type: none"> - Favorites - Asma'iyat | theoretical | 3 | the third |
| Oral and written tests | discussion | <ul style="list-style-type: none"> - The Book of Two Choices - Books of enthusiasm | theoretical | 3 | Fourth |
| Oral and written tests | discussion | <ul style="list-style-type: none"> - Anthology of Arab Poetry - Collections of Islamic -pre poetry | theoretical | 3 | Fifth |
| Oral and written tests | discussion | A historical overview of the theory -questioning pre Islamic poetry and .the response to it | theoretical | 3 | Sixth |
| Oral and written tests | discussion | Characteristics and Islamic -style of pre poetry The technical - -characteristics of pre oetryIslamic p Subject unit - | theoretical | 3 | Seventh |
| Oral and written tests | discussion | Connection to the - land Narrative approach - | theoretical | 3 | Eighth |
| Oral and written tests | discussion | -Themes of pre Islamic poetry <ul style="list-style-type: none"> - Lament - praise | theoretical | 3 | Ninth |
| Oral and written tests | discussion | <ul style="list-style-type: none"> - Poetry and Arab Unity - Poetry and Civilization | theoretical | 3 | tenth |
| Oral and written tests | discussion | Qais, -Imru' al - :Poets his life and poetry <ul style="list-style-type: none"> - Zuhair ibn Abi Sulma: His Life and Poetry | theoretical | 3 | eleventh |
| Oral and written tests | discussion | <ul style="list-style-type: none"> - -Urwah ibn al Ward | theoretical | 3 | twelfth |

| | | | | | |
|------------------------|------------|--|-------------|---|-----------------------|
| | | <ul style="list-style-type: none"> - The Greater Spotted - -Amir ibn al Tufayl - Tai-Hatim al | | | |
| Oral and written tests | discussion | The Mu'allaha of Imru' Qays and its -al commentary | theoretical | 3 | thirteenth |
| Oral and written tests | discussion | The Mu'allaha of Zuhayr ibn Abi Sulma and its commentary | theoretical | 3 | fourteenth |
| Oral and written tests | discussion | The Mu'allaha of Labid) and its) explanation | theoretical | 3 | fifteenth |
| Oral and written tests | discussion | The Mu'allaha of Amr ibn Kulthum and its commentary | theoretical | 3 | Sixteenth |
| Oral and written tests | discussion | The Mu'allaha of Antarah and its explanation | theoretical | 3 | seventeenth |
| Oral and written tests | discussion | The Mu'allaha of Abd) '-Tarafa ibn al) and its commentary | theoretical | 3 | eighteenth |
| Oral and written tests | discussion | Islamic prose-Pre <ul style="list-style-type: none"> - Its nature - Its narrators | theoretical | 3 | nineteenth |
| Oral and written tests | discussion | Sources of prose <ul style="list-style-type: none"> - Books of proverbs - Books of interpretations and commentaries | theoretical | 3 | Twenty |
| Oral and written tests | discussion | <ul style="list-style-type: none"> - Books of biographies, history, military campaigns, and countries - Arabic language, literature, and culture books | theoretical | 3 | first-Twenty |
| Oral and written tests | discussion | -Types and Arts of Pre Islamic Prose <ul style="list-style-type: none"> - Proverbs, wisdom, and sayings - Rhyming soothsayers | theoretical | 3 | -Twenty second |
| Oral and written tests | discussion | <ul style="list-style-type: none"> - The sermon and its types | theoretical | 3 | -Twenty |

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

11. Course evaluation

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

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

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

.(Final exam: (60 marks

12. Learning and teaching resources

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

Required textbooks (methodology,

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

Course description/Rhetoric

Course Name -1

eloquence

Course Code-2

ARS215

Semester/Year-2

2026-2025

Date this description was prepared -4

2025

Available forms of attendance -5

Mandatory attendance

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

(Hours: (56) / Units: (112

Name of the course coordinator -7

Dr. Abbas Mutlaq Abbas Name
abas.mutlaq@imamaladham.edu.iq Email

(Name: M.D. Areej Mahfouz Farag Ibrahim (Female
: Email alghanabegaze@gmail.com

Objectives Course Objective-8

to introduce the student to the sciences of :The objectives of the course are
.rhetoric and semantics in particular

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

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

Teaching and learning strategies -9

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

Course Structure-10

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

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

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

Course Evaluation-11

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

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

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

ث- (Final exam: (60 marks

Sources of education and teaching -12

Course description template

Course Name -1

Phase One –Disbursement

Course Code-2

AMC113

Semester/Year-3

2026-2025

Date this description was prepared -4

2025

Available forms of attendance -5

Mandatory attendance / Absence

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

) :Hours: (56 hours) Units112 (units

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

Name: Prof. Dr. Adel Maarouf Lafteh

: Emailadilmaarouf@imamaladham.edu.iq

Course Objectives-8

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

Teaching and learning strategies -9

To refine students' minds, develop their skills, and guide them in an **:The strategy** academic and scientific manner based on developing a positive spirit by enhancing confidence in individual and collective skills through scientific means directed towards based activities through seminars, -h scientific participation and skillstudents throug discussion panels, and attending discussions to benefit from the experiences of elders, and to work on achieving and clarifying academic and scientific goals for

sing learning tools for clarification, for example: the blackboard, students, as well as u the display screen, clippings, and encouraging students to visit libraries and how to .access information in a short time

Course Structure-10

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

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

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

Course Evaluation-11

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

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

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

خ- .(Final exam: (60 marks

Sources of education and teaching -12

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

Course Description/Jurisprudence

Course Name -1

Jurisprudence

Course Code-2

Semester/Year-3

2026-2025

Date this description was prepared -4

2025

Available forms of attendance -5

Mandatory attendance / Absence

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

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

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

Name: Dr. Jawdat Hamid Saleh

: Emailjawdt.hameed86@gmail.com

Course Objectives-8

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

Teaching and learning strategies -9

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

Course Structure-10

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

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

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

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

Course Evaluation-11

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

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

Sources of education and teaching -12

Course Description

1. Course Name

Stage One -Language Skills

| | |
|---|--|
| 2. Course code | |
| ADR115 | |
| 3. Semester/Year | |
| 2026-2025 | |
| 4. Date this description was prepared | |
| 2025 | |
| 5. Available forms of attendance | |
| Mandatory attendance / Absence | |
| 6. (Number of study hours (total) / Number of units (total | |
| hours, 84 units 56 | |
| 7. Name of the course coordinator (if there is more than one, please .(mention it | |
| Name: M. Tayseer Abdul Karim Hussein -1 :email address A'a -Altaysserabdi@imamaladham.edu.iq | |
| 8. objectives Course | |
| Course objectives | Course objectives: To train students in good handwriting and the correct drawing of letters and words, to expand and develop their experiences, to increase their vocabulary by introducing them to new words, and to accustom them to accuracy, .observation order, and keen |
| 9. Teaching and learning strategies | |
| strategy | aims to refine students' minds, develop their The strategy skills, and guide them in an academic and scientific manner based on fostering a positive spirit. This is achieved by enhancing confidence in individual and collective skills methods, including oriented scientific-through student based activities , seminars, -scientific participation and skill discussion panels, and attending discussions to benefit from the experiences of senior figures. The strategy also |

c focuses on achieving and clarifying academic and scientific objectives for students, as well as utilizing learning aids for explanation, such as the whiteboard, and encouraging how to access students to visit libraries and learn information quickly

10. Course structure

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

| | | | | | |
|--------------------|---|-------------|---|--------------------------|-----------------------|
| | | | letter alif at the end of nouns | | |
| Seventh | 2 | theoretical | The long and short alif, and the omission of the alif | Discussion and induction | Written or oral tests |
| Eighth | 2 | theoretical | Adding the –letter alif writing “then” and “if” | Discussion and induction | Written or oral tests |
| Ninth | 2 | theoretical | -The hamzat al wasl and its positions | Discussion and induction | Written or oral tests |
| Tenth | 2 | theoretical | The glottal stop and its positions | Discussion and induction | Written or oral tests |
| Eleventh | 2 | theoretical | The hamza of Ibn and Ibn al-Nadimi was omitted | Discussion and induction | Written or oral tests |
| Twelfth | 2 | theoretical | The initial hamza | Discussion and induction | Written or oral tests |
| Thirteenth | 2 | theoretical | The medial and moving hamza | Discussion and induction | Written or oral tests |
| Fourteenth | 2 | theoretical | The final hamza | Discussion and induction | Written or oral tests |
| Fifteenth | 2 | theoretical | Duration | Discussion and induction | Written or oral tests |
| Sixteenth | 2 | theoretical | The open taa | Discussion and induction | Written or oral tests |
| Seventeenth | 2 | theoretical | The letter ta' marbuta | Discussion and induction | Written or oral tests |
| Eighteenth | 2 | theoretical | Deletion of the letter "lam" and deletion of the letter | Discussion and induction | Written or oral tests |

| | | | | | |
|----------------|---|-------------|----------------------------|--------------------------|-----------------------|
| | | | ."nun" | | |
| nineteenth | 2 | theoretical | Delete the letter waw | Discussion and induction | Written or oral tests |
| Twenty | 2 | theoretical | Delete the ."letter "ya | Discussion and induction | Written or oral tests |
| first-Twenty | 2 | theoretical | Deletion of vowels | Discussion and induction | Written or oral tests |
| -Twenty second | 2 | theoretical | Addition of the "silent "h | Discussion and induction | Written or oral tests |
| -Twenty third | 2 | theoretical | Adding the letter waw | Discussion and induction | Written or oral tests |
| -Twenty fourth | 2 | theoretical | Key arrived and then | Discussion and induction | Written or oral tests |

11. Course evaluation

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

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

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

.(Final exam: (60 marks -C

12. Learning and teaching resources

| | |
|---|--|
| Required textbooks (methodology, if applicable) | Reference in spelling |
| (Main references (sources | Reference in spelling |
| Recommended supporting books and references (scientific journals, | Complete in spelling Simplified Dictation |

| | |
|---------------------------------|---------|
| (...reports | |
| Electronic references, websites | nothing |

Course Description

| |
|--|
| 1. Course Name |
| Ibn Aqil's Explanation, Part One –Grammar |
| 2. Course code |
| AG109 |
| 3. Semester/Year |
| 2026-2025 |
| 4. Date this description was prepared |
| 2025 |
| 5. Available forms of attendance |
| Mandatory attendance |
| 6. (Number of study hours (total) / Number of units (total |
| (Hours: (83 hours) Units: (168 units |
| 7. Name of the course coordinator (if there is more than one, please .(mention it |
| Name: M. Tayseer Abdul Karim Hussein -1 :email address A'a -Altaysserabdi@imamaladham.edu.iq Dr. Muhannad Yassin Taha :Name -2 :tends A The lettereduhm230365@uosamarra.edu.iq :Name -3 :tends A The letter |
| 8. objectives Course |

| | |
|-------------------|---|
| Course objectives | to preserve : The objectives of the course are the rules of the language and to preserve the classical Arabic language, to make the tongue accustomed to the language correctly and away from error, to enable students to know and understand the parsing of precise grammatical tand grammatical applications styles, to unders through Qur'anic and poetic evidence, the noble Prophetic Hadith and others, and to develop students to memorize Ibn Malik's Alfiyya, .because it helps them to understand |
|-------------------|---|

9. Teaching and learning strategies

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

10. Course structure

| Week | Hours | Required learning outcomes | Unit or topic name | Learning method | Evaluation Method |
|-----------|-------|----------------------------|---------------------------|--------------------------|-----------------------|
| the first | 3 | theoretical | Speech and its components | Discussion and induction | Written or oral tests |

| | | | | | |
|-------------------|----------|--------------------|---|---------------------------------|------------------------------|
| the second | 3 | theoretical | Signs of nouns and verbs | Discussion and induction | Written or oral tests |
| the third | 3 | theoretical | The inflected and the indeclinable | Discussion and induction | Written or oral tests |
| Fourth | 3 | theoretical | The inflected and the indeclinable | Discussion and induction | Written or oral tests |
| Fifth | 3 | theoretical | Grammatical markers and the declension of the six nouns | Discussion and induction | Written or oral tests |
| Sixth | 3 | theoretical | Declension of the dual and what is attached to it | Discussion and induction | Written or oral tests |
| Seventh | 3 | theoretical | Declension of the masculine plural and related forms, and the vowel of the nun in the dual and the masculine plural | Discussion and induction | Written or oral tests |
| Eighth | 3 | theoretical | Declension of the sound feminine plural and what is attached to it, declension of the diptote, and declension of the five examples | Discussion and induction | Written or oral tests |
| Ninth | 3 | theoretical | Declension of nouns ending in a short vowel and | Discussion and induction | Written or oral tests |

| | | | | | |
|--------------|---|-------------|---|--------------------------|-----------------------|
| | | | defective noun, and declension of verbs ending in a weak letter | | |
| tenth | 3 | theoretical | indefinite nouns, definite nouns, and pronouns | Discussion and induction | Written or oral tests |
| eleventh | 3 | theoretical | Connection and separation of the pronoun | Discussion and induction | Written or oral tests |
| twelfth | 3 | theoretical | Science | Discussion and induction | Written or oral tests |
| thirteenth | 3 | theoretical | Demonstrative pronoun and relative pronoun | Discussion and induction | Written or oral tests |
| fourteenth | 3 | theoretical | relative | Discussion and induction | Written or oral tests |
| fifteenth | 3 | theoretical | relative | Discussion and induction | Written or oral tests |
| Sixteenth | 3 | theoretical | relative | Discussion and induction | Written or oral tests |
| seventeenth | 3 | theoretical | relative | Discussion and induction | Written or oral tests |
| eighteenth | 3 | theoretical | The Beginning | Discussion and induction | Written or oral tests |
| nineteenth | 3 | theoretical | Definition of news and its types | Discussion and induction | Written or oral tests |
| Twenty | 3 | theoretical | Definition of news and its types | Discussion and induction | Written or oral tests |
| first-Twenty | 3 | theoretical | Justifications | Discussion and | Written or oral |

| | | | | | |
|----------------|---|-------------|--|--------------------------|-----------------------|
| | | | or beginning with an indefinite noun and for placing the predicate first or last | induction | tests |
| -Twenty second | 3 | theoretical | Presenting the news and delaying it | Discussion and induction | Written or oral tests |
| -Twenty third | 3 | theoretical | Permissibility of omitting the subject or predicate | Discussion and induction | Written or oral tests |

11. Course evaluation

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

- ١- First semester: (20 marks) (5 marks: for attendance and preparation, (test and 15 marks for the
- ٢- Second semester: (20 marks) (5 marks: for attendance and (preparation, and 15 marks for the test
- ٣- (Final test: (60 marks-C

12. Learning and teaching resources

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

CourseDescription

| | |
|---|--------------------------|
| 13.Course Name | |
| New Headway Beginner | |
| 14.Course code | |
| EAEL103 | |
| 15.Semester/Year | |
| 2026-2025 | |
| 16.Date this description was prepared | |
| 2025 | |
| 17.Available forms of attendance | |
| person-In+ instruction Integrated | |
| 18.(Number of study hours (total) / Number of units (total | |
| | |
| 19.Name of the course coordinator (if there is more than one, please mention .(it | |
| Name: Naseem Adnan Hamidi -1 :email A'a -Alnaseemadnan@imamaladham.edu.iq | |
| 20. objectives Course | |
| <ul style="list-style-type: none"> Enabling Students from Use the language English in Positions Daily . Simple development skills Listening and the conversation . Basic to improve skills Reading Writing For the level The . beginner Gain Students Vocabulary and rules Basic. Strengthening trust in communication In the language . English | Course objectives |
| 21. Teaching and learning strategies | |

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

strategy

22. Course structure

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

| | | | | | |
|---|---|--|---|---|---------------|
| | | | | | 2 |
| | | | First semester exam | 1 | January 3 |
| = | = | | Unit VI | 1 | January 4 |
| = | = | | Knowing the time | 1 | February 1 |
| = | = | | Unit rules | 1 | February 2 |
| = | = | | Words indicating the simple present tense | 1 | February 3 |
| = | = | | How to connect | 1 | February 4 |
| = | = | | Synonyms of words | 1 | March 1 |
| = | = | | Interrogative tools | 1 | March 2 |
| = | = | | How to negate | 1 | March 3 |
| = | = | | Daily test | 1 | March 4 |
| = | = | | Knowing where you live | 1 | April 1 |
| = | = | | Home furniture | 1 | April 2 |
| = | = | | Usesnext under on | 1 | April 3 |
| = | = | | The past time | 2 | April 4 |
| | | | Chapter 2 Exam | 2 | May 1 |

23. Course evaluation

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

24. Learning and teaching resources

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

Course Description

| | |
|---|--------------------------|
| 25.Course Name | |
| Recitation and memorization of the Quran | |
| 26.Course code | |
| ATAP219 | |
| 27.Semester/Year | |
| 2026-2025 | |
| 28.Date this description was prepared | |
| 2025 | |
| 29.Available forms of attendance | |
| My presence | |
| 30.(Number of study hours (total) / Number of units (total | |
| (Hours: (30 | |
| 31.Name of the course coordinator (if there is more than one, please mention .it | |
| Prof. Dr. Abdul Raouf Arheem Yousef :Name -1 :email address A'a -Alabdulraoofrahim@imamaladham.edu.iq | |
| 32. objectives Course | |
| The material aims to .Memorizing the first part of the Holy Quran Introducing the student to the importance of reciting the . Holy Quran and learning its rules The student is introduced to the rules of recitation in terms of definition, explanation of its merit, benefits, | Course objectives |

. originator and ruling
 The student is introduced to the rules of recitation in all
 . their details, both in terms of stopping and continuing
 he student should master and correct the recitation, and T
 be careful not to fall into obvious or subtle errors when
 . reciting the recitation
 A statement of the merit of the nation's scholars in
 preserving this religion and everything related to their
 s book, even in the amount of the vowels, the Lord'
 . lengths, and other things

33. Teaching and learning strategies

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

5. Course structure

| Evaluation Method | Learning method | Unit or topic name | Required learning outcomes | Hours | Week |
|-------------------|--------------------------------------|---|--|-------|-------------------|
| oral exams | Lecture, discussion, and application | Introduction to the Science of Tajweed | Introductions and Principles | 1 | the first |
| oral exams | Lecture, discussion, and application | Seeking refuge and saying " In the name of God, the Most Gracious, the Most "Merciful | refuge Seeking in God, saying the name of In" God, the Most Gracious, the Most Merciful," and listening (page 1) | 1 | the second |
| oral exams | Lecture, discussion, and application | Exits | Exits | 1 | the third |
| oral exams | Lecture, discussion, and application | Memorizing the Quran | Listening, page 2 | 1 | Fourth |
| oral exams | Lecture, discussion, | Exits | Exit and listening, page | 1 | Fifth |

| | | | | | |
|-----------------------|--------------------------------------|----------------------------|---|---|-------------------|
| | and application | | 3 | | |
| Written tests | Lecture, discussion, and application | Memorizing the Quran | Listening, page 4 | 1 | Sixth |
| oral exams | Lecture, discussion, and application | qualities | antonyms | 1 | Seventh |
| Written tests | Lecture, discussion, and application | Memorizing the Quran | Listening, page 5 | 1 | Eighth |
| oral exams | Lecture, discussion, and application | qualities | -Non contradictory qualities | 1 | Ninth |
| oral exams | Lecture, discussion, and application | Memorizing the Quran | Listening, page 6 | 1 | tenth |
| oral exams | Lecture, discussion, and application | Memorizing the Quran | and Review 7 listen, page | 1 | eleventh |
| oral exams | Lecture, discussion, and application | Memorizing the Quran | page ,Listening 8 | 1 | twelfth |
| Written or oral tests | Lecture, discussion, and application | The silent nun and tanween | Rules of Noon Sakinah and Tanween Demonstration and Assimilation and Listening (p. 9) | 1 | thirteenth |
| oral exams | Lecture, discussion, and application | The silent nun and tanween | Rules of the silent nun: 'iqlab and ikhfa | 1 | fourteenth |
| oral exams | Lecture, | Memorizing | Listening, page | 1 | fifteenth |

| | | | | | |
|-----------------------|--------------------------------------|--------------------------|---|---|-----------------------|
| | discussion, and application | the Quran | 10 | | |
| Written tests | Lecture, discussion, and application | Rules of the silent Meem | Rules of the silent Meem: Oral Izhar, Oral Idgham, and Oral Ikhfa | 1 | Sixteenth |
| oral exams | Lecture, discussion, and application | Memorizing the Quran | Listening, page 11 | 1 | seventeenth |
| oral exams | Lecture, discussion, and application | Rules of the letter R | Rules of emphasis and listening (page 12) | 1 | eighteenth |
| Written or oral tests | Lecture, discussion, and application | Rules of the letter R | Rules regarding the letter Rā': softening, permissibility of both pronunciations, and listening (p. 13) | 1 | nineteenth |
| Written or oral tests | Lecture, discussion, and application | Assimilations | Identical, similar, and homogeneous assimilations and listening, p. 14 | 1 | Twenty |
| Written or oral tests | Lecture, discussion, and application | Stopping and starting | Optional pauses and starts | 1 | first-Twenty |
| Written or oral tests | Lecture, discussion, and application | Memorizing the Quran | Listening, page 15 | 1 | -Twenty second |
| Written or oral tests | Lecture, discussion, and application | Stopping and starting | Pausing and resuming (test, waiting, and -emergency) Listening, p. 16 | 1 | -Twenty third |

| | | | | | |
|-----------------------|--------------------------------------|-----------------------|---|---|------------------------|
| Written or oral tests | Lecture, discussion, and application | Stopping and starting | Arbitrary suspension and suspension of the garrison | 1 | -Twenty fourth |
| Written or oral tests | Lecture, discussion, and application | Memorizing the Quran | Listening, page 17 | 1 | fifth-Twenty |
| Written or oral tests | Lecture, discussion, and application | The letters T | Rules of the " letter "taa | 1 | -Twenty sixth |
| Written or oral tests | Lecture, discussion, and application | Memorizing the Quran | Listening, page 18 | 1 | -Twenty seventh |
| Written or oral tests | Lecture, discussion, and application | The letters 'Hā | Rules of the - (هاء) letter Hā' p. -Listening 19 | 1 | -Twenty eighth |
| Written or oral tests | Lecture, discussion, and application | Memorizing the Quran | Listening, page 20 | 1 | -Twenty ninth |
| | | | review | 1 | thirty |

6. Course evaluation

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

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

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

7. Learning and teaching resources

The science of Tajweed: theoretical rules and practical observations
-Author: Dr. Yahya Abdul Razzaq Al Ghouthani

Required textbooks (methodology, (if applicable

| | |
|---|--|
| The rules for reciting the Holy Quran Husari, the introduction -according to Al Jazari's poem, and the guidance -to Al of the reciter to the proper recitation of .the words of God | (Main references (sources |
| | Recommended supporting books and references (scientific journals, (...reports |
| | Electronic references, websites |

Course Description

| |
|---|
| 34.Course Name Phase One -Computer Science |
| 35.Course code |
| EACS 105 |

| | |
|---|--------------------------|
| 36.Semester/Year | |
| 2026-2025 | |
| 37.Date this description was prepared | |
| 2025 | |
| 38.Available forms of attendance | |
| person-In+ instruction Integrated | |
| 39.(Number of study hours (total) / Number of units (total | |
| hour + 2 units 1 | |
| 40.Name of the course coordinator (if there is more than one, please mention .(it | |
| Name: M. Emad Akla Shakouri -1 :email address A'a -Alalbazi.emad@gmail.com | |
| 41. objectives Course | |
| <ul style="list-style-type: none"> • Introducing students to the fundamentals of computer science and its hardware and software components. • Enabling students to use theWindows 10 operating system efficiently. • To equip students with the skills to handle and manage files and folders. • ucing students to the concept of viruses, their Introd types, and methods of prevention. • Promoting a culture of cybersecurity and digital safety .among students • Definition of the concept ofArtificial Intelligence In simple terms. | Course objectives |
| 42. iesTeaching and learning strateg | |
| <ul style="list-style-type: none"> • Lecture Interactive • Learning Cooperative • game Roles(Role Play) | strategy |

- discussion and dialogue
- Use means auditory visual
- Duties and training The classroom

43. Course structure

| Course structure | | | | | |
|---|---|---|---|-------|--------|
| Evaluation Method | Teaching method | Unit/Topic Name | Required learning outcomes | Hours | Week |
| Oral tests .1 Research .2 assignments Student .3 attendance and participation during the lecture | Presentation .1 Discussion and .2 dialogue Display on the .3 electronic display | Definition of a —computer s Advantage and disadvantages of using a computer | Students should master this subject, understand it theoretically and practically, and be able to grasp and comprehend it, transforming it into a skill for understanding, speaking, and conveying this knowledge to .others | 1 | Week 1 |
| Oral tests .1 Research .2 assignments Student .3 attendance and participation during the lecture | Presentation .1 Discussion and .2 dialogue Display on the .3 electronic display | er Comput components | The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this .knowledge to others | 1 | Week 2 |
| Oral tests .1 Research .2 assignments Student .3 attendance and participation during the lecture | Presentation .1 Discussion and .2 dialogue Display on the .3 electronic display | How to buy a computer Data measurement units | The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this .knowledge to others | 1 | Week 3 |
| Oral tests .1 | Presentation .1 | ons to Soluti the questions | The students' mastery of this subject, their | 1 | Week 4 |

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

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

| | | | | | |
|---|---|--|---|---|---|
| Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture | Presentation .1 Discussion and .2 dialogue Display on the .3 electronic display | Windows 10 operating system settings | The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this .knowledge to others | 1 | Week Twelve |
| Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture | Presentation .1 Discussion and .2 dialogue Display on the .3 electronic display | Windows 10 operating system settings | The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this .knowledge to others | 1 | Week 13 |
| Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture | Presentation .1 Discussion and .2 dialogue Display on the .3 electronic display | Windows 10 operating system settings | The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this .knowledge to others | 1 | Week Fourteen |
| Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture | Presentation .1 Discussion and .2 dialogue Display on the .3 electronic display | Windows10 | The students' mastery of this subject, their theoretical and practical understanding of it, and their ability to grasp, comprehend, and transform it into a skill in comprehension and .expression d transferring this An knowledge to others | 1 | Week fifteen One week, including the aforementione d Saturday .holiday |

| | | | | | |
|---|---|--|---|---|---------|
| Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture | Presentation .1 Discussion and .2 dialogue Display on the .3 electronic display | sWindow10 | The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this .knowledge to others | 1 | Week 16 |
| Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture | Presentation .1 Discussion and .2 dialogue Display on the .3 electronic display | sWindow10 | The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this .knowledge to others | 1 | Week 17 |
| Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture | Presentation .1 Discussion and .2 dialogue Display on the .3 electronic display | and Files folders in a Windows 10 environment Files and Folders | The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this .knowledge to others | 1 | Week 18 |
| Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture | Presentation .1 Discussion and .2 dialogue Display on the .3 electronic display | and Files folders in a Windows 10 environment Files and Folders | The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this .knowledge to others | 1 | Week 19 |
| Oral tests .1 | Presentation .1 | Files and folders in a | The students' mastery of this subject, their | 1 | Week 20 |

| | | | | | |
|---|---|---|---|---|---------|
| Research .2 assignments Student .3 attendance and participation during Lecture | Discussion and .2 dialogue Display on the .3 electronic display | Windows 10 environment Files and Folders | theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this .knowledge to others | | |
| Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture | Presentation .1 Discussion and .2 dialogue Display on the .3 electronic display | month First exam | The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this .knowledge to others | 1 | Week 21 |
| Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture | Presentation .1 Discussion and .2 dialogue Display on the .3 electronic display | er Comput An -Viruses Introduction | The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this .knowledge to others | 1 | Week 22 |
| Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture | Presentation .1 Discussion and .2 dialogue Display on the .3 electronic display | s a What i ?virus | The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this .knowledge to others | 1 | Week 23 |
| Oral tests .1 Research .2 assignments | Presentation .1 Discussion and .2 dialogue | of Types viruses | The students' mastery of this subject, their theoretical and practical understanding of it, their | 1 | Week 24 |

| | | | | | |
|---|---|----------------------|---|---|---------|
| assignments Student .3 attendance and participation during Lecture | dialogue Display on the .3 electronic display | | ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this .knowledge to others | | |
| Oral tests .1 Research .2 assignments Student .3 attendance and participation during Lecture | Presentation .1 Discussion and .2 dialogue Display on the .3 electronic display | Second month exam | The students' mastery of this subject, their theoretical and practical understanding of it, their ability to grasp and comprehend it, and their capacity to transform it into a skill of understanding, speaking, and conveying this .knowledge to others | 1 | Week 25 |

44. Course evaluation

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

45. Learning and teaching resources

| | |
|--|--|
| prepared by the college document A professors | Required textbooks (methodology, (if applicable |
| | (Main references (sources |
| | Recommended supporting books and references (scientific journals, (...reports |
| | Electronic references, websites |

Course Description

| | |
|---|--------------------------|
| 1. :Course name | |
| Quranic Sciences and Hadith Sciences | |
| 2. Course code | |
| EAQM101 | |
| 3. Semester/Year | |
| 2026-2025 | |
| 4. Date this description was prepared | |
| 2025 | |
| 5. Available forms of attendance | |
| My presence | |
| 6. (Number of study hours (total) / Number of units (total | |
| (Hours: (30 hours | |
| 7. Name of the course coordinator (if there is more than one, please mention .(it | |
| Prof. Dr. Abdul Raouf Arheem Yousef :Name -1 :email address A'a -A abdulraoofrahim@imamaladham.edu.iq | |
| 8. objectives Course | |
| The students should become familiar with the basics of Qur'anic sciences, and be able to know the difference between the Qur'an and the Hadith Qudsi; and the Prophetic Hadith, and know about revelation; Meccan e and Medinan; the reasons for revelation and th benefits of knowing it, and how the Holy Qur'an was compiled and arranged, and the arrangement of verses and chapters, and know the readings and reciters and the rules needed by the interpreter, and the clear and | Course objectives |

specific and the ambiguous, and the general and the specific, the difference between them, and the abrogating and the abrogated, and the miraculous nature of the Holy Qur'an and other topics related to this science and its origin.

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

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

9. Teaching and learning strategies

lecture method **Using the**

The question and answer method

Likewise dialogue and discussion

Problem solving

strategy

10. Course structure

| Evaluation Method | Learning method | Unit or topic name | Required learning outcomes | Hours | Week |
|-------------------|-----------------|---|----------------------------|-------|------------------|
| oral exams | Lecture | Defining the science and explaining its | The student should become | 1 | the first |

| | | | | | |
|-----------------------|------------------------|---|---|---|-------------------|
| | | origins | familiar with the foundations of Quranic .sciences | | |
| oral exams | Lecture | The Quran | The student should understand the meaning of the Quran, its names and attributes, the Hadith Qudsi, the Hadith Nabawi, and the difference between them and the .Quran | 1 | the second |
| oral exams | Lecture and discussion | Revelation | The student should learn the meaning of revelation and how God Almighty reveals to His angels and .messengers | 1 | the third |
| oral exams | Lecture | Meccan and Medinan | The student should understand the meaning of Meccan and Medinan verses, their characteristics, .and their rules | 1 | Fourth |
| Written or oral tests | Lecture and discussion | Knowing t was first wha revealed and what was last revealed | The student should learn about the first and last verses revealed in the .Book of God | 1 | Fifth |
| Written or oral tests | Lecture and discussion | Review of the above | Review and evaluation of the above | 1 | Sixth |
| oral exams | Lecture and discussion | Reasons for revelation | To understand the meaning of the reasons for | 1 | Seventh |

| | | | | | |
|------------|---------------------------------------|---|---|---|-------------------|
| | | | revelation | | |
| oral exams | Lecture and discussion | Revelation of the Quran | To learn about how the Quran was revealed, the wisdom behind its gradual revelation, and how this can be used in education and upbringing | 1 | Eighth |
| oral exams | Lecture and discussion | ion Compilat and arrangement of the Quran | To understand how the Quran was compiled | 1 | Ninth |
| oral exams | Lecture and discussion | The arrangement of verses and chapters and the Uthmani script | To understand the scholars' approaches to arranging verses and chapters And to become familiar with Ottoman art | 1 | tenth |
| oral exams | Lecture and discussion | The Quran was revealed in seven modes of .recitation | To understand the meaning of the Quran being revealed in seven modes of recitation | 1 | eleventh |
| oral exams | Lecture, discussion, and concept maps | Readings and Readers | The student should become familiar with Quranic readings and .reciters | 1 | twelfth |
| oral exams | Lecture and discussion | Pausing and starting, proper recitation (Tajweed) ,) and the etiquette of recitation | To learn the rules of pausing and starting, the science of Tajweed, and the etiquette of .recitation | 1 | thirteenth |
| oral exams | Lecture and | Public and | To recognize | 1 | fourteenth |

| | | | | | |
|-----------------------|------------------------|---|---|---|-----------------------|
| | discussion | private | the general and its forms, and the specific and its forms | | |
| oral exams | Lecture and discussion | Abrogating and abrogated verses | To learn about abrogation, its conditions, categories, types in the Qur'an, its wisdom, and .examples of it | 1 | fifteenth |
| oral exams | Lecture and discussion | absolute and relative | To understand the meaning of absolute and relative | 1 | Sixteenth |
| Written or oral tests | discussion | Review and evaluation | Review and evaluation | 1 | seventeenth |
| oral exams | Lecture and discussion | Sections of the Quran | To understand the oath in the Quran and its types | 1 | eighteenth |
| oral exams | Lecture and discussion | Quran controversy | To understand the method of debate in the Qur'an and its types | 1 | nineteenth |
| oral exams | Lecture discussion | Quranic stories | To understand Quranic stories , their benefits, and their impact on .education | 1 | Twenty |
| oral exams | Lecture and discussion | Interpretation and Exegesis | To understand the meaning of interpretation and the meaning of exegesis | 1 | -Twenty first |
| oral exams | Lecture and discussion | Conditions and etiquette of the interpreter | To become familiar with the conditions and etiquette of the | 1 | -Twenty second |

| | | | | | |
|------------|------------------------|---|---|---|------------------------|
| | | | interpreter | | |
| The tests | Lecture and discussion | The emergence and development of interpretation | To learn about the origins and development of interpretation and the different classes of interpreters | 1 | -Twenty third |
| oral exams | Lecture and discussion | Interpretation based on transmitted knowledge and interpretation based on opinion | To understand the meaning of traditional interpretation and interpretation based on opinion, and to be introduced to the most famous books of .interpretation | 1 | -Twenty fourth |
| oral exams | Lecture and discussion | Categories of Hadith | The student should know the categories of Hadith | 1 | -Twenty fifth |
| The tests | Lecture and discussion | Mutawatir | The student should know the definition and categories of the term mutawatir" " massively) .(transmitted | 1 | -Twenty sixth |
| oral exams | Lecture and discussion | authentic hadith | Will the student become familiar with the topic of Sahih correctness),) its categories, and its ?conditions | 1 | -Twenty seventh |
| oral exams | Lecture and discussion | The good hadith | To familiarize the student with the concept of | 1 | -Twenty eighth |

| | | | | | |
|---------------|------------------------|--------|---|---|----------------------|
| | | | good hadith" " hadith) hasan), its definition, and .its categories | | |
| The tests | Lecture and discussion | review | Review and evaluation of the above | 1 | -Twenty ninth |
| Written tests | | | a test | 1 | thirty |

11. Course evaluation

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

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

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

(c.(Final exam: (60 marks

12. Learning and teaching resources

A Summary of the Sciences of the Holy Quran

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

Lectures on Simplifying the Sciences of the Prophet's Sunnah

It was arranged by: Dr. Muhammad .Shaker Mahmoud

Required textbooks (methodology, (if applicable

-Qur'an: by al-Burhan fi Ulum al-Al Zarkashi (d. 794 AH), in which he

.mentioned 47 types of Qur'anic sciences
The Science Sites in the Sites of the Stars:
Bulqini (d. 824 AH), -al Din-by Jalal al
in which he mentioned more than 50
.types

-Qur'an: by Jalal al-Itqan fi Ulum al-Al Suyuti (d. 911 AH), and it is -Din al
considered one of the most famous
.books and he mentioned 80 types in it

The increase and improvement in the
-nces of the Qur'an: by Ibn Aqila alsacie
Makki (d. 1150 AH), and it is the most

(Main references (sources

| | |
|---|---|
| <p>comprehensive of them as he mentioned 154 types</p> <p>:In modern times</p> <p>Tibyan" by Sheikh Tahir -The book "Al ,Jazairi-Al</p> <p>Irfan" by -And the book "Manahil al -Azim al-Sheikh Muhammad Abdul .Zarqani</p> | |
| | <p>Recommended supporting books and references (scientific journals, (...reports</p> |
| | <p>Electronic references, websites</p> |

Course Description

| | |
|---|---|
| 46. Course Name | First Stage –Educational Psychology |
| 47. code Course | EAEP108 |
| 48. Year /Semester | 2026 – 2025 |
| 49. description was prepared Date this | 2025 |
| 50.forms of attendance Available | My presence |
| 51.(Number of study hours (total) / Number of units (total | Number of hours (30) hours |
| 52. if there is more than one,) Name of the course coordinator .(please mention it | Note: The last line appears to be) . A - Dr. Omar Abdul Karim Hussein Al :Na |

(a separate, unrelated entry and is omitted from the translation

53. objectives Course

- | | |
|---|--------------------------|
| <ul style="list-style-type: none"> • . educational psychology The students were introduced to • Educational psychology is similar to general psychology in .research methods • Understanding systematic psychology is important fo .understanding behavior at all ages • Identifying the characteristics of mental development • Identifying the characteristics of cognitive growth | Course objectives |
|---|--------------------------|

54. Teaching and learning strategies

- | | |
|--|-----------------|
| <ul style="list-style-type: none"> - .Lecture method - .Discussion method - Cooperative learning - Problem solving | strategy |
|--|-----------------|

55. Course structure

| Evaluation Method | Learning method | Unit or topic name | Required learning outcomes | Hours | Week |
|--------------------------|------------------------|--|-----------------------------------|--------------|-------------|
| Daily participation | Lecture | Introduction to Educational Psychology Definition of psychology | knowledge | 2 | the first |
| Final Calendar | Lecture | Factors affecting the effectiveness the learning process | absorption | 2 | the second |
| Assigning duties | discussion | Educational psychology in service the process Educational | knowledge | 2 | the third |
| Editorial | | ----- | Monthly test | 2 | Fourth |
| Daily participation | Lecture | Research methods in educational | Knowledge | 2 | the first |

| | | | | | |
|----------------------------|----------------------|--|--------------------------------|---|------------|
| | | psychology | Application | | |
| Assigning duties | discussion | Educational objectives | Comprehension Application | 2 | the second |
| Daily participation | Lecture | Educational objectives and curriculum development | knowledge | 2 | the third |
| Editorial | | ----- | Monthly test | 2 | Fourth |
| Final Calendar | discussion | Steps for writing a goal | to understand | 2 | the first |
| Daily participation | Lecture | Goals and planning for education | absorption | 2 | the second |
| classroom activity | Cooperative learning | Principles of learner growth | Understanding Comprehension | 2 | the third |
| Daily participation | discussion | General principles of growth | to understand | 2 | Fourth |
| Assigning duties | Lecture | Factors affecting human growth | absorption | 2 | the first |
| Extracurricular activities | Problem solving | Further evidence of the impact environment and orientation experiences | to understand | 2 | the second |
| classroom activity | Cooperative learning | The developmental characteristics of the learner | Understanding Comprehension | 2 | the third |
| Reports | | ----- | Monthly test | 2 | Fourth |
| Daily participation | discussion | Characteristics of mental (cognitive) development | to understand | 2 | the first |
| classroom activity | Lecture | Characteristics of emotional development | Understanding Comprehension | 2 | the second |
| Daily participation | Lecture | Characteristics of social growth | Knowledge Application | 2 | the third |
| Editorial | | ----- | Monthly test | 2 | Fourth |
| Assigning duties | Lecture | -Growth characteristics in years (15-18) middle school | absorption | 2 | the first |
| Extracurricular activities | Problem solving | -Growth characteristics in years (18-21) . High school | to understand | 2 | the second |

| | | | | | |
|----------------------------|----------------------|--|--------------------------------|---|------------|
| classroom activity | Cooperative learning | Characteristics of emotional and social development | Understanding Comprehension | 2 | the third |
| Reports | | ----- | Monthly test | 2 | Fourth |
| Daily participation | discussion | The concept of cognitive learning | to understand | 2 | the first |
| classroom activity | Lecture | -Cognitive learning versus non cognitive learning | Understanding Comprehension | 2 | the second |
| Daily participation | Lecture | The role of social reward and . punishment in simulation | Knowledge Application | 2 | the third |
| Editorial | | ----- | Monthly test | 2 | Fourth |
| Assigning duties | Lecture | Some higher cognitive factors in process tradition | absorption | 2 | the first |
| Extracurricular activities | Problem solving | Differences among psychologists of Educational applications . language .in psychological studies | to understand | 2 | the second |
| classroom activity | Cooperative learning | The cycle of learning (remembering (and forgetting | Understanding Comprehension | 2 | the third |
| Reports | | ----- | Monthly test | 2 | Fourth |

56. Course evaluation

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

57. Learning and teaching resources

| | |
|--|---|
| Fundamentals of Educational Psychology | (Required textbooks (methodology, if applicable |
| by Dr. Mohamed Shehata Rabie -Personality Psychology | (Main references (sources |
| things you should know about psychology | Recommended supporting books and (...references (scientific journals, reports |
| | Electronic references, websites |

Course Description

| | |
|--|--------------------------|
| 58. Course Name | |
| Freedom, human rights, and democracy | |
| 59. Course code | |
| EARD107 | |
| 60. Semester/Year | |
| 2025-2026 Annual / | |
| 61. Date this description was prepared | |
| 2025 | |
| 62. Available forms of attendance | |
| My presence and my daily | |
| 63.) Total number of study hours / Total number of units 90 hours (| |
| (Number of hours (2) / Number of units (4 | |
| 64..(Name of the course coordinator (if there is more than one, please mention it | |
| Dr. Omar Abdul Karim Hussein :Name -1 :tends A The letter Name -2 :tends A The letter :Name -3 :tends A The letter | |
| 65. objectives Course | |
| <ol style="list-style-type: none"> 1. Defining the concept of freedom and human rights 2. Familiarity with international conventions and declarations 3. Promoting the values of justice and equality 4. Developing awareness of rights and duties 5. Preparing an informed and responsible citizen | Course objectives |
| 66. Teaching and learning strategies | |

- | | |
|--|-----------------|
| 1- Statement on the importance of the subject of freedom and democracy 2- The purpose of studying the subject 3- Method of discussion and dialogue 4- Delivering the lesson with demonstration 5- Interrogation | strategy |
|--|-----------------|

67. Course structure

| Evaluation Method | Learning method | Unit or topic name | Required learning outcomes | Hours | Week |
|--|------------------------|---|-----------------------------------|--------------|-------------|
| Attendance, tests, classroom interaction | Asking questions | The foundation of freedom | Giving a theoretical lecture | 2 | October 1 |
| Attendance, tests, classroom interaction | Asking questions | International Covenant on Civilization | Giving a theoretical lecture | 2 | October 2 |
| Attendance, tests, classroom interaction | Asking questions | The meaning of freedom | Giving a theoretical lecture | 2 | October 3 |
| Attendance, tests, classroom interaction | Asking questions | History of Freedom | Giving a theoretical lecture | 2 | October 4 |
| Attendance, tests, classroom interaction | Asking questions | The concept of freedom in the modern era | Giving a theoretical lecture | 2 | November 1 |
| Attendance, tests, classroom interaction | Asking questions | Political guarantees for public freedoms | Giving a theoretical lecture | 2 | November 2 |
| Attendance, tests, classroom interaction | Asking questions | Types of freedoms and their characteristics | Giving a theoretical lecture | 2 | November 3 |
| Attendance, tests, classroom interaction | Asking questions | Types of freedom in Islam | Giving a theoretical lecture | 2 | November 4 |
| Attendance, tests, classroom interaction | Asking questions | personal freedom | Giving a theoretical lecture | 2 | December 1 |
| Attendance, tests, classroom interaction | Asking questions | Manifestations of types of political | Giving a theoretical lecture | 2 | December 2 |

| | | | | | |
|--|------------------|--|------------------------------|---|------------|
| | | freedom | | | |
| Attendance, tests, classroom interaction | Asking questions | The advantages of the right to freedom from an Islamic perspective | Giving a theoretical lecture | 2 | December 3 |
| Attendance, tests, classroom interaction | Asking questions | Regulations for exercising freedom of belief and worship | Giving a theoretical lecture | 2 | December 4 |
| Attendance, tests, classroom interaction | Asking questions | In human rights Human rights sources | Giving a theoretical lecture | 2 | January 1 |
| Attendance, tests, classroom interaction | Asking questions | International Covenant on Economic, Social and Cultural Rights | Giving a theoretical lecture | 2 | January 2 |
| Attendance, tests, classroom interaction | Asking questions | French Constitutions and Declarations | Giving a theoretical lecture | 2 | January 3 |
| Attendance, tests, classroom interaction | Asking questions | French Constitution (1848) | Giving a theoretical lecture | 2 | January 4 |
| Attendance, tests, classroom interaction | Asking questions | Constitution of the Republic of Iraq for the year 2025 | Giving a theoretical lecture | 2 | February 1 |
| Attendance, tests, classroom interaction | Asking questions | Guaranteeing human rights | Giving a theoretical lecture | 2 | February 2 |
| Attendance, tests, classroom interaction | Asking questions | The principle of separation of powers | Giving a theoretical lecture | 2 | February 3 |
| Attendance, tests, classroom interaction | Asking questions | Forms of democracy | Giving a theoretical lecture | 2 | February 4 |
| Attendance, tests, classroom interaction | Asking questions | Appreciation of the direct democracy system | Giving a theoretical lecture | 2 | March 1 |

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

68. Course evaluation

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

69. Learning and teaching resources

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

Required textbooks (methodology, (if applicable

1. • Fattah Bayumi Hijazi-Abd al ,Majdhub-Muhammad al
Public International Law Book of
2. *Mediator in the Law of International The Organizations*
3. Hussein Jamil .Dr
has authored works on rights and public freedoms.

(Main references (sources

- **The Arab Charter on Human Rights.**

Recommended supporting books and references (scientific journals,

| | |
|---|---|
| <ul style="list-style-type: none"> • League of Arab States • National child laws in Arab countries (such as: the Egyptian Child Law, the Saudi Child Protection System, the UAE Child Rights Law...) | <p>(...reports</p> |
| <p>Google Scholar reviewed scientific -is used to search for peer studies and research in various disciplines.</p> | <p>Electronic references, websites</p> |

Description of the course, second stage

Course Description / Islamic Literature

Course Name -1

Islamic Literature- Second Stage

Course Code-2

IAUL114

Semester/Year-3

2026-2025

Date this description was prepared -4

2025

Available forms of attendance -5

Mandatory attendance

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

Hours: (84) / Units: (128)

Name of the course coordinator -7

Name: M.M. Fouad Akram Kurdi

Email: fwadalsamrayy54@gmail.com

Course Objectives-8

Course objectives

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

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

And to connect him with his Creator, the true religion and its Arabic literature, and to

This responsibility towards this religion, and to establish him on virtuous make him fee values and clarify the correct perceptions, for literature is the record of the Arabs and Muslims
 ies and Helping him to stand up against Western literature and its atheistic philosoph - intellectual invasion in general, and to confront the enemies of the Muslim nation, who are plotting against it
 To sharpen and inspire determination, and to remind people of the glory of Islam -

Teaching and learning strategies -9

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

Course Structure-10

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

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

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

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

Course Evaluation-11

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

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

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

ض- .(Final exam: (60 marks

Sources of education and teachin -12

Course Description

70.Course Name

Foundations of Education**71.Course code****72.Semester/Year****2026-2025****73.Date this description was prepared****2025****74.Available forms of attendance****My presence****75.(Number of study hours (total) / Number of units (total**

(Hours: (60 hours

**76.Name of the course coordinator (if there is more than one, please mention
.it****Prof. Dr. Abdul Raouf Arheem Yousef :Name -1****:email address A'a -A**alabdulraoofrahim@imamaladham.edu.iq**Dr. Waad Sabbar Mohammed : Name -2****: Email**dr.waadsabar_2@imamaladham.edu.iq**77. objectives Course****General objectives**

- Identifying breeding fields and their sources
 - Understanding the relationship between education and other sciences such as psychology and sociology
 - Keeping up with the latest efforts of educational ts are experimental or scientists, whether these effor .theoretical
 - Trace the stages of educational development
- :Cognitive objectives**
- Broadening the student's horizons with the science of education
 - Comparison between the old and modern educational approaches

Course objectives

- is characterized by cognitive Islamic education features, as the sources of this education are the Holy .Qur'an and the purified Sunnah

78. Teaching and learning strategies

| | |
|--|-----------------|
| Lecture (Interrogation (question and answer Dialogue and discussion Problem solving | strategy |
|--|-----------------|

79. Course structure

| Evaluation Method | Learning method | Unit or topic name | Required learning outcomes | Hours | Week |
|-----------------------|-------------------------|---|---|-------|-------------------|
| oral exams | Lecture and discussion | Defining the science and explaining its origins | The student should familiarize themselves .the course with | 2 | the first |
| oral exams | Lecture and discussion | The importance of education in Islam | The student should understand the importance of education in .Islam | 2 | the second |
| oral exams | ture and Lec discussion | The concept of education | The student should learn the concept of .education | 2 | the third |
| oral exams | Lecture and discussion | Educational goals | The student should understand the goals of .education | 2 | Fourth |
| Written or oral tests | Lecture and discussion | Foundations of Education | The student should learn the foundations .of education | 2 | Fifth |

| | | | | | |
|-----------------------|------------------------|---|---|---|--------------------|
| Written or oral tests | Lecture and discussion | | Review and evaluation of the above | 2 | Sixth |
| oral exams | Lecture and discussion | Foundations of Intellectual Education | To understand the foundations of intellectual education | 2 | Seventh |
| oral exams | Lecture and discussion | Islam's view of education | To learn about Islam's view of education | 2 | Eighth |
| oral exams | Lecture and discussion | Islam's view of the universe | To understand Islam's view of the universe | 2 | Ninth |
| oral exams | Lecture and discussion | The importance of the impact | To understand the importance of educational impact | 2 | tenth |
| oral exams | Lecture and discussion | Islam's view of life | To understand Islam's view of life | 2 | eleventh |
| oral exams | Lecture and discussion | Foundations of devotional education | To become familiar with the foundations of devotional education | 2 | twelfth |
| oral exams | Lecture and discussion | The educational impact of worship | To learn the educational impact of worship | 2 | thirteenth |
| oral exams | Lecture and discussion | Legislative foundations of education | To understand the legislative foundations of education | 2 | fourteenth |
| Written or oral tests | discussion | | Review and evaluation | 2 | fifteenth |
| oral exams | Lecture and discussion | The impact of Islamic law on the upbringing of the mind | To understand the impact of Islamic law on intellectual development | 2 | Sixteenth |
| oral exams | Lecture and discussion | The impact of Islamic law on moral education | To understand the impact of Islamic law on moral development | 2 | seventeenth |
| oral exams | Lecture and discussion | The meaning of the five necessities | To understand the meaning of the five necessities and their educational | 2 | eighteenth |

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

80. Course evaluation

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

- ط- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test
- ظ- Second semester: (20 marks) (5 marks: for attendance and preparation, and 15 marks for the test
- ع- (Final exam: (60 marks

81. Learning and teaching resources

| | |
|--|---|
| | Required textbooks (methodology, (if applicable |
| | (Main references (sources |
| | Recommended supporting books and references (scientific journals, (...reports |
| | Electronic references, websites |

Expension/ Course description

Course Name -1

Phase Two – Disbursement

Course Code-2

AMC113

Semester/Year-3

2025-2026

Date this description was prepared -4

2025

Available forms of attendance -5

Mandatory attendance / Absence

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

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

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

Name: Dr. Rabah Ismail Sayer
: **Email**rabah.imal@imamaladham.edu.iq

Course Objectives-8

enlighten students about The teaching of morphology aims to :**Course Objectives** morphological aspect in Arabic linguistics and the changes that the importance of the

And the greatest of them , Topic Arabic the sciences Okay from . occur in words no , His study on And we fall , With him We mean that The most deserving , danger Words from The core in Enter That he that , From him Supply in spacious We save His And on , and the balance Standard Hungarian From it It is taking place , Arabic Reducing its size and knowledge Formulas adjust in pickaxe loneliness knowledge It is what on In it The contemplative stands loneliness face , To her and the ratio loneliness And from it , diphthong or Replacement or Elision from The word afflicted It is gesticulate It is rare gesticulate less gesticulate Arabic in expel what He knows Its Taking into consideration ,and derivatives and sources crowds from an anomaly Abandonment that Measurement infringement from Speech Vocabulary empty rules . The speakers eloquence With her And it is invalid eloquence

Teaching and learning strategies -9

guiding them and , and skills Developing students' minds refining Work on :**Strategy** and scientific manner based on fostering a positive spirit by academic in an enhancing confidence in individual and collective skills through scientific methods based activities-directed towards students through scientific participation and skill Attending discussions to benefit from the .cussion panelsand dis seminars through The scientific goals and working towards achieving the ,experiences of elders and its explanation to students, as well as the use of learning tools for academy the display screen, clippings, and ,boardthe black : clarification, for example .libraries and how to access information in a short time encouraging students to visit

Course Structure-10

| Evaluation Method | Learning method | Unit name and topic | Required educational outcomes | Hours | Week |
|-----------------------|-----------------------------|---|-------------------------------|-------|-------------------|
| Written or oral tests | Discussion and presentation | In dividing the noun into sound, short, long, and defective | theoretical | 2 | the first |
| Written or oral tests | Discussion and presentation | The dual form and related terms, and how to form the .dual | theoretical | 2 | the second |
| Written or oral tests | Discussion and presentation | The masculine plural and related forms, and how to form .them | theoretical | 2 | the third |
| Written or oral tests | Discussion and presentation | The feminine plural and rules for its formation and what .is attached to it | theoretical | 2 | Fourth |
| Written or oral tests | Discussion and presentation | and -Broken plurals their types | theoretical | 2 | Fifth |

| | | | | | |
|-----------------------|-----------------------------|---|-------------|---|--------------------|
| | on | | | | |
| Written or oral tests | Discussion and presentation | Plural of few | theoretical | 2 | Sixth |
| Written or oral tests | Discussion and presentation | The most common plural forms of paucity | theoretical | 2 | Seventh |
| Written or oral tests | Discussion and presentation | Weight of the verb forms "af'ala " and "fa'la" | theoretical | 2 | Eighth |
| Written or oral tests | Discussion and presentation | Weights of plurals of abundance - Fu'al - Fu'ul -Fu'l | | 2 | Ninth |
| Written or oral tests | Discussion and presentation | فعل - فُعلة - فعلى | theoretical | 2 | tenth |
| Written or oral tests | Discussion and presentation | - Fi'al - Fu'al | theoretical | 2 | eleventh |
| Written or oral tests | Discussion and presentation | Fu'lān -Fu'ūl | theoretical | 2 | twelfth |
| Written or oral tests | Discussion and presentation | Af'ilaa -Fu'laa | theoretical | 2 | thirteenth |
| Written or oral tests | Discussion and presentation | Plural forms | theoretical | 2 | fourteenth |
| Written or oral tests | Discussion and presentation | Families | theoretical | 2 | fifteenth |
| Written or oral tests | Discussion and presentation | Effective and efficient | theoretical | 2 | Sixteenth |
| Written or oral tests | Discussion and presentation | and Effective efficient | theoretical | 2 | seventeenth |
| Written or oral tests | Discussion and | Effective accessories | theoretical | 2 | eighteenth |

| | | | | | |
|-----------------------|--|--|-------------|---|--------------------------------------|
| | presentati on | | | | nth |
| Written or oral tests | Discussio n and presentati on | Plural noun and collective noun | theoretical | 2 | nineteen nth |
| Written or oral tests | Discussio n and presentati on | -Diminutives Meanings of Diminutives | theoretical | 2 | Twenty |
| Written or oral tests | Discussio n and presentati on | Conditions for reduction | theoretical | 2 | Twenty first- |
| Written or oral tests | Discussio n and presentati on | Diminutive forms and rules | theoretical | 2 | Twenty - second |
| Written or oral tests | Discussio n and presentati on | Diminutives of words containing a vowel, and diminutives of from which words something has been . omitted | theoretical | 2 | Twenty third- |
| Written or oral tests | Discussio n and presentati on | Diminutive forms of plurals and irregular diminutive forms | theoretical | 2 | Twenty fourth- |
| Written or oral tests | Discussio n and presentati on | Exercises and applications | theoretical | 2 | Twenty fifth- |
| Written or oral tests | Discussio n and presentati on | Lineage and related matters | theoretical | 2 | Twenty sixth- |
| Written or oral tests | Discussio n and presentati on | qat' and -Hamza al wasl-Hamza al | theoretical | 2 | Twenty - sevent h |
| Written or oral tests | Discussio n and presentati on | Meeting of two consonants and the pause | theoretical | 2 | Twenty eighth- |

Course Evaluation-11

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

- غ- First semester: (20 marks) (5 marks: for attendance and preparation, and 15 .(test marks for the
- ف- Second semester: (20 marks) (5 marks: for attendance and preparation, and .(marks for the test 15
- ق- (Final exam: (60 marks

Sources of education and teaching -12

Course Description

| |
|---|
| 82.Course Name |
| New Headway |
| 83.Course code |
| EAEL207 |
| 84.Semester/Year |
| 2026-2025 |
| 85.Date this description was prepared |
| 2025 |
| 86.Available forms of attendance |
| person-In+ instruction Integrated |
| 87.(Number of study hours (total) / Number of units (total |

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

Name: Naseem Adnan Hamidi -1
:email A'a -Alnaseemadnan@imamaladham.edu.iq

89. objectives Course

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

Course objectives

90. Teaching and learning strategies

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

strategy

91. Course structure

11. Course structure

| Evaluation Method | Teaching method | Unit/Topic Name | Required learning outcomes | Hours | Week |
|--|--------------------|-------------------------------------|----------------------------|-------|-------------|
| Attendance with discussion questions and daily | person -In lecture | Reading and translating the passage | Unit 1 | 2 | September 3 |

| assignments | | | | | |
|-------------|---|--|---------------------------|---|-------------|
| = | = | | English grammar rules | 2 | September 4 |
| = | = | | How to connect sentences | 2 | October 1 |
| = | = | | Interrogative tools | 2 | October 2 |
| = | = | | Daily test | 2 | October 3 |
| = | = | | Giving synonyms for words | 2 | October 4 |
| = | = | | Unit II | 2 | November 1 |
| = | = | | The piece on the subject | 2 | November 2 |
| = | = | | Unit rules | 2 | November 3 |
| = | = | | How to negate | 2 | November 4 |
| = | = | | Past perfect | 2 | December 1 |
| = | = | | General review | 2 | December 2 |
| | | | First semester exam | 1 | January 3 |
| = | = | | Unit VI | 2 | January 4 |

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

92. Course evaluation

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

93. Learning and teaching resources

| | |
|-------------|---|
| New Headway | Required textbooks (methodology, (if applicable) |
|-------------|---|

| | |
|------------------------------|--|
| New Headway pre-intermediate | (Main references (sources |
| | Recommended supporting books and references (scientific journals, (...reports |
| | Electronic references, websites |

Course Description

| |
|-----------------------------|
| 94.Course Name |
| Phase Two -Computer Science |
| 95.Course code |
| EACS 106 |
| 96.Semester/Year |

2026-2025

97. Date this description was prepared

2025

98. Available forms of attendance

person-In+ instruction Integrated

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

hour + 2 units 1

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

:Name -1 M. Emad Akla Shakouri

:email address A'a -Alalbazi.emad@gmail.com

101. objectives Course

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

Course objectives

102. Teaching and learning strategies

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

strategy

103. Course structure

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

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

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

| | | | | |
|---------------------------------|-----------------------------|---|--|--|
| -performance practical exams | -presentation laboratory | ?intelligence Where do we use it? Phones, cars,) translation, apps) | | |
|---------------------------------|-----------------------------|---|--|--|

104. Course evaluation

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

105. Learning and teaching resources

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

Description of the course/memorization

Course Name -1

Memorizing the Quran / Second Stage

Course Code-2

EAQM102

Semester/Year-3

2026/2025

Date this description was prepared -4

5/10/2025

Available forms of attendance -5

Mandatory attendance / Absence

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

,hours 2856 units

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

M.M. Duraid Hamoud Ahmed

: Emaildred1986.2013@gmail.com

Course Objectives-8

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

Teaching and learning strategies -9

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

Course Structure-10

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

| | | | | | |
|-----------------------|-------------------------------|----------------------------------|-------------|---|--------------------|
| | n and preservati on | to 150 147 | | | second |
| Written or oral tests | Discussio n and preservati on | The cow, from verse to 163 154 | theoretical | 1 | the third |
| Written or oral tests | Discussio n and preservati on | The cow, from 164 to 169 | theoretical | 1 | Fourth |
| Written or oral tests | Discussio n and preservati on | The cow, from 170 to 176 | theoretical | 1 | Fifth |
| Written or oral tests | Discussio n and preservati on | The cow, from 177 to 181 | theoretical | 1 | Sixth |
| Written or oral tests | Discussio n and preservati on | The cow, from 182 to 186 | theoretical | 1 | Sevent h |
| Written or oral tests | Discussio n and preservati on | The cow, from verse to 190 187 | theoretical | 1 | Eighth |
| Written or oral tests | Discussio n and preservati on | The cow, from 191 to 196 | theoretical | 1 | Ninth |
| Written or oral tests | Discussio n and preservati on | The cow, from 191 to 196 | theoretical | 1 | tenth |
| Written or oral tests | Discussio n and preservati on | The cow, from 196 to 199 | theoretical | 1 | elevent h |
| Written or oral tests | Discussio n and preservati on | The cow, from . verse 199 to 203 | theoretical | 1 | twelfth |
| Written or oral tests | Discussio n and preservati on | The cow, from 203 . to 206 | theoretical | 1 | thirteen th |
| Written or oral tests | Discussio n and preservati on | The cow, from verse to 209 206 | theoretical | 1 | fourtee nth |

| | | | | | |
|-----------------------|-----------------------------|--------------------------------|-------------|---|------------------------|
| Written or oral tests | Discussion and preservation | The cow, from verse to 212 209 | theoretical | 1 | fifteenth |
| Written or oral tests | Discussion and preservation | The cow, from verse to 215 212 | theoretical | 1 | Sixteenth |
| Written or oral tests | Discussion and preservation | The cow, from verse to 218 215 | theoretical | 1 | seventeenth |
| Written or oral tests | Discussion and preservation | Baqarah, verses -Al 221-218 | theoretical | 1 | eighteenth |
| Written or oral tests | Discussion and preservation | The cow, from verse to 224 221 | theoretical | 1 | nineteenth |
| Written or oral tests | Discussion and preservation | Baqarah, verses -Al 227-224 | theoretical | 1 | Twenty |
| Written or oral tests | Discussion and preservation | The cow, from verse to 230 227 | theoretical | 1 | Twenty first- |
| Written or oral tests | Discussion and preservation | The cow, from verse to 233 230 | theoretical | 1 | Twenty - second |
| Written or oral tests | Discussion and preservation | The cow, from verse to 236 233 | theoretical | 1 | Twenty third- |
| Written or oral tests | Discussion and preservation | The cow, from verse to 239 236 | theoretical | 1 | Twenty fourth- |
| Written or oral tests | Discussion and preservation | The cow, from verse to 242 239 | theoretical | 1 | Twenty fifth- |
| Written or oral tests | Discussion and preservation | The cow, from verse to 245 242 | theoretical | 1 | Twenty sixth- |
| Written or oral tests | Discussion and preservati | The cow, from verse to 248 245 | theoretical | 1 | Twenty - |

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

Course Evaluation-11

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

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

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

م- (Final exam: (60 marks)

Sources of education and teaching -12

Course Description/Projects

Course Name -1

Offers

Course Code-2

AOS316

Semester/Year-3

2025-2026

Date this description was prepared -4

2025

Available forms of attendance -5

Mandatory attendance / Absence

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

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

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

M.M. Anas Hamid Majeed :Name
: Emailanas.hameed@imamaladham.edu.iq

Course Objectives-8

To connect students with the literary heritage in its various eras :**Course objectives** and to provide them with its moral, social and artistic values, which contribute to their .intellectual and cultural development

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

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

morf sgninaem tcartxe ,stxet yraretil dnatsrednu ot ytiliba 'To increase students words, perceive aspects of beauty in them, appreciate, analyze and critique them, and students' ability to make literary comparisons and issue judgments honestly and .objectively

Teaching and learning strategies -9

guiding them and , and skills Developing students' minds refining Work on :**Strategy** and scientific manner based on fostering a positive spirit by academic in an

through scientific methods enhancing confidence in individual and collective skills based activities-directed towards students through scientific participation and skill Attending discussions to benefit from the .and discussion panels seminars through

The scientific sgoal and working towards achieving the ,experiences of elders and its explanation to students, as well as the use of learning tools for academy the display screen, clippings, and ,the blackboard : clarification, for example .ort timelibraries and how to access information in a sh encouraging students to visit

Course Structure-10

| Evaluation Method | Learning method | Unit name and topic | Required educational outcomes | Hours | Week |
|-----------------------|-----------------|-------------------------|-------------------------------|-------|------------------|
| Written or oral tests | Discussion and | Introduction to prosody | theoretical | 2 | the first |

| | | | | | |
|-----------------------|--|--|----------------------------|---|------------------------|
| | presentati on | | | | |
| Written or oral tests | Discussio n and presentati on | Prosodic terminology | theoretical | 2 | the second |
| Written or oral tests | Discussio n and presentati on | Prosodic scansion | theoretical | 2 | the third |
| Written or oral tests | Discussio n and presentati on | Metrical variation, defect, and the poetic verse | theoretical | 2 | Fourth |
| Written or oral tests | Discussio n and presentati on | Titles of verses and poetic parallels | theoretical | 2 | Fifth |
| Written or oral tests | Discussio n and presentati on | The long sea and its details | Theoretical and applied | 2 | Sixth |
| Written or oral tests | Discussio n and presentati on | Its applications | Theoretical and applied | 2 | Sevent h |
| Written or oral tests | Discussio n and presentati on | The vast sea and its details | Theoretical and applied | 2 | Eighth |
| Written or oral tests | Discussio n and presentati on | The simple sea and its details | Theoretical and applied | 2 | Ninth |
| Written or oral tests | Discussio n and presentati on | Applications | Theoretical and applied | 2 | tenth |
| Written or oral tests | Discussio n and presentati on | The abundant sea d its detailsan | Theoretical and applied | 2 | elevent h |
| Written or oral tests | Discussio n and presentati on | Applications | Theoretical and applied | 2 | twelfth |
| Written or oral tests | Discussio n and presentati on | The complete sea and its details | Theoretical and applied | 2 | thirteen th |
| Written or oral tests | Discussio | Applications | Theoretical and | 2 | fourtee |

| | | | | | |
|-----------------------|-----------------------------|---|-------------------------|---|------------------------|
| | n and presentation | | applied | | nth |
| Written or oral tests | Discussion and presentation | Exercises on what has passed from the seas | Theoretical and applied | 2 | fifteenth |
| Written or oral tests | Discussion and presentation | The sea of Hazaj | Theoretical and applied | 2 | Sixteenth |
| Written or oral tests | Discussion and presentation | Its details | Theoretical and applied | 2 | seventeenth |
| Written or oral tests | Discussion and presentation | Rajaz meter | Theoretical and applied | 2 | eighteenth |
| Written or oral tests | Discussion and presentation | Its details | Theoretical and applied | 2 | nineteenth |
| Written or oral tests | Discussion and presentation | Sea of Sand | Theoretical and applied | 2 | Twenty |
| Written or oral tests | Discussion and presentation | Its details | Theoretical and applied | 2 | Twenty first- |
| Written or oral tests | Discussion and presentation | The fast sea and its details | Theoretical and applied | 2 | Twenty - second |
| Written or oral tests | Discussion and presentation | The open sea and its details | Theoretical and applied | 2 | Twenty third- |
| Written or oral tests | Discussion and presentation | The light sea and its details | Theoretical and applied | 2 | Twenty fourth- |
| Written or oral tests | Discussion and presentation | The present, concise, and abbreviated sea and their details | Theoretical and applied | 2 | Twenty fifth- |
| Written or oral tests | Discussion and presentation | The convergent and complementary sea and their details | Theoretical and applied | 2 | Twenty sixth- |

| | | | | | |
|-----------------------|-----------------------------|--|-------------------------|---|-------------------------|
| Written or oral tests | Discussion and presentation | Poetic meters, interweaving, innovation, free verse and its meters | Theoretical and applied | 2 | Twenty - seventh |
| Written or oral tests | Discussion and presentation | Rhyme, its types, requirements, and flaws, along with .general exercises | Theoretical and applied | 2 | Twenty eighth- |

Course Evaluation-11

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

- أ- First semester: (25 marks) (5 marks: for attendance and preparation, and 20 .(test marks for the
- ب- Second semester: (25 marks) (5 marks: for attendance and preparation, and .(marks for the test 20
- ج- .(Final exam: (50 marks

Sources of education and teaching -12

Dictionary and voice / Description of the course

Course Name -1

Dictionary and voice

Course Code-2

ATAP219

Semester/Year-2

2026-2025

Date this description was prepared -4

2025

Available forms of attendance -5

Mandatory attendance

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

(Hours: (56) / Units: (112

Name of the course coordinator -7

Name: Prof. Dr. Ahmed Abdel Sattar Kamel

: Emaildr.ahmedsamrra@gmail.com

Course Objectives-8

for the student to become familiar with :**The objectives of the course are** dictionaries, their methodologies and schools, and to know how to search within .them

The student's knowledge of phonetics, its branches and methods, knowledge of s, and knowledge of some the articulation points and characteristics of letter .phonetic phenomena

Teaching and learning strategies -9

guiding them and , and skills Developing students' minds refining Work on :**Strategy** and scientific manner based on fostering a positive spirit by academic in an enhancing confidence in individual and collective skills through scientific methods based activities-directed towards students through scientific participation and skill Attending discussions to benefit from the .cussion panelsand dis seminars through The scientific goals and working towards achieving the ,experiences of elders and its explanation to students, as well as the use of learning tools for academy libraries and encouraging students to visit , boardthe black : clarification, for example .and how to access information in a short time

Course Structure-10

| Evaluation Method | Learning method | Unit name and topic | Required educational outcomes | Hours | Week |
|-----------------------|-----------------|---|-------------------------------|-------|-------------------|
| Written or oral tests | discussion | The concept of a dictionary in language and terminology Definition of sounds, sound production | theoretical | 2 | the first |
| Written or oral tests | discussion | The difference between a dictionary, a lexicon, | theoretical | 2 | the second |

| | | | | | |
|-----------------------|------------|---|-------------|---|------------------|
| | | an index, and an encyclopedia The Origins of Phonetics | | | |
| Written or oral tests | discussion | Methods of controlling vocabulary and revealing meaning Audio lesson resources | theoretical | 2 | the third |
| Written or oral tests | discussion | Ain School: The -Al position of the ancients and moderns regarding -its attribution to Al Khalil Parts of the speech apparatus | theoretical | 2 | Fourth |
| Written or oral tests | discussion | Description of the front of the eye Branches of Phonetics | theoretical | 2 | Fifth |
| Written or oral tests | discussion | Building system in Al Ain Phonics lesson methods | theoretical | 2 | Sixth |
| Written or oral tests | discussion | Method of identifying a word in the book Ain-Al Sound outputs | theoretical | 2 | Seventh |
| Written tests | discussion | The eye's flaws The purity of voices | theoretical | 2 | Eighth |
| Written or oral tests | discussion | The Jamhara School, a description of the introduction to Jamhara and the methodology of Ibn .Duraid Enhanced and distinctive qualities | theoretical | 2 | Ninth |
| Written or oral tests | discussion | Methods of identifying a single Jamhara-word in Al Sound phenomena | theoretical | 2 | tenth |
| Written or oral tests | discussion | Criticisms of the Jamhara Sound symmetry | theoretical | 2 | eleventh |
| Written or oral tests | discussion | The Book of the Skillful Syntactic | theoretical | 2 | twelfth |

| | | | | | |
|-----------------------|------------|---|-------------|---|----------------------|
| | | phenomena specific to vowels | | | |
| Written or oral tests | discussion | Language refinement, description of the introduction to language refinement Opening and inclination | theoretical | 2 | thirteenth |
| Written or oral tests | discussion | Azhari's approach -Al to arranging the chapters and -materials of Al Tahdhib Pausing and its effect on sounds and phenomena | theoretical | 2 | fourteenth |
| Written tests | discussion | Criticisms of refinement Stopping at the end of words | theoretical | 2 | fifteenth |
| Written or oral tests | discussion | The Dictionary of Language Standards: The idea upon which Ibn Faris based his dictionary | theoretical | 2 | Sixteenth |
| Written or oral tests | discussion | Methods of identifying vocabulary in the Dictionary of Language Standards and its shortcomings Types of pauses: with sukoon, rum, and ishmam | theoretical | 2 | seventeenth |
| Written or oral tests | discussion | The hermetic and the greatest ocean | theoretical | 2 | eighteenth |
| Written or oral tests | discussion | Ibn Sida's approach Muhkam, his -in Al method in arranging the material | theoretical | 2 | nineteenth |
| Written or oral tests | discussion | Characteristics of the arbitrator, characteristics of the Al Ain school | theoretical | 2 | Twenty |
| Written or oral tests | discussion | Characteristics of the Jamhara School Audio cutting | theoretical | 2 | Twenty first- |
| Written or oral tests | discussion | Sahah School-Al | theoretical | 2 | Twenty |

| | | | | | |
|-----------------------|------------|--|-------------|---|-----------------------|
| | n | | | | - second |
| Written or oral tests | discussion | Crown of Language and Correct Arabic audio clips | theoretical | 2 | Twenty third- |
| Written or oral tests | discussion | Arab-Lisan al | theoretical | 2 | Twenty fourth- |
| Written or oral tests | discussion | Muheet -Al Dictionary | theoretical | 2 | Twenty fifth- |
| Written or oral tests | discussion | Characteristics of the Sahih School | theoretical | 2 | Twenty sixth- |
| Written or oral tests | discussion | The School of Basic Rhetoric | theoretical | 2 | Twenty seventh |
| Written or oral tests | discussion | Characteristics and shortcomings of the school of rhetoric | theoretical | 2 | Twenty eighth- |

Course Evaluation-11

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

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

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

بب- .(Final exam: (60 marks

Sources of education and teaching -12

Course description / Grammar

Course Name -1

Ibn Aqil's Explanation, Part Two – Grammar

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

2024-2023

Date this description was prepared -4

2025

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

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

(Name of the course coordinator (if there is more than one name, mention it -7**Name: Dr. Muhannad Yassin Taha**
: Emaileduhm230365@uosamarra.edu.iq**Course Objectives-8**

to preserve the rules of the language and to :**The objectives of the course are** preserve the classical Arabic language, to make the tongue accustomed to the language correctly and away from error, to enable students to know and understand grammatical applications the parsing of precise grammatical styles, to understand through Qur'anic and poetic evidence, the noble Prophetic Hadith and others, and to develop students to memorize Ibn Malik's Alfiyya, because it helps them to understand.

Teaching and learning strategies -9

guiding them and , and skills Developing students' minds refining Work on :**Strategy** and scientific manner based on fostering a positive spirit by academic in an enhancing confidence in individual and collective skills through scientific methods based activities-ents through scientific participation and skill directed towards student Attending discussions to benefit from the .and discussion panels seminars through The scientific goals and working towards achieving the ,experiences of elders

students, as well as the use of learning tools for and its explanation to academy libraries and encouraging students to visit , the blackboard : clarification, for example .and how to access information in a short time

Course Structure-10

| Evaluation Method | Learning method | Unit name and topic | Required educational outcomes | Hours | Week |
|-----------------------|--------------------------|---|-------------------------------|-------|-------------------|
| Written or oral tests | Discussion and induction | The negative particle "la" negates the entire class | theoretical | 2 | the first |
| Written or oral tests | Discussion and induction | and its sisters ظن | theoretical | 2 | the second |
| Written or oral tests | Discussion and induction | Acts of certainty and probability | theoretical | 2 | the third |
| Written or oral tests | Discussion and induction | I know and I see | theoretical | 2 | Fourth |
| Written or oral tests | Discussion and induction | actor | theoretical | 2 | Fifth |
| Written or oral tests | Discussion and induction | Deletion of the subject | theoretical | 2 | Sixth |
| Written or oral tests | Discussion and induction | The subject of the passive verb | theoretical | 2 | Seventh |
| Written or oral tests | Discussion and induction | Work | theoretical | 2 | Eighth |
| Written or oral tests | Discussion and induction | Dispute | theoretical | 2 | Ninth |
| Written or oral tests | Discussion and induction | Transitive and intransitive verb | theoretical | 2 | tenth |
| Written or oral tests | Discussion and induction | How to make an intransitive verb transitive | theoretical | 2 | eleventh |
| Written or oral tests | Discussion and induction | The absolute object (source) | theoretical | 2 | twelfth |
| Written or oral tests | Discussion and induction | The source factor .must be omitted | theoretical | 2 | thirteenth |
| Written or oral tests | Discussion and | The object has conditions for being | theoretical | 2 | fourtee |

| | | | | | |
|-----------------------|--------------------------|---|-------------|---|-------------------------|
| | induction | in the accusative .case | | | nth |
| Written or oral tests | Discussion and induction | The object is in the .genitive case | theoretical | 2 | fifteenth |
| Written or oral tests | Discussion and induction | The adverbial accusative is an adverb of time and .place | theoretical | 2 | Sixteenth |
| Written or oral tests | Discussion and induction | The object with it | theoretical | 2 | seventeenth |
| Written or oral tests | Discussion and induction | The complete exception, both affirmative and negative | theoretical | 2 | eighteenth |
| Written or oral tests | Discussion and induction | Connected exception and disconnected exception | theoretical | 2 | nineteenth |
| Written or oral tests | Discussion and induction | The empty exception | theoretical | 2 | Twenty |
| Written or oral tests | Discussion and induction | The exception is ", with "ghar, " "sawa ".and "siwa | theoretical | 2 | Twenty first- |
| Written or oral tests | Discussion and induction | Exception far and wide | theoretical | 2 | Twenty - second |
| Written or oral tests | Discussion and induction | The state and its divisions | theoretical | 2 | Twenty third- |
| Written or oral tests | Discussion and induction | The circumstantial qualifier of the noun being modified | theoretical | 2 | Twenty fourth- |
| Written or oral tests | Discussion and induction | The current sentence is either .nominal or verbal | theoretical | 2 | Twenty fifth- |
| Written or oral tests | Discussion and induction | Discrimination is a ratio or a characteristic | theoretical | 2 | Twenty sixth- |
| Written or oral tests | Discussion and induction | The distinction transformed from subject, agent, and object | theoretical | 2 | Twenty - seventh |
| Written or oral tests | Discussion and induction | The genitive case of distinction | theoretical | 2 | Twenty eighth- |

Course Evaluation-11

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

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

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

جج- (Final exam: (60 marks

Ancient texts / Course description

Course Name -1

old Texts

Course Code-2

ABGO218

Semester/Year-2

2025-2026

Date this description was prepared -4

2025

Available forms of attendance -5

Mandatory attendance

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

(Hours: (56) / Units: (112

Name of the course coordinator -7

Name: Prof. Dr. Adel Mahmoud Mohamed

: Email dra532388@gmail.com

Course Objectives-8

ng them to develop linguistic wealth by providi :**The objectives of the course are** and understanding their meanings, to with vocabulary and linguistic styles towards high literature, to expand their imagination, to inclination develop their to develop literary taste to and , strengthen their ability to memorize and recall to increase students' understanding of And . perceive linguistic beauty in the text and their healthy interaction with this society ancient Arab society their And to know .their natures and their consequences

Teaching and learning strategies -9

guiding them and , and skills Developing students' minds refining Work on :**Strategy** and scientific manner based on fostering a positive spirit by academic in an enhancing confidence in individual and collective skills through scientific methods based activities-directed towards students through scientific participation and skill Attending discussions to benefit from the .cussion panelsand dis seminars through The scientific goals and working towards achieving the ,experiences of elders and its explanation to students, as well as the use of learning tools for academy libraries and encouraging students to visit , boardthe black : clarification, for example .and how to access information in a short time

Course Structure-10

| Evaluation Method | Learning method | Unit name and topic | Required educational outcomes | Hours | Week |
|-----------------------|-----------------|---|-------------------------------|-------|------------------|
| Written or oral tests | discussion | The subject and - purpose of the book . "The Stick" Jahiz's style and -Al - the principles he | theoretical | 2 | the first |

| | | | | | |
|-----------------------|------------|--|-------------|---|-------------------|
| | | .believed in | | | |
| Written or oral tests | discussion | A statement on the doctrine of populism and those who claim to be populists | theoretical | 2 | the second |
| Written or oral tests | discussion | Mention of the sayings of the Shu'ubiyya regarding sticks and other things | theoretical | 2 | the third |
| Written or oral tests | discussion | A response to populism regarding the issue of fighting at night | theoretical | 2 | Fourth |
| Written or oral tests | discussion | A response to their denial of the existence of the Arab slaves, and an explanation of the reasons for the multiple names of .the spear | theoretical | 2 | Fifth |
| Written or oral tests | discussion | Grammatical and morphological applications on the studied texts | theoretical | 2 | Sixth |
| Written or oral tests | discussion | Rhetorical and prosodic applications to the studied texts | theoretical | 2 | Seventh |
| Written tests | discussion | The response to their statement regarding (taking the (...lock | theoretical | 2 | Eighth |
| Written or oral tests | discussion | A statement on rhetoric between the Arabs and Persians on one hand, and India and Greece on .the other | theoretical | 2 | Ninth |
| Written or oral tests | discussion | Mention of the types of rhetoric among the Arabs | theoretical | 2 | tenth |
| Written or oral tests | discussion | A statement about taking the staff from a noble origin through the texts of the two prophets of God, Moses and Solomon. | theoretical | 2 | eleventh |
| Written or oral tests | discussion | Mention of the origin | theoretical | 2 | twelfth |

| | | | | | |
|-----------------------|------------|--|-------------|---|------------------------|
| | n | of the staff from the tree, along with .Quranic texts | | | |
| Written or oral tests | discussion | Grammatical and morphological applications on the studied texts | theoretical | 2 | thirteenth |
| Written or oral tests | discussion | Rhetorical and prosodic applications to the studied texts | theoretical | 2 | fourteenth |
| Written tests | discussion | Proverbs about the stick | theoretical | 2 | fifteenth |
| Written or oral tests | discussion | From the perspective of making use of the stick (The story of Zarib -Amer bin Al and his daughter's actions) | theoretical | 2 | Sixteenth |
| Written or oral tests | discussion | Mention of taking the bows, the) spears, and the (bows | theoretical | 2 | seventeenth |
| Written or oral tests | discussion | As a way of establishing the importance of the staff and magnifying .its significance | theoretical | 2 | eighteenth |
| Written or oral tests | discussion | What was said in praise of the strong man and mentioning his qualities | theoretical | 2 | nineteenth |
| Written or oral tests | discussion | The story of the Easterner with the young Taghlibi | theoretical | 2 | Twenty |
| Written or oral tests | discussion | Grammatical and morphological applications on the studied texts | theoretical | 2 | Twenty first- |
| Written or oral tests | discussion | Rhetorical and prosodic applications to the studied texts | theoretical | 2 | Twenty - second |
| Written or oral tests | discussion | Among the things said about the staff, and what is permissible in terms of its uses and .benefits | theoretical | 2 | Twenty third- |

| | | | | | |
|-----------------------|------------|--|-------------|---|---------------------------|
| Written or oral tests | discussion | Reflecting on the Almighty's words: "nettogrof saw I dnA" and forgotten" and His words: "And I have other purposes in it." | theoretical | 2 | Twenty fourth- |
| Written or oral tests | discussion | Mention of the Prophet's taking ﷺ And the caliphs ﷺ and the great .orators themselves | theoretical | 2 | Twenty fifth- |
| Written or oral tests | discussion | Mention of the lame poets using a cane | theoretical | 2 | Twenty sixth- |
| Written or oral tests | discussion | A statement that every people must possess certain characteristics | theoretical | 2 | Twenty - seventh h |
| Written or oral tests | discussion | Statement: Sandals for the Arabs, slippers for the Persians and the Pharaohs | theoretical | 2 | Twenty eighth- |

Course Evaluation-11

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

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

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

د- .(Final exam: (60 marks

Sources of education and teaching -12

Description of the course/Rhetoric

Course Name -1

eloquence

Course Code-2

Semester/Year-2

2026-2025

Date this description was prepared -4

2025

Available forms of attendance -5

Mandatory attendance

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

(Hours: (56) / Units: (112

Name of the course coordinator -7

Name: Dr. Abbas Mutlaq Abbas

: Email abas.mutlaq@imamaadham.edu.iq

Name: M.D. Areej

: Email areej@imamaadham.edu.iq

Course Objectives-8

to introduce the student to the sciences of :The objectives of the course are
.rhetoric and semantics in particular

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

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

Teaching and learning strategies -9

guiding them and , and skills Developing students' minds refining Work on :**Strategy** and scientific manner based on fostering a positive spirit by academic in an enhancing confidence in individual and collective skills through scientific methods iesbased activit-directed towards students through scientific participation and skill Attending discussions to benefit from the .and discussion panels seminars through The scientific goals and working towards achieving the ,experiences of elders and its explanation to students, as well as the use of learning tools for academy libraries the blackboard, and encouraging students to visit : clarification, for example .and how to access information in a short time

Course Structure-10

| Evaluation Method | Learning method | Unit name and topic | Required ucational ed outcomes | Hours | Week |
|-----------------------|-----------------|---|--------------------------------|-------|-------------------|
| Written or oral tests | discussion | Eloquence and rhetoric Eloquence of words, speech, and speaker | theoretical | 2 | the first |
| Written or oral tests | discussion | Eloquence of speech and the speaker | theoretical | 2 | the second |
| Written or oral tests | discussion | Semantics | theoretical | 2 | the third |
| Written or oral tests | discussion | Dividing speech into declarative and imperative | theoretical | 2 | Fourth |
| Written or oral tests | discussion | The purposes for which the news is disseminated | theoretical | 2 | Fifth |
| Written or oral tests | discussion | Dividing the predicate into verbal and nominal sentences | theoretical | 2 | Sixth |
| Written or oral tests | discussion | The reality of creation | theoretical | 2 | Seventh |
| Written tests | discussion | The matter Prohibition | theoretical | 2 | Eighth |
| Written or oral tests | discussion | Interrogation | theoretical | 2 | Ninth |
| Written or oral tests | discussion | Wishing | theoretical | 2 | tenth |
| Written or oral tests | discussion | The call | theoretical | 2 | elevant |

| | | | | | |
|-----------------------|------------|---|-------------|---|------------------------|
| | n | | | | h |
| Written or oral tests | discussion | The circumstances of the subject | theoretical | 2 | twelfth |
| Written or oral tests | discussion | Mention of the subject Deletion of the subject | theoretical | 2 | thirteenth |
| Written or oral tests | discussion | Defining the subject through implication and proper noun status | theoretical | 2 | fourteenth |
| Written tests | discussion | Defining the subject through demonstrative and relative pronouns | theoretical | 2 | fifteenth |
| Written or oral tests | discussion | Defining the subject with the definite of (-article (al reference and generic meaning | theoretical | 2 | Sixteenth |
| Written or oral tests | discussion | Definition of the subject in addition and vocative | theoretical | 2 | seventeenth |
| Written or oral tests | discussion | indefiniteness of the subject | theoretical | 2 | eighteenth |
| Written or oral tests | discussion | Presenting the subject and delaying it | theoretical | 2 | nineteenth |
| Written or oral tests | discussion | Mentioning and omitting the subject | theoretical | 2 | Twenty |
| Written or oral tests | discussion | Restriction and release | theoretical | 2 | Twenty first - |
| Written or oral tests | discussion | Restriction by dependencies | theoretical | 2 | Twenty - second |
| Written or oral tests | discussion | Restriction by the relative pronoun and the particles that modify it | theoretical | 2 | Twenty third- |
| Written or oral tests | discussion | Restriction by negation and by the five objects | theoretical | 2 | Twenty fourth- |
| Written or oral tests | discussion | The palace and its roads | theoretical | 2 | Twenty fifth- |
| Written or oral tests | discussion | Connection and separation | theoretical | 2 | Twenty sixth- |

| | | | | | |
|-----------------------|------------|-------------------------------------|-------------|---|-------------------------|
| Written or oral tests | discussion | Points of connection and separation | theoretical | 2 | Twenty - seventh |
| Written or oral tests | discussion | Brevity, prolixity, and equality | theoretical | 2 | Twenty eighth- |

Course Evaluation-11

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

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

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

زز.(Final exam: (60 marks

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

Description of the course, third stage

Course Description

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

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

115. Course structure

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

| | | | | | |
|--|-----------------------------|--|-------------|---|--------------------|
| questions | | educational poetry | | | |
| Written tests or brainstorming questions | Discussion and presentation | Renewal in meanings and ideas Words and styles | theoretical | 2 | Eighth |
| Written tests or brainstorming questions | Discussion and presentation | Meters and rhymes The poets -Abu al Atahiyah | | 2 | Ninth |
| Written tests or brainstorming questions | Discussion and presentation | -Muslim ibn al Walid Abu Tammam Ta'i-al | theoretical | 2 | tenth |
| Written tests or brainstorming questions | Discussion and presentation | Abu Ubadah Buhturi-al | theoretical | 2 | eleventh |
| Written tests or brainstorming questions | Discussion and presentation | Rumi-Ibn al | theoretical | 2 | twelfth |
| Written tests or brainstorming questions | Discussion and presentation | Mu'tazz-Ibn al | theoretical | 2 | thirteenth |
| Written tests or brainstorming questions | Discussion and presentation | Prose: Factors in its Development Messages | theoretical | 2 | fourteenth |
| Written tests or brainstorming questions | Discussion and presentation | storytelling and rhetoric | theoretical | 2 | fifteenth |
| Written tests or brainstorming questions | Discussion and presentation | Signatures, prose, writings Translated prose | theoretical | 2 | Sixteenth |
| Written tests or brainstorming questions | Discussion and presentation | The book is by Amr ibn .Jahiz-Bahr al | theoretical | 2 | seventeenth |
| Written tests or brainstorming questions | Discussion and presentation | Sahl ibn Harun | theoretical | 2 | eighteenth |
| Written tests or brainstorming questions | Discussion and presentation | Amr ibn Mas'adah | theoretical | 2 | nineteenth |

| | | | | | |
|--|-----------------------------|---|-------------|---|------------------------|
| Written tests or brainstorming questions | Discussion and presentation | Muhammad -ibn Abd al -Malik al Zayyat | theoretical | 2 | Twenty |
| Written tests or brainstorming questions | Discussion and presentation | Ibn Qutaybah | theoretical | 2 | first-Twenty |
| Written tests or brainstorming questions | Discussion and presentation | The second Abbasid era Introduction | theoretical | 2 | -Twenty second |
| Written tests or brainstorming questions | Discussion and presentation | Literature in new environments | theoretical | 2 | -Twenty third |
| Written tests or brainstorming questions | Discussion and presentation | Topics | theoretical | 2 | -Twenty fourth |
| Written tests or brainstorming questions | Discussion and presentation | National poetry Description of nature | theoretical | 2 | fifth-Twenty |
| Written tests or brainstorming questions | Discussion and presentation | Sufi poetry Poets Tayyib -Abu al Mutanabbi-al | theoretical | 2 | -Twenty sixth |
| Written tests or brainstorming questions | Discussion and presentation | -Abu Firas al Hamdani | theoretical | 2 | -Twenty seventh |
| Written tests or brainstorming questions | Discussion and presentation | -Abu Bakr al Sanawbari Secret Relief | theoretical | 2 | -Twenty eighth |

116. Course evaluation

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

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

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

.(Final exam: (60 marks

117. Learning and teaching resources

| | |
|---|---|
| Arabic literature in the Abbasid era | Required textbooks (methodology, |
|---|---|

| | |
|---|--|
| Dr. Nazim Rashid | (if applicable |
| History of Arabic -Literature The Abbasid Shawqi -Era Daif | (Main references (sources |
| Various books and research papers that examine and study the Abbasid era | Recommended supporting books and references (scientific journals, (...reports |
| The World Wide Web | Electronic references, websites |

Course Description

| | |
|---|--|
| 118. Course Name | Biography of the Prophet's Family |
| 119. Course code | |
| 120. Semester/Year | 2026 – 2025 |
| 121. Date this description was prepared | 2025 |
| 122. Available forms of attendance | My presence |
| 123. (Number of study hours (total) / Number of units (total | (Number of hours (1) / Number of units (2 |
| 124. Name of the course coordinator (if there is more than one, .(please mention it | :Email A'i -Name: Dr. Ali Qader Taha Alaliqader@imamaladham.edu.iq |
| 125. objectives Course | |

| | |
|--|--------------------------|
| <p>from the family of the Prophet and The nation Introduction to Salaf the Companions</p> <ul style="list-style-type: none"> • Embodiment of the ideal and practical model • Preserving Islamic law from distortion • Upholding the principle of justice and rejecting injustice • development and spiritual education–Self • on and managing crises • Leading the nation • Strengthening national unity and the values of solidarity • Linking the nation to the divine path • | <p>Course objectives</p> |
|--|--------------------------|

126. Teaching and learning strategies

| | |
|---|-----------------|
| <ul style="list-style-type: none"> - .Lecture method - discussion | <p>strategy</p> |
|---|-----------------|

127. Course structure

| Evaluation Method | Learning method | Unit or topic name | Required learning outcomes | Hours | Week |
|---------------------|-----------------|---|----------------------------|-------|------------|
| Daily participation | Lecture | Bayt-Introducing the Ahl al | knowledge | 1 | the first |
| Daily participation | Lecture | Bayt in -The virtues of the Ahl al general | absorption | 1 | the second |
| Assigning duties | discussion | Harmony and intermarriage between the Prophet's family and the Companions | knowledge | 1 | the third |
| Editorial | | ----- | Monthly test | 1 | Fourth |
| Daily participation | Lecture | The importance of loving the Prophet's family and companions | knowledge | 1 | the first |

| | | | | | |
|---------------------|------------|---|--------------------------------|---|------------|
| | | the unity of the Muslim commun | | | |
| Daily participation | discussion | Bayt in -The approach of the Ahl dialogue and disagreement | knowledge | 1 | the second |
| Daily participation | Lecture | The status of the Prophet's famil among the Companions | knowledge | 1 | the third |
| Editorial | | ----- | Monthly test | 1 | Fourth |
| Daily participation | Lecture | The virtue of the ten who were promised Paradise | knowledge | 1 | the first |
| Daily participation | Lecture | The virtues of the Prophet's wive | knowledge | 1 | the second |
| Daily participation | Lecture | The Prophet's sons and daught | knowledge | 1 | the third |
| Daily participation | Lecture | The biography of our master Al may God honor his face | knowledge | 1 | Fourth |
| Daily participation | Lecture | ,The grandsons of the Prophet Hassan and Hussein, may God pleased with them | knowledge | 1 | the first |
| Daily participation | Lecture | Hussein, -The sons of our master may God be pleased with him | knowledge | 1 | the second |
| Daily participation | Lecture | -The sons of our master Al Hussein, may God be pleased with him | knowledge | 1 | the third |
| Editorial | | -The sons of our master Al Hussein, may God be pleased with him | Monthly test | 1 | Fourth |
| Daily participation | discussion | -The sons of our master Al Hussein, may God be pleased with him | knowledge | 1 | the first |
| Daily participation | Lecture | -The sons of our master Al Hussein, may God be pleased with him | Understanding Comprehension | 1 | the second |
| Daily participation | Lecture | Imam Mahdi and the Prophe sayings about him | Knowledge Comprehension | 1 | the third |
| Editorial | | ----- | Monthly test | 1 | Fourth |

128. Course evaluation

The grade is distributed out of 40 based on the tasks assigned to the student, such as daily

| | |
|--|---|
| .preparation, daily, oral, monthly, and written exams, and reports... and 60 for the final exam | |
| 129. Learning and teaching resources | |
| Biography of the Prophet's Family (Curriculum) | (Required textbooks (methodology, if applicable |
| 1- The biography of Ibn Ishaq, by Ibn Ishaq 2- The Biography of the Prophet Muhammad by Ibn Hisham | (Main references (sources |
| | Recommended supporting books and (...references (scientific journals, reports |
| Comprehensive https://shamela.ws/ | :Libra websites , references |

Course description template

Course Name -1

Andalusian Literature / Third Stage

Course Code-2

AAL311

Semester/Year-3

2026-2025

Date this description was prepared -4

2025

Available forms of attendance -5

Mandatory attendance

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

(Hours: (84) / Units: (168

Name of the course coordinator -7

(Name: M.D. Areej Mahfouz Farag Ibrahim (Female

: Email alganabegaze@gmail.com

M.M. Duraid Hamoud Ahmed :Name

: Email dred1986.2013@gmail.com

Course Objectives-8

:Course objectives

The student should know the stages that Andalusian literature went through, and the change that occurred in literature in the styles of poetry in words and meanings, and be familiar with them, and be acquainted with the poets, writers and critics of the modern era, and what they brought

The student should know the new literary purposes and arts that have been created or introduced into Arabic literature, such as muwashshahat and imitations literature in general and The student should be familiar with the sources of Arabic li - .Andalusian literature in particular

And to be able to compare ancient Arabic literature and Andalusian literature and identify the strengths and weaknesses of each

.ltural impact on him Helping him understand the lives of the Andalusians and the cu -

Teaching and learning strategies -9

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

Course structure -10

| Evaluation Method | Learnin g method | Unit name and topic | Required educational outcomes | Hours | Week |
|-----------------------|------------------------|---|-------------------------------------|-------|-----------------------|
| Written or oral tests | discussi on | Introduction - Geography of Andalusia Andalusian society Language and its spread | theoretical | 3 | the first |
| Written or oral tests | discussi on | Poetry and poets in the era of the Umayyad Caliphate and State | theoretical | 3 | the second |

| | | | | | |
|-----------------------|------------|--|-------------|---|-------------------|
| | | The movement of - 1 poetry during the conquest of Andalusia -Rahman al-Abd al - .Dakhil | | | |
| Written or oral tests | discussion | Ghazal-Yahya Al Ibn Abd Rabbih | theoretical | 3 | the third |
| Written or oral tests | discussion | Prose Tariq ibn Ziyad's speech - Baluti's sermon-Al Tayyib-Nafh al | theoretical | 3 | Fourth |
| Written or oral tests | discussion | The era of the Taifa kings Poetry and poets Ibn Hazm | theoretical | 3 | Fifth |
| Written or oral tests | discussion | Prose and its figures Serious and humorous message The Epistle of the Followers and the Followers | theoretical | 3 | Sixth |
| Written or oral tests | discussion | Literature in the Almohad and Nasrid eras Poetry and poets Its themes and characteristics | theoretical | 3 | tenth |
| Written or oral tests | discussion | Ishbili-Ibn Sahl al His life His poetry | theoretical | 3 | Seventh |
| Written or oral tests | discussion | Khatib-Ibn al His life His poetry His prose | theoretical | 3 | Eighth |
| Written or oral tests | discussion | Characteristics of compositional prose | theoretical | 3 | Ninth |
| Written or oral tests | discussion | Renewal in Andalusian Literature | theoretical | 3 | eleventh |
| Written or oral tests | discussion | :Muwashshahat Its origin And her pictures | theoretical | 3 | twelfth |
| Written or oral tests | discussion | Image of renewal in the muwashshah Meters and rhymes Selected models | theoretical | 3 | thirteenth |
| Written or oral tests | discussion | Opposition | theoretical | 3 | fourteen |

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

Course Evaluation-11

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

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

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

طط .(Final exam: (60 marks

Sources of education and teaching -12

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

Course Description

| | |
|------|------------------|
| 130. | Course Name |
| | Quranic readings |
| 131. | Course code |
| | AQR419 |
| 132. | Semester/Year |
| | 2026-2025 |

| | |
|--|--------------------------|
| 133. Date this description was prepared | |
| 2025 | |
| 134. Available forms of attendance | |
| My presence | |
| 135. (Number of study hours (total) / Number of units (total | |
| (Hours: (30 | |
| 136. Name of the course coordinator (if there is more than one, please . (mention it | |
| Prof. Dr. Abdul Raouf Arheem Yousef :Name -1 :email address A'a -Al abdulraoofrahim@imamaladham.edu.iq Name: Dr. Abbas Mutlaq Abbas : Email abas.mutlaq@imamalaadham.edu.iq | |
| 137. objectives Course | |
| <p>The student should become familiar with the science of Quranic readings in terms of definition, origin, history, knowledge of the terminology specific to this science, and familiarity with the biographies of the ten reciters .and their principles in reading</p> | Course objectives |
| 138. Teaching and learning strategies | |
| <p>To refine students' minds, develop their skills, and :The strategy guide them in an academic and scientific manner based on developing a positive spirit by enhancing confidence in individual and collective skills through scientific means directed towards students based activities , and to work –h scientific participation and skillthroug</p> | strategy |

on achieving and clarifying academic and scientific goals for students, as well as using learning tools for clarification, for example: the es and how to access blackboard, and urging students to visit librari .information in a short time

139. Course structure

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

| | | | | | |
|-----------------------|------------------------|--|-------------|---|---------------------|
| oral exams | Lecture and discussion | The concept of abnormality | theoretical | 1 | Ninth |
| oral exams | Lecture and discussion | Arguing based on variant readings | theoretical | 1 | tenth |
| oral exams | Lecture and discussion | Choice in readings | theoretical | 1 | eleventh |
| oral exams | Lecture and discussion | The difference between reading and choosing | theoretical | 1 | twelfth |
| Written or oral tests | Lecture and discussion | The connection of the ten readings to the seven letters | theoretical | 1 | thirteenth |
| oral exams | Lecture and discussion | A brief translation of the ten readers and their narrators | theoretical | 1 | fourteenth |
| | | | | 1 | fifteenth |
| Written tests | Lecture and discussion | translation on Brief ten Readers Their salaries | theoretical | 1 | Sixteenth |
| oral exams | Lecture and discussion | translation on Brief ten Readers Their salaries | theoretical | 1 | seventeenth |
| oral exams | Lecture and discussion | Terminology in the science of Quranic readings | theoretical | 1 | eighteenth |
| Written or oral tests | Lecture and discussion | Terminology in the science of Quranic readings | theoretical | 1 | nineteenth |
| Written or oral tests | Lecture and discussion | Principles of -Ibn 'Amir al Shami's recitation | theoretical | 1 | Twenty |
| Written or oral tests | Lecture and discussion | The Origins reading of Ibn -Kathir al Makki | theoretical | 1 | first-Twenty |

| | | | | | |
|-----------------------|------------------------|--|-------------|---|------------------------|
| Written or oral tests | Lecture and discussion | Origins Reading of Kufi-Asim al | theoretical | 1 | -Twenty second |
| Written or oral tests | Lecture and discussion | Origins Reading of -Abu Amr al Basri | theoretical | 1 | -Twenty third |
| Written or oral tests | Lecture and discussion | Origins reading -Hazza Al Zayyat | theoretical | 1 | -Twenty fourth |
| Written or oral tests | Lecture and discussion | Origins Reading of -Nafi' al Madani | theoretical | 1 | fifth-Twenty |
| Written or oral tests | discussion | Origins Reading of Ali Kisa'i-al | theoretical | 1 | -Twenty sixth |
| Written or oral tests | discussion | Origins Reading of -Abu Ja'far al Madani | theoretical | 1 | -Twenty seventh |
| Written or oral tests | discussion | Origins Reading of -Yaqub al Hadrami | theoretical | 1 | -Twenty eighth |
| Written or oral tests | discussion | Origins Reading -Khalaf Al Baghdadi | theoretical | 1 | -Twenty ninth |
| | | review | theoretical | 1 | thirty |

140. Course evaluation

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

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

**عع- Second semester: (20 marks) (5 marks: for attendance and .(preparation, and 15 marks for the test
.(Final exam: (60 marks**

141. Learning and teaching resources

Lectures on the Science of Quranic Readings by Dr. Khalil Ibrahim Hammoudi and Dr. Ahmed Abdul Karim Shawka-Al

Required textbooks (methodology, (if applicable

| | |
|--|---|
| <p>The Shining Full Moons in the Ten • Mutawatir Readings: by Sheikh Abdul Qadi. It is a book that compiles -Fattah Al the ten readings and distributes them across the verses of the Qur'an in a very .organized manner</p> <p>Shatibiyya : by -Wafi fi Sharh Al-IA • Qadi as well, and -Abdul Fattah Al Sheikh it is one of the easiest explanations for .beginners</p> <p>-Sab': by al-Qira'at al-Naf' fi al-la htyahG • Safaqsi , which is an accurate reference in guiding the readings and linking them to .the script and the pause</p> | <p>(Main references (sources</p> |
| | <p>Recommended supporting books and references (scientific journals, (...reports</p> |
| | <p>Electronic references, websites</p> |

Course description / Teaching methods

Course Name -1

teaching methods Curricula and

Course Code-2

EAMT306

Semester/Year-3

2026-2025

Date this description was prepared -4

2025

Available forms of attendance -5

(person schedule (attendance is mandatory-Weekly in

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

(Hours: (60 hours

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

Name: Dr. Jawdat Hamid Saleh

._: Email jawdt.hameed86@gmail.com

Course Objectives-8

:Course objectives

General objectives

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

:Cognitive objectives

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

Teaching and learning strategies -9

:Strategy

Lecture

(Interrogation (question and answer

Dialogue and discussion

Problem solving

Course Structure-10

| Evaluation Method | Learning method | Unit name and topic | Required educational outcomes | Hours | Week |
|--------------------------|------------------------|---|--|--------------|-------------------|
| oral exams | Lecture and discussion | Teacher's personality | The personality of a successful teacher | 2 | the first |
| oral exams | Lecture and discussion | Teacher qualities | Teacher qualities | 2 | the second |
| oral exams | Lecture and discussion | The concept of curriculum and its foundations | Curriculum: Concept and Foundations | 2 | the third |
| oral exams | Lecture and discussion | Readiness based on ability | Curriculum | 2 | Fourth |
| Written or oral tests | Lecture and discussion | –Ingredients Types | Curriculum components and types | 2 | Fifth |
| Written or oral tests | Lecture and discussion | Applications | Applications of -the activity based approach | 2 | Sixth |
| oral exams | Lecture and discussion | its –Its importance characteristics | textbook | 2 | Seventh |
| oral exams | Lecture and discussion | Definition of the its areas -goal | Educational goals | 2 | Eighth |
| oral exams | Lecture and discussion | its -Its concept components | Study content | 2 | Ninth |
| oral exams | Lecture and discussion | its –Its importance factors | Teaching planning | 2 | tenth |
| oral exams | Lecture and discussion | Chapter –Types Review | affective domain | 2 | eleventh |

| | | | | | |
|-----------------------|------------------------|---|------------------------|---|------------------------|
| oral exams | Lecture and discussion | its –Its concept –components | Study content | 2 | twelfth |
| oral exams | Lecture and discussion | Educational –content standards analysis | Study content | 2 | thirteenth |
| oral exams | Lecture and discussion | –Definition –Importance General and Specific Plan | Planning and teaching | 2 | fourteenth |
| Written or oral tests | | | Review of the material | 2 | fifteenth |
| oral exams | Lecture and discussion | The concept of -method and style its types | Methods and techniques | 2 | Sixteenth |
| oral exams | Lecture and discussion | Lecture method | Methods | 2 | seventeenth |
| oral exams | Lecture and discussion | Standard method | Methods | 2 | eighteenth |
| oral exams | Lecture and discussion | Method of dialogue and discussion | Methods | 2 | nineteenth |
| oral exams | Lecture and discussion | Advantages of the interrogation method | Methods | 2 | Twenty |
| oral exams | Lecture and discussion | Story style | Methods | 2 | Twenty first- |
| Written or oral tests | discussion | Types | maps concept | 2 | Twenty - second |
| oral exams | Lecture and discussion | Seminar style | Methods | 2 | Twenty third- |
| oral exams | Lecture and discussion | Inquiry method | Methods | 2 | Twenty fourth- |

| | | | | | |
|------------|------------------------|--|--------------------------------------|---|---------------------------|
| oral exams | Lecture discussion | Method of discovery | Methods | 2 | Twenty fifth- |
| oral exams | Lecture and discussion | its –Its concept its –skills its –characteristics fields | Educational resources | 2 | Twenty sixth- |
| oral exams | Lecture and discussion | The importance of its –the activity its –areas its –objectives standards | Educational activities | 2 | Twenty - seventh h |
| oral exams | Lecture and discussion | Types -Definition | Teaching skills | 2 | Twenty eighth- |
| The tests | Lecture and discussion | Classroom management skills effective - communication skills | Teaching skills | 2 | Twenty ninth- |
| oral exams | Lecture and discussion | Introduction to the its -calendar its fields -sections | Educational and pedagogical calendar | 2 | thirty |

Course Evaluation-11

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

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

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

ق- (Final exam: (60 marks

Sources of education and teaching -12

Course Description/Linguistics

Course Name -1

linguistics

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

2026-2025

Date this description was prepared -4

2025

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

(Hours: (56) / Units: (112

Name of the course coordinator -7**Name: Dr. Ghazi Faisal Mahdi Hamad**: **Email** ghazi.f@uosamarra.edu.iq**Course Objectives-8**

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

Teaching and learning strategies -9

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

Course structure -10

| Evaluation Method | Learning method | Unit name and topic | Required educational outcomes | Hours | Week |
|--------------------------|------------------------|---|--------------------------------------|--------------|------------------|
| Written and oral tests | discussion | linguistics and of Definition philology Its themes, characteristics, | theoretical | 2 | the first |

| | | | | | |
|------------------------|------------|--|-------------|---|-------------------|
| | | and dimensions | | | |
| Written and oral tests | discussion | The relationship of linguistics to other sciences | theoretical | 2 | the second |
| Written and oral tests | discussion | Curricula in ancient times The Greek approach and its influence on Arabic linguistic studies The descriptive Arabic - approach Comparing the Arabic curriculum with the Greek curriculum | theoretical | 2 | the third |
| Written and oral tests | discussion | Standardized approach Comparing the normative approach with the descriptive approach | theoretical | 2 | Fourth |
| Written and oral tests | discussion | General review of the above | theoretical | 2 | Fifth |
| Written and oral tests | discussion | Modern approaches to language study The descriptive approach: its emergence and foundations Its development and most famous figures | theoretical | 2 | Sixth |
| Written and oral tests | discussion | Structuralist school Transformational - Generative School Mold School - | theoretical | 2 | Seventh |
| Written and oral tests | discussion | The historical approach - Comparative approach - | theoretical | 2 | Eighth |
| Written and oral tests | discussion | Ancient phonetic studies - In India, Greece, and Rome - Among the Arabs, it is connected to the .Quran | theoretical | 2 | Ninth |
| Written and oral tests | discussion | - organs of speech - Articulation points and characteristics of sounds | theoretical | 2 | tenth |
| Written and oral tests | discussion | Arabic sounds: between stability and change Khalil's -Audio clips in AI - performances | theoretical | 2 | eleventh |
| Written and oral tests | discussion | Modern phonetics studies - organs of speech - Articulation points | theoretical | 2 | twelfth |

| | | | | | |
|------------------------|------------|--|-------------|---|------------------------|
| | | and characteristics of sounds | | | |
| Written and oral tests | discussion | Special phonetics - Phoneme and syllable - Intonation and stress | theoretical | 2 | thirteenth |
| Written and oral tests | discussion | Linguistic structures and phonetic formation systems - Most and least voiced - Harmonious and hostile voices - Textile systems according to the outlets | theoretical | 2 | fourteenth |
| Written and oral tests | discussion | Morphological aspect - Introductions and Terminology - The independence of morphology from syntax among the Arabs | theoretical | 2 | fifteenth |
| Written and oral tests | discussion | Exchange Investigations - Morphological analysis and its units - Morphological forms | theoretical | 2 | Sixteenth |
| Written and oral tests | discussion | - Morphological meanings number person | theoretical | 2 | seventeenth |
| Written and oral tests | discussion | Sex Appointment | theoretical | 2 | eighteenth |
| Written and oral tests | discussion | Grammatical aspect - Study of camels | theoretical | 2 | nineteenth |
| Written and oral tests | discussion | Linguistic methods in analyzing predicative compounds - Career orientation - distributional trend | theoretical | 2 | Twenty |
| Written and oral tests | discussion | - generative transformation trend The meaning of time in morphology and syntax | theoretical | 2 | Twenty first- |
| Written and oral tests | discussion | Semantic aspect The place of semantic study in our linguistic heritage History of Modern Semantics | theoretical | 2 | Twenty - second |
| Written and oral | discussion | Modern Semantics Studies | theoretical | 2 | Twenty |

| | | | | | |
|------------------------|------------|---|-------------|---|------------------|
| tests | n | The word's indication of its meaning The relationship between - derivation and context | | | third- |
| Written and oral tests | discussion | The relationship between unity, multiplicity, and contradiction Subscription - 1 Synonymy - 2 Contradiction - 3 | theoretical | 2 | Twenty fourth- |
| Written and oral tests | discussion | Change of meaning - Factors of semantic change | theoretical | 2 | Twenty fifth- |
| Written and oral tests | discussion | - Images of semantic change Generalizing the -1 specific meaning Specifying the - 2 general meaning | theoretical | 2 | Twenty sixth- |
| Written and oral tests | discussion | Transfer of - 3 meaning through proximity and cause Transition through - 4 metaphor and analogy Moving from the - 5 realm of sensory perception to the realm of abstraction | theoretical | 2 | Twenty - seventh |
| Written and oral tests | discussion | List the most important sources and references in linguistics | theoretical | 2 | Twenty eighth- |

Course Evaluation-11

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

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

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

مم-.(Final exam: (60 marks

Sources of education and teaching -12

Course description template

| | |
|--|--------------------------|
| 1. Course Name | |
| Stage Third / Measurement and Evaluation ,Management | |
| 2. Course code | |
| EAME305 | |
| 3. Semester/Year | |
| annual | |
| 4. Date this description was prepared | |
| 2025 | |
| 5. Available forms of attendance | |
| My presence | |
| 6. (Number of study hours (total) / Number of units (total | |
| hours 60 | |
| 7. Name of the course coordinator (if there is more than one, please | |
| .(mention it | |
| Name: M. Emad Akla Shakouri -1 | |
| : Email albazi.emad@gmail.com | |
| Prof. Dr. Abdul Raouf Arheem Yousef :Name -2 | |
| email address A'a -A labdulraoofrahim@imamaladham.edu.iq | |
| 8. objectives Course | |
| | Course objectives |
| -1 .Defining the concept of measurement and its types | |

| | |
|---|-----------------|
| <p>-2 Clarifying the most important difficulties facing the measurement process in education</p> <p>-3 Clarifying the purposes of educational assessment, and mentioning most important goals and functions</p> <p>-4 Identifying the types of tests, their advantages and disadvantages</p> <p>-5 Getting acquainted with modern trends in the field of educational evaluation</p> <p>-6 Designing models for achievement tests of all types so that they meet the requirements of a good test</p> | |
| <p>9. Teaching and learning strategies</p> | |
| <p>1 The lecture (delivery) method</p> <p>2 The method of dialogue and discussion</p> <p>3 research and deduction –Cooperative learning</p> | <p>strategy</p> |

Course Structure 10

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

| | | | | | |
|---------------------------------|-----------------|---|-------------------|---|------------|
| performance and exams | method | assessment | | | er 2 |
| Classroom performance and exams | Standard method | Educational goals and their measurement | | 2 | November 3 |
| Classroom performance and exams | Standard method | Types of tests and requirements for a good test | | 2 | November 4 |
| Classroom performance and exams | Standard method | Psychological measurement tools validity and) –reliability (standards | | 2 | December 1 |
| Classroom performance and exams | Standard method | and how to design the test | | 2 | December 2 |
| Classroom performance and exams | Standard method | Intelligence, mental retardation, and academic underachievement | | 2 | December 3 |
| Classroom performance and exams | Standard method | Tests and their types | | 2 | December 4 |
| Classroom performance and exams | Standard method | Multiple choice | | 2 | January 1 |
| | | | Second month test | 2 | January 2 |
| Classroom performance and exams | Standard method | Matching | | 2 | January 3 |
| Classroom performance and exams | Standard method | –Right and Wrong Completion | | 2 | January 4 |

| | | | | | |
|---------------------------------|-----------------|---|------------------|----------------|------------|
| Classroom performance and exams | Standard method | Constructing and correcting questions | | 2 | February 1 |
| | | | | holiday Spring | February 2 |
| | | | | holiday Spring | February 3 |
| Classroom performance and exams | Standard method | Test validity: Structure –Content | | 2 | February 4 |
| Classroom performance and exams | Standard method | Test reliability: Equivalence and consistency | | 2 | March 1 |
| | | | Third month test | 2 | March 2 |
| Classroom performance and exams | Standard method | Statistical methods for measuring reliability | | 2 | March 3 |
| Classroom performance and exams | Standard method | Intelligence scales: The most popular intelligence tests | | 2 | March 4 |
| Classroom performance and exams | Standard method | Aptitude scales: Factors that influence aptitude | | 2 | April 1 |
| Classroom performance and exams | Standard method | Statistical analysis program: variables | | 2 | April 2 |
| Classroom performance and exams | Standard method | Data display methods | | 2 | April 3 |
| Classroom performance and exams | Standard method | Review and test | | 2 | April 4 |

| | | | | | |
|---|--|--|--|----------|--------------|
| | | | Fourth month test | 2 | May 1 |
| 10. Final exams Course evaluation | | | | | |
| The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc | | | | | |
| Monthly exam: 30 marks -1 | | | | | |
| (Conducting short research projects to be discussed in class, along with daily preparation (10 marks -2 | | | | | |
| Final exam: 60 marks -3 | | | | | |
| 11. Learning and teaching resources | | | | | |
| by Dr. Nouri Abbas Educational Measurement and Evaluation Alwani-AI | | | (Required textbooks (methodology, if applicable | | |
| The book "Educational and Psychological Measurement and Evaluation in Alam-Evaluation" by Saleh Al Measurement and evaluation in the teaching process -2 by Ahmed Suleiman Awda Mahdawi-Measurement and Evaluation by Adnan Mahmoud Al -3 | | | (Main references (sources | | |
| .There are many different websites specializing in this field | | | Recommended supporting books and references (scientific journals, (...reports | | |
| | | | Electronic references, websites | | |

Course description/grammar

Course Name -1

Arabic Grammar, Stage Three

Course Code-2

AG211

Semester/Year-3

2026-2025

Date this description was prepared -4

2025

Available forms of attendance -5

Mandatory attendance / Absence

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

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

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

Name: Prof. Dr. Ahmed Abdel Sattar Kamel

: Email dr.ahmedsamra@gmail.com

Course Objectives-8

to preserve the rules of classical Arabic :**The objectives of the course are** on the one hand, and to form the correct linguistic ability that ensures its stability on the other hand, as it is a means of preserving the Arabic and a part of the history of the nation, in addition to helping him language read the Qur'an correctly and protecting it from error and distortion, as it increases the understanding of the meanings contained in the correct way, .ting the words of God Almightyand it is a valuable tool in interpre

Teaching and learning strategies -9

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

Course Structure-10

| Evaluation Method | Learning method | Unit name and topic | Required educational outcomes | Hours | Week |
|-----------------------|--------------------------|---|-------------------------------|-------|-------------------|
| Written or oral tests | delivery | Prepositional phrases | theoretical | 2 | the first |
| Written or oral tests | delivery | Meanings of prepositions | theoretical | 2 | the second |
| Written or oral tests | Discussion and induction | Nominal prepositions | theoretical | 2 | the third |
| Written or oral tests | delivery | Introduction to the topic of addition | theoretical | 2 | Fourth |
| Written or oral tests | Discussion and induction | Types of addition and their rules | theoretical | 2 | Fifth |
| Written or oral tests | Discussion and induction | The genitive construction and its rules | theoretical | 2 | Sixth |
| Written or oral tests | Discussion and induction | -Added to the first person singular pronoun | theoretical | 2 | Seventh |
| Written or oral tests | delivery | Summary of the topic of addition | theoretical | 2 | Eighth |
| Written or oral tests | delivery | Source application | theoretical | 2 | Ninth |
| Written or oral tests | Discussion and induction | Applying the source and its provisions | theoretical | 2 | tenth |
| Written or oral tests | Discussion | The use of the | theoretical | 2 | elevant |

| | | | | | |
|-----------------------|--------------------------|--|-------------|---|------------------------|
| | n and induction | active participle | | | h |
| Written or oral tests | Discussion and induction | The application of the active participle and its rules | theoretical | 2 | twelfth |
| Written or oral tests | Discussion and induction | The adjective resembling the active participle | theoretical | 2 | thirteenth |
| Written or oral tests | delivery | Summary of the topic of the active participle | theoretical | 2 | fourteenth |
| Written or oral tests | delivery | Definition of exclamatory forms | theoretical | 2 | fifteenth |
| Written or oral tests | Discussion and induction | The two forms of exclamation and their rules | theoretical | 2 | Sixteenth |
| Written or oral tests | delivery | Parsing exclamatory forms | theoretical | 2 | seventeenth |
| Written or oral tests | Discussion and induction | The superlative form and its rules | theoretical | 2 | eighteenth |
| Written or oral tests | Discussion and induction | Conditions for forming the superlative | theoretical | 2 | nineteenth |
| Written or oral tests | Discussion and induction | The grammatical analysis of the superlative adjective | theoretical | 2 | Twenty |
| Written or oral tests | Discussion and induction | Adjectives and their definitions | theoretical | 2 | Twenty first- |
| Written or oral tests | Discussion and induction | Types of adjectives and their grammatical analysis | theoretical | 2 | Twenty - second |
| Written or oral tests | Discussion and induction | Adjectives for definite and indefinite nouns | theoretical | 2 | Twenty third- |
| Written or oral tests | Discussion and induction | Emphasis and its rules | theoretical | 2 | Twenty fourth- |
| Written or oral tests | Discussion and induction | The appositive | theoretical | 2 | Twenty fifth- |
| Written or oral tests | Discussion and induction | The conjunction of the letters and their meanings | theoretical | 2 | Twenty sixth- |
| Written or oral tests | Discussion and induction | Substitution and its rules | theoretical | 2 | Twenty - sevent |

| | | | | | |
|-----------------------|--------------------------|---|-------------|---|-----------------------|
| | | | | | h |
| Written or oral tests | Discussion and induction | Types of substitution and their grammatical rules | theoretical | 2 | Twenty eighth- |

Course Evaluation-11

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

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

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

وو.(Final exam: (60 marks

Sources of education and teaching -12

memorization/ Course description

Course Name -1

Quran memorization / Stage Three

Course Code-2

EAQM201

Semester/Year-3

2026/2025

Date this description was prepared -4

2025

Available forms of attendance -5

Mandatory attendance / Absence

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

,hours 2856 units

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

M.M. Duraid Hamoud Ahmed

: Emaildred1986.2013@gmail.com

Course Objectives-8

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

Teaching and learning strategies -9

guiding them and , and skills Developing students' minds refining on Work :Strategy and scientific manner based on fostering a positive spirit by academic in an enhancing confidence in individual and collective skills through scientific methods ctivitiesbased a-directed towards students through scientific participation and skill Attending discussions to benefit from the .and discussion panels seminars through The scientific goals and working towards achieving the ,experiences of elders and its explanation to students, as well as the use of learning tools for academy libraries and encouraging students to visit , the blackboard : ification, for exampleclar .and how to access information in a short time

Course Structure-10

| Evaluation Method | Learning method | Unit name and topic | Required educational outcomes | Hours | Week |
|-----------------------|-----------------------------|--------------------------------|-------------------------------|-------|-----------|
| Written or oral tests | Discussion and preservation | The cow, from verse to 256 253 | theoretical | 1 | the first |
| Written or oral tests | Discussion | The cow, from verse | theoretical | 1 | the |

| | | | | | |
|-----------------------|-------------------------------|--------------------------------|-------------|---|--------------------|
| | n and preservati on | to 259 257 | | | second |
| Written or oral tests | Discussio n and preservati on | The cow, from 260 to 264 | theoretical | 1 | the third |
| Written or oral tests | Discussio n and preservati on | The cow, from 265 to 268 | theoretical | 1 | Fourth |
| Written or oral tests | Discussio n and preservati on | The cow, from verse to 272 269 | theoretical | 1 | Fifth |
| Written or oral tests | Discussio n and preservati on | The cow, from verse to 276 273 | theoretical | 1 | Sixth |
| Written or oral tests | Discussio n and preservati on | The cow, from verse to 281 277 | theoretical | 1 | Sevent h |
| Written or oral tests | Discussio n and preservati on | The cow from 282 | theoretical | 1 | Eighth |
| Written or oral tests | Discussio n and preservati on | The cow, from verse to 286 283 | theoretical | 1 | Ninth |
| Written or oral tests | Discussio n and preservati on | 6-Al Imran 1 | theoretical | 1 | tenth |
| Written or oral tests | Discussio n and preservati on | -Al Imran, verses 7 10 | theoretical | 1 | elevent h |
| Written or oral tests | Discussio n and preservati on | -Al Imran, verses 11 14 | theoretical | 1 | twelfth |
| Written or oral tests | Discussio n and preservati on | -Al Imran, verses 15 18 | theoretical | 1 | thirteen th |
| Written or oral tests | Discussio n and preservati on | -Al Imran, verses 19 22 | theoretical | 1 | fourtee nth |

| | | | | | |
|-----------------------|-----------------------------|-------------------------|-------------|---|------------------------|
| Written or oral tests | Discussion and preservation | -Al Imran, verses 23 27 | theoretical | 1 | fifteenth |
| Written or oral tests | Discussion and preservation | -Al Imran, verses 28 30 | theoretical | 1 | Sixteenth |
| Written or oral tests | Discussion and preservation | -Al Imran, verses 31 36 | theoretical | 1 | seventeenth |
| Written or oral tests | Discussion and preservation | -Al Imran, verses 37 40 | theoretical | 1 | eighteenth |
| Written or oral tests | Discussion and preservation | -Al Imran, verses 41 45 | theoretical | 1 | nineteenth |
| Written or oral tests | Discussion and preservation | -Al Imran, verses 46 49 | theoretical | 1 | Twenty |
| Written or oral tests | Discussion and preservation | -Al Imran, verses 50 54 | theoretical | 1 | Twenty first- |
| Written or oral tests | Discussion and preservation | -Al Imran, verses 55 60 | theoretical | 1 | Twenty - second |
| Written or oral tests | Discussion and preservation | -Al Imran, verses 61 64 | theoretical | 1 | Twenty third- |
| Written or oral tests | Discussion and preservation | Al Imran, from 65 to 70 | theoretical | 1 | Twenty fourth- |
| Written or oral tests | Discussion and preservation | Al Imran, from 71 to 75 | theoretical | 1 | Twenty fifth- |
| Written or oral tests | Discussion and preservation | Al Imran, from 76 to 78 | theoretical | 1 | Twenty sixth- |
| Written or oral tests | Discussion and preservati | Al Imran, from 79 to 84 | theoretical | 1 | Twenty - |

| | | | | | |
|-----------------------|-----------------------------|-------------------------|-------------|---|-----------------------|
| | on | | | | seventh |
| Written or oral tests | Discussion and preservation | Al Imran, from 85 to 91 | theoretical | 1 | Twenty eighth- |

Course Evaluation-11

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

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

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

بببب .(Final exam: (60 marks

Sources of education and teaching -12

Course description template

| |
|---|
| 1. Course Name |
| Third Stage / Educational Measurement and Evaluation |
| 2. code Course |
| EAME305 |
| 3. Year /Semester |
| annual |
| 4. description was prepared Date this |
| 2025 |
| 5. forms of attendance Available |
| My presence |
| 6. (Number of study hours (total) / Number of units (total |
| hours 60 |

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

Name: M. Emad Akla Shakouri -1

: Emailalbazi.emad@gmail.com

Prof. Dr. Abdul Raouf Arheem Yousef :Name -2

:email address A'a -Alabdulraoofrahim@imamaladham.edu.iq

8. objectives Course

Course objectives

- 1 .Defining the concept of measurement and its types
- 2 Clarifying the most important difficulties facing the measurement process in education
- 3 of Clarifying the purposes educational assessment, and mentioning its most important goals and functions
- 4 Identifying the types of tests, their advantages and disadvantages
- 5 Getting acquainted with modern trends in the field of educational evaluation
- 6 or achievement tests of all types so that they meet the conditions of a good test

9. Teaching and learning strategies

strategy

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

Course Structure 10

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

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

| | | | | | |
|---------------------------------|-----------------|--|-----------------------------|---|------------|
| Classroom performance and exams | Standard method | – Test validity: Content Structure | | 2 | February 4 |
| Classroom performance and exams | Standard method | Test reliability: Equivalence and consistency | | 2 | March 1 |
| | | | Test of the month the third | 2 | March 2 |
| Classroom performance and exams | Standard method | Statistical methods for measuring reliability | | 2 | March 3 |
| Classroom performance and exams | Standard method | Intelligence scales: The most popular intelligence tests | | 2 | March 4 |
| Classroom performance and exams | Standard method | Aptitude scales: Factors that influence aptitude | | 2 | April 1 |
| Classroom performance and exams | Standard method | Statistical analysis program: variables | | 2 | April 2 |
| Classroom performance and exams | Standard method | Data display methods | | 2 | April 3 |
| Classroom performance and exams | Standard method | Review and test | | 2 | April 4 |
| | | | Test of the month Fourth | 2 | May 1 |

10. Final exams

Course evaluation

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

marks 30 :Monthly exam -1

along with daily preparation ,Conducting short research projects to be discussed in class -2 (marks 10)

Final exam: 60 marks -3

11. Learning and teaching resources

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

Description of the course, fourth stage

Course Description / Modern Arabic Literature

Course Name -1

Modern Arabic Literature / Stage Four

Course Code-2

AML409

Semester/Year-3

2026-2025

Date this description was prepared -4

2025

Available forms of attendance -5

Mandatory attendance

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

(Hours: (84) / Units: (168

Name of the course coordinator -7

M.M. Anas Hamid Majeed :Name

: Email anas.hameed@imamaladham.edu.iq

(Name: M.D. Areej Mahfouz Farag Ibrahim (Female

: Email alghanabegaze@gmail.com

Course Objectives-8

:Course objectives

The student should know the stages that modern Arabic literature has gone through, - and the changes that have occurred in literature in the styles of poetry in terms of words and meanings, and be familiar with them, and be acquainted with the poets, . rs and critics of the modern era, and what they have broughtwrite

The student should be familiar with the new literary purposes and genres that have -
 .been created or introduced into Arabic literature
 c literature in general and The student should be familiar with the sources of Arab -
 .modern literature in particular
 And to be able to compare ancient and modern Arabic literature and identify the -
 . strengths and weaknesses in each of them
 c philosophies and stand up against Western literature and its atheisti Helping him to -
 to confront the enemies of the Muslim nation, who and , intellectual invasion in general
 .are plotting against it

Teaching and learning strategies -9

guiding them and , and skills Developing students' minds refining Work on :**Strategy**
 and scientific manner based on fostering a positive spirit by enhancing academic in an
 confidence in individual and collective skills through scientific methods directed
 through based activities-towards students through scientific participation and skill
 Attending discussions to benefit from the .and discussion panels seminars
 The scientific goals and working towards achieving the ,experiences of elders
 and its explanation to students, as well as the use of learning tools for academy
 libraries and encouraging students to visit , the blackboard : mpleclarification, for exa
 .and how to access information in a short time

Course structure -10

| Evaluation Method | Learnin g method | Unit name and topic | Required educational outcomes | Hours | Week |
|-----------------------|------------------------|--|-------------------------------------|-------|-----------------------|
| Written or oral tests | discussi on | Introduction - Iraqi poetry in the nineteenth century | theoretical | 3 | the first |
| Written or oral tests | discussi on | Revival Group Conservative poets - 1 -Mahmoud Sami Al Baroudi | theoretical | 3 | the second |
| Written or oral tests | discussi on | Moderate poets - 2 Ahmed Shawqi | theoretical | 3 | the third |
| Written or oral tests | discussi on | Diwan Group - Abdul Rahman Shukri - | theoretical | 3 | Fourth |
| Written or oral tests | discussi on | Apollo Group Ibrahim Naji | theoretical | 3 | Fifth |
| Written or oral tests | discussi on | Diaspora Poetry: Its Figures and Trends | theoretical | 3 | Sixth |
| Written or oral tests | discussi on | A general review of the above and a comparison between the groups' approaches | theoretical | 3 | tenth |

| | | .and orientations | | | |
|-----------------------|------------|--|-------------|---|-----------------------|
| Written or oral tests | discussion | prose The development of modern Arabic prose Its factors and manifestations | theoretical | 3 | Seventh |
| Written or oral tests | discussion | Forms of prose Article - 1 Mohammed Abdu - | theoretical | 3 | Eighth |
| Written or oral tests | discussion | -Mustafa Lutfi al - Manfaluti Rafi'i-Mustafa Sadiq Al - | theoretical | 3 | Ninth |
| Written or oral tests | discussion | Ahmed Amin - The Story - 2 | theoretical | 3 | eleventh |
| Written or oral tests | discussion | -Muhammad Al - Muwaylihi Muhammad Hussein - Heikal | theoretical | 3 | twelfth |
| Written or oral tests | discussion | -Mahmoud Ahmed El Sayed Naguib Mahfouz | theoretical | 3 | thirteenth |
| Written or oral tests | discussion | The play - 3 Naqqash-Maroun al | theoretical | 3 | fourteenth |
| Written or oral tests | discussion | Ahmed Shawqi Hakim-Tawfiq al | theoretical | 3 | fifteenth |
| | | Start of application period | | 3 | Sixteenth |
| | | | | 3 | seventeenth |
| | | | | 3 | eighteenth |
| | | | | 3 | Twenty |
| | | | | 3 | -Twenty first |
| | | Application period ends | | 3 | -Twenty second |
| Written or oral tests | discussion | A general review of prose, its forms, trends, . and prominent figures | theoretical | 3 | -Twenty third |
| Written or oral tests | discussion | Selections from Modern Arabic Prose -Will he be a teacher? - Ahmed Amin O Earth: Kahlil Gibran | theoretical | 3 | -Twenty fourth |
| Written or oral tests | discussion | The School for - Everyone: Mikhail Naimy | theoretical | 3 | -Twenty fifth |

| | | | | | |
|-----------------------|------------|---|-------------|---|------------------------|
| | | Minister's Pen: Ibrahim Saleh Shukr | | | |
| Written or oral tests | discussion | On the train: Mahmoud - Taymour The mouse: Mahmoud - Taymour The Heroes of Wine: - Sayed-Mahmoud El | theoretical | 3 | -Twenty sixth |
| Written or oral tests | discussion | -The minor deities: Dhul - Nun Ayyub The honest employee: - Abdul Haq Fadel | theoretical | 3 | -Twenty seventh |
| Written or oral tests | discussion | General review of prose texts | theoretical | 3 | -Twenty eighth |

Course Evaluation-11

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

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

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

ججج .(Final exam: (60 marks

gSources of education and teachin -12

Course Description

| |
|--|
| 1. Course Name |
| Late Period Literature |
| 2. Course code |
| ALEL416 |
| 3. Semester/Year |
| 2025-2026 |
| 4. Date this description was prepared |
| 2025 |

5. Available forms of attendance

mandatory

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

60

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

Muhaymin Hassoun Jassim-Abdul :**Name -1**
: **A'a Alabdulmuhyen.h@uosamarra.edu.iq**

8. objectives Course

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

Course objectives

9. Teaching and learning strategies

are the strategies used by Teaching and learning strategies

strategy

faculty members to enhance student teaching and learning. They are plans followed to achieve learning and objectives. In other words, they describe all classroom extracurricular activities aimed at achieving the . program's learning outcomes

10. Course structure

| Evaluation Method | Learning method | Unit or topic name | Required learning outcomes | Hours | Week |
|-------------------|------------------------|--|----------------------------|-------|------------|
| Tests | Lecture and discussion | Political, social and cultural life | knowledge | 2 | the first |
| Tests | Lecture and discussion | Poetry and its artistic characteristics | absorption | 2 | the second |
| Tests | Lecture and discussion | Newly developed arts: the couplet / the muwashshah | knowledge | 2 | the third |
| Tests | Lecture and discussion | Zajal/Mawaliya | Monthly test | 2 | Fourth |
| Tests | Lecture and discussion | The can and the can/ the group / the clause | knowledge | 2 | Fifth |
| Tests | Lecture and discussion | -Din al-Shams al Kufi | knowledge | 2 | Sixth |
| Tests | Lecture and discussion | -Din al-Sharaf al Busiri | knowledge | 2 | Seventh |
| Tests | Lecture and discussion | Hilli-Din al-Safi al | Monthly test | 2 | Eighth |
| Tests | Lecture and discussion | -Ibn Zaylaq al Mawsili | knowledge | 2 | Ninth |
| Tests | Lecture and | -Din al-Shihab al Talafari | knowledge | 2 | tenth |

| | | | | | |
|--------------|-------------------------------|--|----------------------------|---|-----------------------|
| | discussion | | | | |
| Tests | Lecture and discussion | -Ibn Hujjah al Hamawi | knowledge | 2 | eleventh |
| Tests | Lecture and discussion | -Fudhuli al Baghdadi | knowledge | 2 | twelfth |
| Tests | Lecture and discussion | -Ibn Ma'tuq al Musawi | knowledge | 2 | thirteenth |
| Tests | Lecture and discussion | Prose and its types: Oratory | knowledge | 2 | fourteenth |
| Tests | Lecture and discussion | term exam-of-End | knowledge | 2 | fifteenth |
| Tests | Lecture and discussion | Political, social and cultural life | Monthly test | 2 | Sixteenth |
| Tests | Lecture and discussion | Poetry and its artistic characteristics | knowledge | 2 | seventeenth |
| Tests | Lecture and discussion | Official writing/Empathetic letters | Understanding Comprehensio | 2 | eighteenth |
| Tests | Lecture and discussion | -Ibn Nubata al Masri | Knowledge Comprehensio | 2 | nineteenth |
| Tests | Lecture and discussion | -Abbas al-Abu al Qalqashandi | Monthly test | 2 | Twenty |
| Tests | Lecture and discussion | Badi'i-Youssef Al | knowledge | 2 | -Twenty first |
| Tests | Lecture and discussion | Official writing/Empathetic letters | absorption | 2 | -Twenty second |
| Tests | Lecture and discussion | Political, social and cultural life | knowledge | 2 | -Twenty third |
| Tests | | | | | -Twenty fourth |

| | |
|--|--|
| 11. Course evaluation | |
| | |
| 12. Learning and teaching resources | |
| | Required textbooks (methodology, (if applicable |
| | (Main references (sources |
| | Recommended supporting books and references (scientific journals, (...reports |
| | Electronic references, websites |

Course Description

| |
|-----------------------|
| 1. Course Name |
| Grammar schools |
| 2. Course code |
| AGS415 |

| | |
|--|---|
| 3. Semester/Year | |
| 2026-2025 | |
| 4. Date this description was prepared | |
| 2025 | |
| 5. Available forms of attendance | |
| Mandatory attendance / Absence | |
| 6. (Number of study hours (total) / Number of units (total) | |
| (Hours: (56 hours) Units: (112 units) | |
| 7. Name of the course coordinator (if there is more than one, please .(mention it | |
| Name: M. Tayseer Abdul Karim Hussein -1 :email address A'a -Altaysserabdi@imamaladham.edu.iq Dr. Waad Sabbar Mohammed : Name -2 : Email dr.waadsabar_2@imamaladham.edu.iq | |
| 8. objectives Course | |
| Course objectives | are to develop The objectives of this course students' skills and educate them about the different schools of Arabic grammar, including the reasons behind the division of these schools into Basran and Kufan, etc., based on earch, namely, the principles of grammatical res auditory and analogical reasoning. It also aims to establish a foundational knowledge base that enables students to develop a scientific and oriented mindset, moving beyond -research mere standardization in making grammatical .judgments |
| 9. hing and learning strategiesTeac | |
| strategy | To refine students' minds, develop their :The strategy skills, and guide them in an academic and scientific manner based on developing a positive spirit by enhancing |

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

10. Course structure

| Week | Hours | Required learning outcomes | Unit or topic name | Learning method | Evaluation Method |
|-------------------|-------|----------------------------|---|-----------------------------|-----------------------|
| the first | 2 | theoretical | Grammar –schools ancient and modern, and are there any ?schools | Discussion and presentation | Written or oral tests |
| the second | 2 | theoretical | Basra, its cultural centers, Mirbad, and -Al the origins of grammar | Discussion and presentation | Written or oral tests |
| the third | 2 | theoretical | The term "grammar," the "origins of grammar, and the founder of | Discussion and presentation | Written or oral tests |

| | | | | | |
|-----------------|---|-------------|---|--------------------------------|-----------------------|
| | | | .grammar | | |
| Fourth | 2 | theoretical | The motives behind the emergence of grammar and the beginnings of grammar | Discussion and presentation | Written or oral tests |
| Fifth | 2 | theoretical | The development of grammar -according to Al Khalil and the characteristics of the grammatical school in Basra | Discussion and Di presentation | Written or oral tests |
| Sixth | 2 | theoretical | Sibawayh | Discussion and presentation | Written or oral tests |
| Seventh | 2 | theoretical | Cooler | Discussion and presentation | Written or oral tests |
| Eighth | 2 | theoretical | The environment of Kufa, the origins of grammar in Kufa, and its early figures | Discussion and presentation | Written or oral tests |
| Ninth | 2 | theoretical | The development of grammatical studies in Kufa Kisa'i-and al | Discussion and presentation | Written or oral tests |
| tenth | 2 | theoretical | fur | Discussion and presentation | Written or oral tests |
| eleventh | 2 | theoretical | fox | Discussion and presentation | Written or oral tests |
| twelfth | 2 | theoretical | Grammar in Baghdad, the | Discussion and presentation | Written or oral tests |

| | | | | | |
|-----------------------|---|-------------|--|-----------------------------|-----------------------|
| | | | Baghdad School of Grammar, and the stance of the ancients and moderns towards it | | |
| thirteenth | 2 | theoretical | The most famous scholars, those who remained Basran, those who remained Kufan, and those who mixed the two schools | Discussion and presentation | Written or oral tests |
| fourteenth | 2 | theoretical | Anbari-Ibn al | Discussion and presentation | Written or oral tests |
| fifteenth | 2 | theoretical | And Ibn Kaysan | Discussion and presentation | Written or oral tests |
| Sixteenth | 2 | theoretical | Grammar in Egypt and the early Egyptian grammarians | Discussion and presentation | Written or oral tests |
| seventeenth | 2 | theoretical | application | Discussion and presentation | Written or oral tests |
| eighteenth | 2 | theoretical | application | Discussion and presentation | Written or oral tests |
| nineteenth | 2 | theoretical | application | Discussion and presentation | Written or oral tests |
| Twenty | 2 | theoretical | application | Discussion and presentation | Written or oral tests |
| first-Twenty | 2 | theoretical | application | Discussion and presentation | Written or oral tests |
| -Twenty second | 2 | theoretical | application | Discussion and presentation | Written or oral tests |

| | | | | | |
|-----------------------|---|-------------|---------------|-----------------------------|-----------------------|
| -Twenty third | 2 | theoretical | Nahhas-Ibn al | Discussion and presentation | Written or oral tests |
| -Twenty fourth | 2 | theoretical | Suyuti-Al | Discussion and presentation | Written or oral tests |

11. Course evaluation

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

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

12. Learning and teaching resources

| | |
|--|--|
| Required textbooks (methodology, if (applicable | Grammar schools |
| (Main references (sources | Grammar schools |
| Recommended supporting books and references (scientific journals, (...reports | The origins of grammar and the history of the most famous grammarians |
| Electronic references, websites | nothing |

Course description / Quranic expression

-4

number of units (total -6

if there is more than one name, mention it -7

and the true miracle of the Qur'an :**The objectives of the course are**
and to demonstrate the accuracy of Qur'anic usage in the use of vocabulary
the high eloquence in its context and the secret of its and its effect i
the use of sentences and structures that are directly related to the rules of
lars in serving this noble text Arabic and to explain the secrets of its rules
se marvels never cease

Methods for teaching the subject of Qur'anic expression and **:Strategy** language, and to reveal the secret of the beauty of Qur'anic rhetoric and accurate reading and good the specification of the context in explaining of the concept of comprehension maps that work to focus students' minds on the Qur'anic text with an expressive understanding, while preserving the views and interpretations of the previous scholars of the nation in light of contemporary minds and help students understand and develop their skills

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

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

| | | | | | |
|--|--------------------------|---|-------------|---|------------------------|
| | Discussion and induction | The artistic crowd in the story of our master Adam ﷺ () | theoretical | 2 | sixth-Twenty |
| | Discussion and induction | tic crowd in The artis the story of our master Moses, peace be upon him | theoretical | 2 | -Twenty seventh |
| | Discussion and induction | Interpretation of Tin-Surah At | theoretical | 2 | -Twenty eighth |

according to the tasks assigned to the student, such as daily preparation, daily, reports, etc

(5 marks: for attendance and preparation, and 15 marks for the

(5 marks: for attendance and preparation, and 15 marks for the test

and Teaching: The Book of Quranic Expression by Dr. Fadhil Al -12

Course Description / Memorization of the Holy Quran

Course Name -1

Memorizing the Holy Quran / Stage Four

Course Code-2

EAQM402

Semester/Year-3

2025-2026

Date this description was prepared -4

2025

Available forms of attendance -5

(person schedule (attendance is mandatory-Weekly in

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

(Hours: (60 hours

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

Name: Dr. Abdul Ghafoor Aghlam Abdul Ghafoor
: Emailabdulghafour53@imamaladham.edu.iq

Course Objectives-8

:Course objectives

General objectives

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

:Cognitive objectives

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

esTeaching and learning strategi -9

:Strategy

Lecture
Interrogation and listening
Dialogue and discussion
Problem solving

Course Evaluation-11

Course Structure-10

| Evaluation Method | Learning method | Unit name and topic | Required educational outcomes | Hours | Week |
|--------------------------|-----------------------------|----------------------------|--------------------------------------|--------------|-------------------|
| Written or oral tests | Discussion and preservation | 6-Al Imran 1 | theoretical | 1 | the first |
| Written or oral tests | Discussion and preservation | , Al Imranverses 6-10 | theoretical | 1 | the second |
| Written or oral tests | Discussion and | Al Imran fromverses to 113 | theoretical | 1 | the |

| | | | | | |
|-----------------------|-----------------------------|------------------------|-------------|---|-------------------|
| | preservation | | | | third |
| Written or oral tests | Discussion and preservation | Al Imran, verses13-19 | theoretical | 1 | Fourth |
| Written or oral tests | Discussion and preservation | Al Imran9 : to 6 1:2 | theoretical | 1 | Fifth |
| Written or oral tests | Discussion and preservation | Al Imran, verses26-32 | theoretical | 1 | Sixth |
| Written or oral tests | Discussion and preservation | Al Imran, verses32-36 | theoretical | 1 | Seventh |
| Written or oral tests | Discussion and preservation | Al Imran, verses36-40 | theoretical | 1 | Eighth |
| Written or oral tests | Discussion and preservation | Al Imran, from40 to 64 | theoretical | 1 | Ninth |
| Written or oral tests | Discussion and preservation | Al Imran, verses46-52 | theoretical | 1 | tenth |
| Written or oral tests | Discussion and preservation | Al Imran, verses52-58 | theoretical | 1 | eleventh |
| Written or oral tests | Discussion and preservation | Al Imran, verses58-62 | theoretical | 1 | twelfth |
| Written or oral tests | Discussion and preservation | Al Imran, verses62-66 | theoretical | 1 | thirteenth |
| Written or oral tests | Discussion and preservation | Al Imran, from66 to 70 | theoretical | 1 | fourteenth |
| Written or oral tests | Discussion and preservation | Al Imran, from70 to 77 | theoretical | 1 | fifteenth |

| | | | | | |
|-----------------------|-----------------------------|--------------------------|-------------|---|-------------------------|
| Written or oral tests | Discussion and preservation | Al Imran, from 77 to 83 | theoretical | 1 | Sixteenth |
| Written or oral tests | Discussion and preservation | Al Imran, from 83 to 90 | theoretical | 1 | seventeenth |
| Written or oral tests | Discussion and preservation | Al Imran, verses 90-100 | theoretical | 1 | eighteenth |
| Written or oral tests | Discussion and preservation | Al Imran, verses 100-109 | theoretical | 1 | nineteenth |
| Written or oral tests | Discussion and preservation | Al Imran, verses 109-120 | theoretical | 1 | Twenty |
| Written or oral tests | Discussion and preservation | Al Imran, verses 120-133 | theoretical | 1 | Twenty first- |
| Written or oral tests | Discussion and preservation | Al Imran, verses 133-145 | theoretical | 1 | Twenty - second |
| Written or oral tests | Discussion and preservation | Al Imran, verses 145-160 | theoretical | 1 | Twenty third- |
| Written or oral tests | Discussion and preservation | Al Imran, verses 160-175 | theoretical | 1 | Twenty fourth- |
| Written or oral tests | Discussion and preservation | Al Imran, verses 175-185 | theoretical | 1 | Twenty fifth- |
| Written or oral tests | Discussion and preservation | Al Imran, verses 185-200 | theoretical | 1 | Twenty sixth- |
| Written or oral tests | Discussion and preservation | Women from 1 to 14 | theoretical | 1 | Twenty - seventh |
| Written or oral tests | Discussion and | Women aged 14 to 24 | theoretical | 1 | Twenty eighth- |

preservation

Course Evaluation-11

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

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

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

زرز - (Final exam: (60 marks

ngSources of education and teachi -12

Course Description

| | |
|------|---|
| 142. | Course Name |
| | Linguistics |
| 143. | Course code |
| | ALJ414 |
| 144. | Semester/Year |
| | 2026-2025 |
| 145. | Date this description was prepared |
| | 2025 |
| 146. | Available forms of attendance |
| | Mandatory attendance |
| 147. | (Number of study hours (total) / Number of units (total |

) :Hours56) :Units / (112 (

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

Name: Prof. Dr. Adel Mahmoud Mohamed

: Emailadilmah777@gmail.com

149. objectives Course

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

Course Objectives

150. Teaching and learning strategies

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

strategy

151. Course structure

| Evaluation Method | Learning method | Unit or topic name | Required learning outcomes | Hours | Week |
|------------------------|-----------------|--|----------------------------|-------|-------------------|
| Oral and written tests | discussion | Defining the science and explaining the works of scholars in .it - | theoretical | 3 | the first |
| Oral and written tests | discussion | Common terms in linguistic studies | theoretical | 3 | the second |
| Oral and written tests | discussion | - The difference between linguistics and its jurisprudence, and the methodology of scholars .in it | theoretical | 3 | the third |
| Oral and written tests | discussion | Informative languages: their types and characteristics - | theoretical | 3 | Fourth |
| Oral and written tests | discussion | Factions of informative languages - | theoretical | 3 | Fifth |
| Oral and written tests | discussion | Eastern News | theoretical | 3 | Sixth |
| Oral and written tests | discussion | North Western News | theoretical | 3 | Seventh |
| Oral and written tests | discussion | South Western News | theoretical | 3 | Eighth |
| Oral and written tests | discussion | - Arabic language and its types | theoretical | 3 | Ninth |
| Oral and written tests | discussion | - Classical Arabic | theoretical | 3 | tenth |
| Oral and written tests | discussion | - Arabic dialects | theoretical | 3 | eleventh |
| Oral and written tests | discussion | - Arabic dialect names | theoretical | 3 | twelfth |
| Oral and written tests | discussion | The Hijazi dialect, the Tamim dialect, and the relationship between them | theoretical | 3 | thirteenth |
| Oral and written tests | discussion | Characteristics of Classical Arabic | theoretical | 3 | fourteenth |

| | | | | | |
|------------------------|------------|---|-------------|---|------------------------|
| Oral and written tests | discussion | term exam-of-End | theoretical | 3 | fifteenth |
| Oral and written tests | discussion | Start of the application | theoretical | 3 | Sixteenth |
| Oral and written tests | discussion | | theoretical | 3 | seventeenth |
| Oral and written tests | discussion | | theoretical | 3 | eighteenth |
| Oral and written tests | discussion | - | theoretical | 3 | nineteenth |
| Oral and written tests | discussion | - | theoretical | 3 | Twenty |
| Oral and written tests | discussion | | theoretical | 3 | first-Twenty |
| Oral and written tests | discussion | An introduction to the general approaches of linguistics / The phenomenon of inflection and its explanation | theoretical | 3 | -Twenty second |
| Oral and written tests | discussion | The suitability of letters to their / meanings homonymy | theoretical | 3 | -Twenty third |
| Oral and written tests | discussion | Derivation and its types, adjectives, and Arabization / Classical Arabic and its modern equivalents | theoretical | 3 | -Twenty fourth |
| Oral and written tests | discussion | Arabic calligraphy | theoretical | 3 | fifth-Twenty |
| Oral and written tests | discussion | Islamic writing -Pre and inscriptions | theoretical | 3 | -Twenty sixth |
| Oral and written tests | discussion | Writing after Islam: Form, Diacritics, and Calligraphic Defects | theoretical | 3 | -Twenty seventh |
| Oral and written tests | discussion | term -of-End exam | theoretical | 3 | -Twenty eighth |

152. Course evaluation

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

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

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

.(Final exam: (60 marks

153. Learning and teaching resources

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

Course description/viewing and application

| |
|-------------------------|
| 154. Course Name |
| Viewing and applying |
| 155. code Course |
| EAQM408 |

| | |
|---|-------------------|
| 156. Year /Semester | |
| 2025–2026 | |
| 157. description was prepared Date this | |
| 2025 | |
| 158. forms of attendance Available | |
| My presence | |
| 159. (Number of study hours (total) / Number of units (total | |
| The total number of hours is (88) hours and the total number of units is (8 units | |
| 160. if there is more than one,) Name of the course coordinator (please mention it | |
| Name: Prof. Dr. Abdul Ghafoor Aghlam Abdul Ghafoor | |
| : Email abdulghafour53@imamaladham.edu.iq | |
| Name: M. Emad Akla Shakouri | |
| : Email albazi.emad@gmail.com | |
| 161. objectives Course | |
| <p>1- To give the student the learn opportunity to view and about teaching methods and . techniques</p> <p>Enabling the student to observe –2 has and follow up on the material he received theoretically and apply it practically.</p> <p>Introducing the student observer –3 of classroom to the method</p> | Course objectives |

management and handling
. educational situations

Developing the skill of evaluating –4
the activities observed by classroom
. student observer

Directing the student observer to –5
him in the concern tthe aspects tha
application and making him aware of
in face the difficulties that he may
he for them before prepare order to
begins the practical application
. process

Introducing the student observer –6
to the elements of the educational
and their role schools in environment
in the educational process.

162. Teaching and learning strategies

- The lecture
- (Discussion (individual, group
- Exploration
- Workshops

strategy

163. Course structure

| Evaluation Method | Learning method | Unit or topic name | Required learning outcomes | Hours | Week |
|-----------------------|--------------------------|--------------------------------------|----------------------------|-------|------------|
| Written or oral tests | Discussion and induction | The concept of classroom observation | theoretical | 4 | the first |
| Written or oral tests | Discussion and induction | of classroom observation | Objective theoretical | 4 | the second |
| Written or oral tests | Discussion and induction | Classroom viewing requirements | theoretical | 4 | the third |
| Written or oral tests | Discussion and induction | The concept of practical application | theoretical | 4 | Fourth |
| Written or oral tests | Discussion and induction | Objectives of practical application | theoretical | 4 | Fifth |
| Written or oral tests | Discussion and induction | Practical application evaluation | theoretical | 4 | Sixth |
| Written or oral tests | Discussion and induction | Lesson planning concept | theoretical | 4 | Seventh |
| Written or oral tests | Discussion and induction | The importance of planning | theoretical | 4 | Eighth |
| Written or oral tests | Discussion and induction | Factors affecting planning | theoretical | 4 | Ninth |

| | | | | | |
|--------------------|--------------------------|---|-------------|---|----------------|
| Written or oral te | Discussion and induction | The concept of teaching skills | theoretical | 4 | tenth |
| Written or oral te | Discussion and induction | The importance of sk | theoretical | | eleventh |
| Written or oral te | Discussion and induction | The concept of planning skills | theoretical | 4 | twelfth |
| Written or oral te | Discussion and induction | The concept of goal setting | theoretical | 4 | thirteenth |
| Written or oral te | Discussion and induction | The concept preparation and groundwork | theoretical | 4 | fourteenth |
| Written or oral te | Discussion and induction | skills presentation | theoretical | 4 | fifteenth |
| Written or oral te | Discussion and induction | The concept interrogation skills | theoretical | 4 | Sixth ten |
| Written or oral te | Discussion and induction | The concept classroom management skills | theoretical | 4 | seventeenth |
| Written or oral te | | Periodic tests | theoretical | | eighteenth |
| Written or oral te | Discussion and induction | The concept reinforcement skills | theoretical | 4 | nineteenth |
| Written or oral te | Discussion and induction | Effects of negative punishment | theoretical | 4 | Twenty |
| Written or oral te | Discussion and induction | The concept emotional content | theoretical | 4 | Twenty one- |
| Written or oral te | Discussion and induction | The importance content analysis | theoretical | | -Twenty second |

164. Course evaluation

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

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

| The group | School administrat ion | Educational Supervisor | Scientific Supervisor | Chapter Two | Chapter One |
|-----------|---------------------------|---------------------------|--------------------------|----------------|-------------|
| 100 | 10 | 20 | 30 | 20 | 20 |

165. Learning and teaching resources

| | |
|---|---|
| Abdul Razzaq –Muhammad Amin Al Jaf | The companion guide in observation and . application situations -1 |
| Dr. Dawood Abdul Salam | Educational applications / observation and . application -2 |
| All websites on the World Wide Web | Electronic references .3 |

Course description/grammar

Course Name -1

Ibn Aqil's Explanation, Part Four – Grammar

Course Code-2

AG308

Semester/Year-3

2025 -2026

Date this description was prepared -4

2025

Available forms of attendance -5

Mandatory attendance / Absence

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

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

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

Name: Dr. Rabah Ismail Sayer

: Emailrabah.imal@imamaladham.edu.iq

Course Objectives-8

to preserve the rules of the language and to :**The objectives of the course are** preserve the classical Arabic language, to make the tongue accustomed to the language correctly and away from error, to enable students to know and understand cise grammatical styles, to understand grammatical applications the parsing of pre through Qur'anic and poetic evidence, the noble Prophetic Hadith and others, and to develop students to memorize Ibn Malik's Alfiyya, because it helps them to .understand

Teaching and learning strategies-9

guiding them and , and skills Developing students' minds refining Work on :**Strategy** and scientific manner based on fostering a positive spirit by academic in an enhancing confidence in individual and collective skills through scientific methods based activities-directed towards students through scientific participation and skill Attending discussions to benefit from the .cussion panelsand dis seminars through The scientific goals and working towards achieving the ,experiences of elders and its explanation to students, as well as the use of learning tools for academy libraries and encouraging students to visit , boardthe black : clarification, for example .and how to access information in a short time

Course Structure-10

| Evaluation Method | Learning method | Unit name and topic | Required educational outcomes | Hours | Week |
|-----------------------|--------------------------|---------------------|-------------------------------|-------|-------------------|
| Written or oral tests | Discussion and induction | The call | theoretical | 3 | the first |
| Written or oral tests | Discussion and | The call | theoretical | 3 | the second |

| | | | | | |
|-----------------------|--------------------------|---|-------------|---|--------------------|
| | induction | | | | |
| Written or oral tests | Discussion and induction | Rules of the vocative case | theoretical | 3 | the third |
| Written or oral tests | Discussion and induction | Rules of the vocative case | theoretical | 3 | Fourth |
| Written or oral tests | Discussion and induction | The vocative noun -added to the first person singular nouns – pronoun that are always used in the vocative case | theoretical | 3 | Fifth |
| Written or oral tests | Discussion and induction | – The plea for help the scar | theoretical | 3 | Sixth |
| Written or oral tests | Discussion and induction | Marbling | theoretical | 3 | Seventh |
| Written or oral tests | Discussion and induction | Specialization, warning, and enticement | theoretical | 3 | Eighth |
| Written or oral tests | Discussion and induction | Verb and onomatopoeic nouns | theoretical | 3 | Ninth |
| Written or oral tests | Discussion and induction | Nun of emphasis | theoretical | 3 | tenth |
| Written or oral tests | Discussion and induction | What is not divisible | theoretical | 3 | eleventh |
| Written or oral tests | Discussion and induction | What is not divisible | theoretical | 3 | twelfth |
| Written or oral tests | Discussion and induction | What is not divisible | theoretical | 3 | thirteenth |
| Written or oral tests | Discussion and induction | The subjunctive mood of the verb | theoretical | 3 | fourteenth |
| Written or oral tests | Discussion and induction | The subjunctive mood of the verb | theoretical | 3 | fifteenth |
| Written or oral tests | Discussion and induction | The subjunctive mood of the verb | theoretical | 3 | Sixteenth |
| Written or oral tests | Discussion and induction | application | theoretical | 3 | seventeenth |
| Written or oral tests | Discussion and | application | theoretical | 3 | eighteenth |

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

Course Evaluation-11

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

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

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

طططط .(Final exam: (60 marks

Sources of education and teaching -12