



وزارة التعليم العالي والبحث العلمي
جهاز الإشراف والتقويم العلمي
دائرة ضمان الجودة والاعتماد الأكاديمي
قسم الاعتماد

INRODUCTION

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

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

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies 3/2906. On 5/3/2023 with regard to programs that adopt the Bologna Process as a basis for their work.

In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth conduct of the educational process.

Concepts and Terms:

Description of the academic program:

The description of the academic program provides a brief summary of its vision, mission, and goals, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a necessary summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, demonstrating whether he or she has made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be a developed, inspiring, motivating, realistic and applicable programme.

The program's mission: It briefly explains

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

Curriculum structure: All courses/study subjects included in the academic program according to the approved learning system (semester, annual, Bologna track), whether it is a requirement (ministry, university, college, or scientific department), along with the number of study units.

Learning outcomes: A consistent set of knowledge, skills, and values that the student has acquired after the successful completion of the academic program. The learning outcomes for each course must be determined in a way that achieves the program objectives.

Teaching and learning strategies: They are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, it describes all curricular and extracurricular activities to achieve the learning outcomes of the programme.

University name: Iraqi University
College/Institute: College of Education for Girls
Scientific Department: Department of Arabic Language
Name of the academic or professional program: Bachelor's degree
Name of final degree: Bachelor's in Arabic Language
Academic system: annual
Date of preparing the description: 22/10/2025 AD
Date of filling the file: 22/10/2025 AD

Signature:

Name of the Department Head:

Prof.dr. Khawla O.Khalaf

Signature:

Name of the Scientific Dean Assistant

Prof. dr. rana S. Sadiyq



Name of the Check file before

Division of Quality Assurance and University Performance

**The Director of the Quality Assurance and University Performance
Division**

the date

the signature

Asst. Inst. Hussein Ali Dawood

Authentication of the Dean

Authentication of the Dean

Prof.Dr.Huda Mohammed Salih Abd.AlJabar

1. Program vision

The Department of Arabic Language and Literature aspires to leadership and excellence scientifically, research and pedagogically in the fields of education and learning, to meet the needs of the labor market.

2. Program messege

The Department of Arabic Language and Literature aspires to leadership and excellence scientifically, research and pedagogically in the fields of education and learning, to meet the needs of the labor market .

3. Program objectives

General statements that describe what the program or institution intends to achieve.

.Preparing a generation capable of carrying the trust of the Arabic language to generations, as it is the language of the Holy Qur'an, and with the importance of educational, humanitarian and scientific values;

Because of its effective impact in building society.

.Developing scientific and cognitive skills and developing critical thinking skills among female students.

.Contributing to the revival of the ancient Arab linguistic and intellectual heritage, highlighting our cultural features and opening horizons for them to carry out their humanitarian mission.

4. Program accreditation

Does the program have program accreditation which side?

No

5. Is there any external sponsor?
No

7* . Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
				Enterprise requirements

				College requirements
		162	38	Department requirements
	-	-	-	summer training
				Other

Notes may include * whether the course is core or elective

Program description				
Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical			The first stage
	3	Grammar		
	2	Morphology		
	4	Arabic literature before Islam		
	2	Rhetoric (Al-Bayan and Al-Badi)		
	2	Linguistic skills (expression and composition)		
	2	Sciences of the Qur'an and the Noble Prophet's Hadith		
	2	Human rights and democracy		
	2	Psychology (educational and development)		
	2	English language		
2	1	Calculators		
	3	Grammar		The second stage

	2	Morphology		
	3	Islamic literature		
	2	Rhetoric (semantics)		
	2	Prosody and rhyme		
	1	English		
	2	Ancient texts		
	2	Foundations of education and educational guidance		
2	1	Calculators		
	3	Grammar		third level
	2	Linguistics		
	2	Analysis of the Quranic text		
	2	Abbasid poetry		
	2	Abbasid prose		
	2	Andalusian literature		
	1	ENGLISH		
	2	Ancient Arabic criticism		
	2	Research and library methodology and text verification		
2	1	Teaching curricula and methods		
	4	Grammar and its facilitation		The fourth stage
	2	Philology		
	2	Modern Arabic poetry		

	2	Modern Arabic prose	
	3	Modern Arab criticism	
	2	Comparative literature	
	2	Management, measurement and evaluation	
	1	ENGLISH	
2	1	View and apply	
		Research project	
	2	-	

1. Expected learning outcomes of the programme	
Knowledge	
writing reports	Familiarity with information in the field of specialization
Skills	

Application	1. Knowledge and understanding. 2. Identify eloquence and eloquence. 3. Knowledge of linguistic safety skills and appreciation of literary texts
Writing a graduation thesis	Research
Value	
Pride in her specialty	Good citizenship
Harmonization of rights and duties	

2. Teaching and learning strategies
- Explanation and clarification - View method - Lecture method - Self-learning method - Preparing research in Quranic studies, Prophetic hadiths, and literary texts

3. Evaluation methods

- 1 - Hearing
- 2- Task analysis
- 3- Problem solving
- 4- Content analysis
- 5- Cooperative education

1. Expected learning outcomes of the programme

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2. Teaching and learning strategies
- Explanation and clarification - View method - Lecture method

- Self-learning method
- Preparing research in Quranic studies, Prophetic hadiths, and literary texts

3. Evaluation methods

- 1 - Hearing
- 2- Task analysis
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4. education institution

Faculty members

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	Fixed			Special	General	
	√			Abbasid literature and its criticism	Literature	Professor Dr
	√			Grammar and semantics	the language	Professor Dr

	√			Morphology and sound	the language	Professor Dr
	√			Language	the language	Professor Dr
	√			Rhetoric and criticism	Literature	Professor Dr
	√			Modern literature and its criticism	Literature	Professor Dr
	√			Rhetoric and criticism	Literature	Professor Dr
	√			Modern criticism	Literature	Professor Dr
	√			Andalusian literature	Literature	Professor Dr
	√			Toward	the language	Mr
	√			Rhetoric and criticism	Literature	Professor Dr
				Exchange	the language	Assistant Professor Dr

	√			Pre-Islamic literature	Literature	Assistant Professor Dr
	√			Andalusian literature	Literature	Assistant Professor Doctor
	√			Linguistics, towards text	the language	Assistant Professor Doctor
	√			Grammar	the language	Assistant Professor Doctor
	√			Indication	the language	Assistant Professor
	√			language	the language	Assistant Professor Doctor
	√			Rhetoric	Literature	Assistant Professor Doctor
	√			The Arabic dictionary	the language	Assistant Professor Doctor

	Methods of teaching the Holy Quran and Islamic education	Curriculum philosophy and teaching methods	Professor Dr
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Professional development
Orienting new faculty members
1. Adherence to official working hours. 2. Implementing the instructions received from the Ministry of Higher Education and Scientific Research. 3. Participation in activities and events (workshops, seminars, conferences, training courses) held by the scientific department at the college. 4. Completing scientific research within the annual research plan to benefit from it in scientific promotion. 5. Participation in volunteer work and community service because of its role in evaluating teaching performance.
Professional development for faculty members
1. Using artificial intelligence applications in the teaching and learning process by holding scientific workshops and seminars. . 2.Participation in training courses held by the scientific department in cooperation with the continuing education unit at the college.

1. Acceptance standard

Central admission the interview

2. The most important sources of information about the program

Methodological books approved by the Ministry of Higher Education and Scientific Research, and a group of auxiliary sources and references.

3. Program development plan

- 1.Updating the curriculum.
- 2.Holding training courses, scientific seminars, and workshops within the topics of the department's specialization.
3. Organizing seasons, volunteer work, cultural festivals.

Chart

Learning outcomes required from the programme

Value

Skills

Knowledge

Essential o
r optional?

Course
Name

Course
Code

Year/l
evel

C4

C3

C2

C1

B4

B3

B2

B1

A4

A3

A2

A1

						The student's familiarity with pronouns	The student compares the demonstrative noun and the relative noun		Learn the basics of nouns and verbs	Training the student on noun and verb signs	The student's definition of grammar objectives	Basic	Grammar		The first stage
						Familiarity with the artistic characteristics of the pre-Islamic poem	Familiarity with the term pre-Islamic era		Introducing the student to the mu'allaqat	Explaining the sources of pre-Islamic literature	The student defines the meaning of pre-Islamic literature	Basic	Pre-Islamic (pre-Islamic) literature		
					The student's familiarity with triliteral and non-triliteral sources	The student compares the verb and its divisions	The student distinguishes the parts of the word			Teaching the student the basics of morphological scale	Introducing the student to banking	Basic	Exchange		
					Mastering communication skill	Training the student on public speaking and expression skills	Participate in dialogues with good conversation				Ability to listen analytically	Basic	Language skills		
						Understanding the rhetorical arts of poetic and narrative evidence			Introducing the student to the narrative of moral improvements	Providing the student with the types of rhetoric	Introducing the student to the importance of Arabic rhetoric	Basic	Arabic Rhetoric/Science of Statement and Badi'		
						Familiarity with the stages of freedom development				The concept of freedoms in ancient civilizations	Introducing the student to the term freedom	secondary	Human rights		

					Acquiring scientific research skills for educational processes	Rationalizing the teacher's practice of the teaching profession				Providing teachers with scientific research results that explain school education	Providing a range of organized facts that help the teacher achieve his professional goals	secondary	Educational and developmental psychology		
					The student compares the seven readings	The student's familiarity with the basics of writing and compiling the Qur'an				The student distinguishes the length and its types	Introducing the student to the sciences of the Qur'an and the Noble Prophet's Hadith	secondary	Sciences of the Qur'an and the Noble Prophet's Hadith		
										Introducing the student to the rules of tenses	Introducing the student to the basic rules of the English language curriculum	secondary	english language		
					The student compares separation and connection	The student distinguishes the structural style and its types				Introducing the student to redundancy	Introducing the student to eloquence and eloquence	Basic	Arabic rhetoric		The second stage
					Familiarity with the impact of the Qur'an on poetry	Distinguishing the artistic characteristics of Islamic poetry				Knowing Islam's position on poetry and poets	Know the meaning of the term Islamic literature	Basic	Islamic and Umayyad literature		
					Familiarity with all functions and distinguishing between them	Familiarity with copiers and their work				Introducing the student to the types of effects	Developing the student's awareness of the importance of grammar	Basic	Grammar		

						The student distinguishes dictionaries of words from dictionaries of meanings			Introducing the student to the science of phonetics	Introducing the student to the meaning of the Arabic dictionary and dictionary	Introducing the student to the importance of the dictionary in knowing the levels of language study	Basic	Arabic dictionary and phonetics		
					Distinguish between derivatives and how to formulate them	Familiarity with the rules of substitution and substitution			Introducing the student to crushing masses and their weights	Introducing the student to the types of nouns	Introducing the student to morphology, spelling, and calligraphy	Basic	Exchange		
					Familiarity with all prosodic terminology	The student's familiarity with the difference between meter and rhythm				Introducing the student to weight and rhythm	Introducing the student to the science of prosody and its origins	Basic	Prosody and rhyme		
					Providing the student with information about Al-Kindi's story	The student's familiarity with the reign of Imam Ali, peace be upon him, by Malik al-Ashtar				Introducing the student to literary texts across the ages and artistic forms	Developing the student's awareness of the most important literary textual selections from ancient books	Basic	Ancient texts		
						Familiarity with management, its development and functions				Introducing the student to the necessity of knowing the value of ancient civilizations in the progress of societies	Introducing the student to the cultural basis of our society and the role of education in daily life	secondary	Foundations of education and educational administration		

										Teaching and reminding students With useful words and vocabulary for trading in practical life		secondary	English		
						Familiarity with desktop features and instructions				Introducing the student to Word 2010 in detail	Introducing the student to the hardware and software components of the computer	Basic	the computer		

		The student compares pathos and satire	The student's familiarity with the description				Introducing the student to poetry in the Middle Ages	Introducing the student to Abbasid literature	Basic	Abbasid literature/poetry		third level
		The student's familiarity with artistic prose in terms of its origins, roots, and openings	Provides the student with the basics of technical messages				Introducing the student to debates	Introducing the student to Abbasid literature in prose	Basic	Abbasid literature/prose		
		Familiarity with Abdul Qaher Al-Jarjani's theory of systems	The student is familiar with the basics of monetary movement				Introducing the student to literary plagiarism	Introducing the student to ancient Arabic criticism	Basic	Ancient Arabic criticism		
		Familiarity with transmission principles , jurisprudential rules , and rational principles	Familiarity with the controls for understanding the text				Knowledge of the general principles of analyzing the Qur'anic text	Definition of the term	Basic	Analysis of the Quranic text		

		Familiarity with modern trends in teaching the Arabic language	Enabling the student to change the teaching method according to all variables				Providing the student with the concepts of general teaching methods, ancient and modern	Knowledge of advanced concepts about curricula and influencing factors	Basic	Curricula and teaching conditions	
				Familiarity with derivatives and their operation			Knowing prepositions and their meanings	Developing the student's awareness of the importance of grammar	Basic	Grammar	
			Familiarity with the method and method used in addressing the research topic	Familiarity with types of university research		Knowing the beginnings of the emergence of the method among Arab scholars	Introducing the student to the concept of European research methodology	Introducing the student to the method he follows in writing research	Basic	Research and library methodology and text verification	
			Familiarity with research methods in language	Familiarity with the levels of study of linguistics			Knowledge of the branches of linguistics	Introducing the student to foundational terms	Basic	Linguistics	
							Grammar	Learning English	Secod	English	
							Know the importance of poetry during the era of the emirate	Developing awareness of the sources of studying Andalusian literature	Basic	Andalusian literature	

							The student's distinction between the Apollo School and the Symbolic School	The student's familiarity with the stages of modern Arabic poetry		Introducing the student to the concept of diaspora school	Introducing the student to the concept of modern and contemporary Arabic poetry	Basic	Modern Arabic Literature/Poetry		The fourth stage
							The student distinguishes between the elements of the narrative	The student compares the types of narratives		Introducing the student to the concept of novel and story	Developing the student's awareness of the concept of narrative in modern Arabic literature	Basic	Modern Arabic Literature/Prose		
							Familiarity with the importance of Arabic painting and its development	The student's familiarity with the characteristics of the Arabic language		Introducing the student to the origins of language and its theories	Developing the student's awareness of the concept of philology	Basic	Philology		
							Familiarity with the rules of writing numbers and their metaphors	Familiarity with types of sentences and their parsing		Knowing attempts to facilitate and correct grammar	Knowledge of grammatical methods	Basic	Grammar and its facilitation		

							Familiarity with the concept of postmodern criticism	The student distinguishes contextual curricula from textual curricula		Introducing the student to the trends of modern Arab criticism	Introducing the student to the most important monetary concepts	Basic	Modern Arab criticism	
							Familiarity with non-test assessment methods	Familiarity with the types of educational evaluation		Knowledge of the historical origins of the educational process and educational research	Knowledge of the concepts of evaluation, measurement, testing and the relationship between them	Basic	Management, evaluation and measurement	
										Correct pronunciation	Important vocabulary in the labor market	secondary	English	
							The student distinguishes the relationship of comparative literature to literary criticism	The student compares the fields of comparative literature		The student's distinction between schools of comparative literature	Developing the student's awareness of the concept of comparative literature	Basic	Comparative literature	

- Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

First Stage
Course description form

1. The name of the course	
Grammar	
2. Course code for the first stage	
3. Semester/year 2025/2026	
4. The date this description was prepared is 13/10/2025	
5. Available attendance forms	
Lectures	
6. The number of study hours (total) is 3 hours / the number of units (total) is 6 per week	
7. Name of the course administrator (if more than one name is mentioned)	
Name: Professor Heba Ahmed Taha Al – Email	
8. Course objectives	
1- . Enabling the student to understand the rules of the Arabic language, according to the objectives specified for each partial subject, and to distinguish between the topics of Arabic grammar. 2- Familiarizing the student with the Arabic grammar systems in predicate and construction methods. 3- Improving the level of the student's linguistic performance by correcting his tongue in a way that matches the rules of Arab speech. 4- Scientific communication with the ancient book through studying (Explanation of Ibn Aqeel) and mastering the language of grammarians 5- Examining the method of grammatical thinking among Arabic scholars .	Objectives of the study subject

9. Teaching and learning strategies	
1- Presenting the lecture in a coordinated manner and according to the specified time. 2- Giving students class assignments and assigning them to present them on the platform. 3- Giving a percentage of the grade to the activities submitted by the students.	The strategy

10. Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Read and discuss	theoretical	Limit the word, speech, and statement	Teaching students the parts of speech	3	the first
Read and discuss	theoretical	Quranic and poetic examples	Teaching students noun signs	3	the second
Read and discuss	theoretical	Quranic and poetic examples	Teaching students verb signs	3	the third
Questions and discussion	application	Its parsing, Qur'anic and poetic examples	Teaching students the types of letters	3	the fourth
Read and discuss	theoretical	Quranic and poetic examples	Teaching students the syntactic and syntactic	3	Fifth
Read and discuss	theoretical	Quranic and poetic examples	Types of Arabization	3	Sixth
Read and discuss	theoretical	Quranic and poetic examples	There are four types of parsing	3	Seventh
Read and discuss	theoretical	Quranic and poetic examples	The six names and their parsing	3	Eighth
Questions and discussion	application	Quranic and poetic examples	Al-Muthanna and his Bedouins	3	Ninth
Read and discuss	theoretical	Quranic and poetic examples	The sound masculine	3	The tenth

			plural and its parsing		
Read and discuss	theoretical	Quranic and poetic examples	Prohibited exchange and its provisions	3	Eleventh
Read and discuss	theoretical	Quranic and poetic examples	The sound feminine plural and its rulings	3	Twelveth
Questions and discussion	application	Quranic and poetic examples	Parsed from verbs	3	Thirteenth
Read and discuss	theoretical	Quranic and poetic examples	The five actions	3	Fourteenth
Questions and discussion	application	Quranic and poetic examples	Built from nouns and verbs	3	Fifteenth
	theoretical	Quranic and poetic examples	Types of similarity between the constructed noun and the letter	3	Sixteen

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قراءة ومناقشة	نظري				
قراءة ومناقشة	نظري				
قراءة ومناقشة	نظري				
قراءة ومناقشة	نظري				
أسئلة ومناقشة	تطبيق				
قراءة ومناقشة	نظري				
قراءة ومناقشة	نظري				
قراءة ومناقشة	نظري				
قراءة ومناقشة	نظري				
أسئلة ومناقشة	تطبيق				
قراءة ومناقشة	نظري				
قراءة ومناقشة	نظري	أمثلة قرآنية وشعرية	العلم وأنواعه	3	الثامن والعشرون
قراءة ومناقشة	نظري	أمثلة قرآنية وشعرية	المعرف بالإضافة	3	التاسع والعشرون
أسئلة ومناقشة	تطبيق	أمثلة قرآنية وشعرية	المبتدا وأحكامه	3	الثلاثون

Read and discuss	theoretical	Quranic and poetic examples	Details of constructed nouns	3	seventeenth
Read and discuss	theoretical	Quranic and poetic examples	Constructive verbs	3	Eighteen
Read and discuss	theoretical	Quranic and poetic examples	Prevention and its provisions	3	Nineteenth
Read and discuss	theoretical	Quranic and poetic examples	Indefiniteness and knowledge	3	The twentieth
Questions and discussion	application	Quranic and poetic examples	Definition of the indefinite article and its provisions	3	21 st
Read and discuss	theoretical	Quranic and poetic examples	Pronouns and their types	3	twenty- second
Read and discuss	theoretical	Quranic and poetic examples	Relative nouns	3	twenty three
Read and discuss	theoretical	Quranic and poetic examples	Connection and its types	3	twenty four
Read and discuss	theoretical	Quranic and poetic examples	Delete the return from the join	3	twenty-five
Questions and discussion	application	Quranic and poetic examples	The names of the signal	3	twenty-six
Read and discuss	theoretical	Quranic and poetic examples	Identified as:	3	Twenty seven
Read and discuss	theoretical	Quranic and poetic examples	Science and its types	3	Twenty-eight
Read and discuss	theoretical	Quranic and poetic examples	Identifier in addition	3	Twenty nine
		Quranic and poeti	The principle and its provisions	3	Thirty

Course Description

1. Course Name :	
Morphology	
2. Course Code :	
The first stage	
3. Semester/year 2025-2026	
4. Date this description was prepared : 12/10/2025	
5. Available forms of attendance: in person	
6. Number of study hours (total) (56) hours per week / Number of units (total): 4 units for the morphology subject	
7. Name of the course administrator (if more than one name is mentioned):	
Name: Lamia Abdullah Abdulhussein Email: lamyaa.abdullhh@aliraqia.edu.iq	
8. Course objectives	
- Introducing students to the concept of morphology linguistically and idiomatically. - Introducing students to the morphological scale and its importance - Introducing students to the act, its various departments, and the branches of those departments. - Introducing the students to the name and its sections. - Introducing students to the sources and forms of verbs . - Enabling the student to teach the course vocabulary with ease in the future.	Objectives of the study
9. Teaching and learning strategies	
	The strategy

1. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral exam and participation in explaining the lesson	Giving a lecture and then practicing with examples Quranic and poetic	The concept of morphology Conjugation/ The need for morphology/ Language study levels Arabic/ Statement of the site of morphology At those levels	The concept of morphology linguistically and idiomatically	2	the first 20- 24/11/2025
Questions and answers	lecture And discussion Training in examples Qur'anic vocabulary and vocabulary Arabic	Name it Need it rule Triple words Rules for the weight of words With different numbers of letters	Exchange balance	2	the second 27- 30/11/2025
Questions after the lesson	lecture And discussion Training in examples Qur'anic vocabulary and vocabulary Arabic	Verb the name Letter What is included in the study? Morphology	Sections of speech	2	the third 4- 8/12/2025
Questions and answers	lecture And discussion Training in examples Qur'anic vocabulary	past verb Its weights	The verb and its parts	2	the fourth 11- 15/12/2025

	and vocabulary Arabic				
Questions and answers	lecture And discussion Training in examples Qur'anic vocabulary and vocabulary Arabic	The present tense Its weights	The verb and its parts	2	Fifth 18- 22/12/2025
The first test also constitutes 5% of the total grades.				2	sixth 26- 29/12/2025
Questions and answers	Lecture and discussion Training in Examples Quranic And vocabulary from Arabic	The correct and the defective	The verb and its parts	2	Seventh 2-5/1/2026
Questions and answers	Lecture and discussion Training in Examples Quranic And vocabulary from Arabic	The correct action And its connection with pronouns	The verb and its parts	2	Eighth 8- 12/1/2026
Questions and answers	Lecture and discussion Training in Examples Quranic And vocabulary from Arabic	The defective verb and its connection with pronouns	The verb and its parts	2	Ninth 15- 19/1/2026
A second test also constitutes 5% of the total score.				2	The tenth 22- 26/1/2026

Questions and answers	Lecture and discussion Training in Examples Quranic And vocabulary from Arabic	- Abstract action - Its types Its weights	The verb and its parts	2	eleventh 29- 31/1/2026
Questions and answers	Lecture and discussion Training in Examples Quranic And vocabulary from Arabic	- Do more - Meanings of extra letters - Types of verb more Verb weights more	The verb and its parts	2	twelveth 19- 23/2/2026
Questions and answers	Lecture and discussion Training in Examples Quranic And vocabulary from Arabic	Appendix already Its types Its weights	The verb and its parts	2	Thirteenth 26- 28/2/2026
Comprehensive overview				2	fourteenth 1-2/3/2026
A final exam for the first semester also constitutes 40% of the total grade.				2	Fifteenth 5-9/3/2026
	Lecture and discussion	- Inanimate action - reason of calling The reason for not entering it in Exchange topic	The verb and its parts	2	sixteen 12- 16/3/2026

Questions and answers	Lecture and discussion Training in Quranic examples and Arabic vocabulary	- The manager - reason of calling Its weights	The verb and its parts	2	Seventeenth 19- 23/3/2026
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Questions and answers	Lecture and discussion Training in Quranic examples and Arabic vocabulary	- Intransitive verb - reason of calling - Its weights	The verb and its parts	2	Eighteen 26- 30/3/2026
Questions and answers	Lecture and discussion Training in Quranic examples and Arabic vocabulary	- Transitive verb - reason of calling - Its types Its weights	The verb and its parts	2	Nineteenth 2-6/4/2026
Questions and answers	Lecture and discussion Training in Quranic examples and Arabic vocabulary =	- Active verb - The reason for its name - Formulate it Its weights	The verb and its parts	2	The twentieth 9-13/4/2026
The first test of the second semester also constitutes 5% of the total grades.				2	21 st 16-20 /4/2026
Oral exam and participation in explaining the lesson	Lecture and discussion Training in Quranic examples and Arabic vocabulary	- Passive verb - The reason for its name - Formulate it Its weights	The verb and its parts	2	twenty two 23- 27/4/2026
Oral exam and participation in explaining the lesson	Lecture and discussion Training in Quranic examples and Arabic vocabulary	- past verb - The reason for not confirming it Emphasis on the present tense I built the emphasis and the last ruling	Emphasize the verb with the heavy and light emphasis	2	twenty third 1-4/5/2026
Oral exam and participation in explaining the lesson	Lecture and discussion Training in Quranic examples	Confirmation of doing the same to me	Emphasize the verb with heavy emphasis And light	2	twenty fourth 7-11/5/2026

	and Arabic vocabulary	Heavy and light emphasis and provisions The end of it			
The second exam of the second semester also constitutes 5% of the total grades.				2	25th 14-18/5/2026
Oral exam and participation in explaining the lesson	Lecture and discussion Training in Quranic examples and Arabic vocabulary	- Abstract and more - Their weights - Solid and its weights Derivatives and weights	The name and its subdivisions	2	twenty-sixth 21-25/2026
Oral exam and participation in explaining the lesson	Lecture and discussion Training in Quranic examples and Arabic vocabulary	Infinitives of standard triliteral verbs Sources of auditory triliteral verbs Sources of four-, five- and six-point verbs	Sources of verbs	2	27th 28-31/5/2026
A final exam for the second semester also constitutes 40% of the total grade.				2	Twenty-eighth 4-8/6/2026

Course evaluation:
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.
Learning and teaching resources

Shaza Al-Arf in the Art of Morphology: Ahmed Al-Hamalawy	Required textbooks (methodology, if any)
Al-Muhadhdhab fi morphology: Hashim Taha Shalash and others	Main references (sources)
	Recommended books and supporting references (journals). Scientific, reports ...)
	Electronic references, Internet sites

Course Description

1. Course Name	
Pre-Islamic)) literature	
2. Course Code	
3. Semester/year	
Annual	
4. Date this description was prepared	
6/ 10/ 2025	
5. Available attendance forms	
in person	
6. Number of study hours (total)/number of units (total)	
4 hours Total number (112)	
7. Name of the course administrator (if more than one name is mentioned)	
Name: M. Reda Ali Obaid Al - : Email:	
8. Course objectives	
• Students' awareness of the most important artistic and thematic features of pre-Islamic literature. • Providing the opportunity for students to taste literature and learn about its characteristics. • Identify the most important types of prose in that era. • Developing students' skills.	Objectives of the study
9. Teaching and learning strategies	

1- Methodological lectures. 2- Text applications.	The strategy
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Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	Ek
Interrogation	Lecture and presentation	The meaning of the term before Islam	Cognitive goals	4 hours	the first 24/ 11/ 2025
Questions and answers	lecture	The sign of our politeness before Islam	Cognitive goals	4 hours	the second 30/ 11/ 2025
Questioning and feeding The swing	lecture	Literature and biographies books	Maha Ratiya goals And cognitive	4 hours	the third 8/ 12/ 2025
Questions and answers	lecture	History books literature	Cognitive goals	4 hours	the fourth 15/ 12/ 2025
Interrogation	=	Praise and satire	Cognitive goals	4 hours	Fifth 29/ 12/ 2025
	The first test also constitutes 5% of the total grades			4 hours	WE 29/ 12/ 2025

Questions after the lesson	=	Technical characteristics For pre- Islamic poetry	Cognitive goals	4 hours	Seventh 5/1/2026
Written test	=	Exam of the month the first	Measurement and validation	4 hours	VIII 12/ 1/ 2026
Interrogation	=	the description	Cognitive goals	4 hours	Ninth 19/1/ 2026
Interrogation	=	Technical characteristics For pre- Islamic poetry	Cognitive goals	4 hours	The tenth 26/1/ 2026
Interrogation		Language and style	Cognitive goals	4 hours	The eleventh 31/1/ 2026
Interrogation		Imagination and rhythm	Cognitive goals	4 hours	Twelveth 23/ 1/ 2026
Interrogation		Pendants And the foundations of choice	Cognitive goals	4 hours	Thirteenth 28/2/ 2026
Interrogation		Naming and topics Imru' al-Qais and Zuhair bin Abi Selma	Cognitive goals	hours	fourteenth 2/3/ 2026
				4 hours	Fifteenth 9/ 3/ 2026

Interrogation		Al-Nabigha and Al-Asha	Cognitive goals	4 hours	sixteen 16/ 3/ 2026
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Interrogation		Attributes of pendants Artistic	Cognitive goals	4 hours	seventeenth 23/3/ 2026
Interrogation		The nature of pre-Islamic prose	Cognitive goals	4 hours	eighteen 30/ 3/ 2026
Interrogation		The nature of pre-prose Islam	Cognitive goals	4 hours	nineteenth 6/ 4/ 2026
Written test	Questions	Second month exam	Cognitive goals	4 hours	The twentieth 13/ 4/ 2026
Interrogation		Types of prose	Cognitive goals	4 hours	21 st 20/ 4/ 2026
Interrogation		Prose letters	Cognitive goals	4 hours	XXII 27/ 4/ 2026
Interrogation		Sermons and their features	Cognitive goals	4 hours	twenty third 4/5/ 2026
Interrogation		Debates	Cognitive goals	4 hours	twenty fourth 11/ 5/ 2026
Interrogation		News	Cognitive goals	4 hours	25th 18/ 5/ 2026
Interrogation		Technical features News and debates	Cognitive goals	4 hours	twenty- sixth 25/ 5/ 2026

Interrogation		General Review For the material	Cognitive goals	4 hours	27th 31/ 5/ 2026
	A final exam for the second semester also constitutes 40% of the total grades				Twenty- eighth 8/ 6/ 2026

1. Course Name	
Arabic Rhetoric / Al-Bayan and Al-Badi'	
2. Course Code	
3. Semester/year	
2025-2025 AD	
4. Date this description was prepared	
30/9/2025	
5. Available attendance forms	
My presence only	
6. Number of study hours (total)/number of units (total)	
Two hours every week	
7. Name of the course administrator (if more than one name is mentioned)	
Name: Arwa Abdel Hamid Mahmoud Al - Iraqia: arwa.mahmood.aliraqia.edu.iq	
8. Course objectives	
- Striving to provide the student with the necessary knowledge in the sciences of	Objectives of the study subject

Arabic rhetoric, al-Bayan and al-Badi'. - Improving the academic level of Arabic language students and linking them to the Arab heritage, especially rhetorical heritage. - Enabling the student at this stage with the tools of rhetorical knowledge.	
9. Teaching and learning strategies	
	The strategy

9. Teaching and learning strategies

1. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral			The concept of statement, language, terminology and its development	4 2 2	1- 2 3 4
			Rhetorical schools	10	5-9
			Simile is a language and a term	2	10
			Types of simile	2	11
			Simile applications	6	12
			Metaphor is a language and a term	2	16
writing			Types of metaphor	4	17 -18

Oral			Applications of metaphor	8	18 -21
			First semester exam		
			Metonymy is a language and a term	2	
			Types of metonymy and their applications	2	22
			Mental metaphor, language and terminology	6	23
			Mental metaphor and its relationships		24 - 26
			The transmitted metaphor linguistically and idiomatically		
			The transmitted metaphor and its relationships		
			Second semester exam		
			Badi science		
2. Course evaluation					
Distribution of the grade out of 100 according to the tasks assigned to the student: 20% of the first semester is a written exam, 15% is a written exam, and 5% is an oral exam for female students. And 20% for the second semester as well, so that the pursuit is 40% and the final exam is 60%.					
3. Learning and teaching resources					

Al-Bayan and Al-Badi': Dr. Talib Al-Zubaie and Dr. Nasser Halawi...	Required textbooks (methodology, if any)
Rhetoric and application: Dr. Ahmed Matloub and Dr. Hasan Al-Basir and Miftah Al-Ulum by Al-Sakaki and Al-Idah by Al-Qazwini	Main references (sources)

1. Course name: Linguistic skills
2. Course Code
3. Semester/Year:2025-2026
4. Date this description was prepared:2025/9/24
5. Available forms of attendance: physical attendance in class.
6. Number of study hours (total)/30hour /2 Hours per week / Number of units (total) /4
7. Name of the course administrator (if more than one name is mentioned) Name: AM Bushra Ghazi Alwan Al - Amil: zvzv0421@gmail.com Name: MM Saja Abdul Karim
8. Course objectives Enabling the student to recognize the goals of the Arabic language and acquire linguistic mastery From reading and writing correctly and correctly, and controlling the proper rules of the
9. Teaching and learning strategies Building the student's academic stage in a solid scientific manner, motivating him in the s specialize in the Arabic language and pursue To facilitate information and overcome obstacles in the completion of education, so that t necessary skills that qualify him to engage in Labor marke

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Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	hours	the week
	lecture	Know the scientific material	Definition of language skills	2	the first
Questions and answers	Lecture and discussion		How to write hamzat al-qat'		the second
evaluation form	lecture Practical application		- How to write hamza and wasl		the third
Questions and answers	Lecture and discussion		Writing the soft alif in nouns		the fourth
Questions and answers	Lecture and discussion		Writing the soft alif in verbs		Fifth
The first test also constitutes 5% of the total grades.					Sixth
Questions and answers	Lecture and discussion		The opposite and the light	2	Seventh
evaluation form	lecture Practical application		- T' bound		Eighth
Questions and answers	Lecture and discussion		Tanween writing		Ninth
A second test also constitutes 5% of the total score.					The tenth
Questions and answers	Lecture and discussion		punctuation marks	3 hours	Eleventh
Questions and answers	Lecture and discussion		punctuation marks		Twelveth
evaluation form	lecture Practical application		- Medium Hamza		Thirteenth
Comprehensive overview					Fourteenth
A final exam for the first semester also constitutes 40% of the total grade.					Fifteenth

Questions and answers	Lecture and discussion		Applications		Sixteenth
Questions and answers	Lecture and discussion		Extreme hamza		Seventeenth
Questions and answers	Lecture and discussion		Applications		Eighteenth
evaluation form	lecture Practical application		the number		Nineteenth
Questions and answers	Lecture and discussion		the number		The twentieth
The first test of the second semester also constitutes 5% of the total grades.					21 st
evaluation form	lecture Practical application		the number	3 hours	twenty two
evaluation form	lecture Practical application		the number		twenty third

Course description form

1. Course Name: Qur'anic Sciences, Hadith Terminology, and Recitation Provisions	
2. Course Code	
3. Semester/year 2025 – 2026	
4. The date this description was prepared is 30/9/2025 AD	
5. Available attendance forms	
6. Number of units (total) 2 per week	
7. Name of the course administrator (if more than one name is mentioned)	
Shaima Yassin Al-Rifai Shaima.yaseen78@gmail.com	
8. Course objectives	
• Enabling the student in the first stage to understand and know the topics of the sciences of the Qur'an and Hadith, and to evaluate the meanings of the letters according to them, by correctly reading the	Objectives of the subject

Qur'anic texts and understanding their rulings.

- **Developing the student's skills in correct pronunciation, especially in the practical aspect of reading verses of the Holy Qur'an**
- **The student connected with the constants of the Arabic language from the evidence of the legal texts of the Qur'an and Sunnah and knowledge of the principles of reading them, given that the texts of the Qur'an and the Prophet's hadiths are the norm in the rules of the Arabic language.**

9. Teaching and learning strategies

Building the academic stage for students in a scientific and sober manner , motivating him with regard to the Qur'anic foundation, connecting him with confidence to his Noble and Mighty Book as a foundation in the Arabic language specialty, and striving to facilitate information and overcome obstacles in times of education, so that in the end the student will have acquired the necessary skills that qualify him to enter the market. Work and engage in secondary education, or move forward in completing studies to obtain higher degrees.

The strategy

Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
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Oral	Explanation, reading and commenting	Codifying the sciences of the Qur'an and the meaning of art	History of the sciences of the Qur'an	ﺉ	1-2
				ﻛ	3-5
		The meaning of the Qur'an in language and its terminological meaning in its verbal and psychological sense	Definition of the Qur'an	ﺉ	6-7
				ﺉ	8-9
			Download the Quran	ﺉ	10-11
			The revelation of the verses	ﺉ	12-13
			The truth of revelation		midyear
				ﺉ	15
			Reasons for going down		16
			Suspension and cancellation		17-
Written exam		Types of revelation and forms of its revelation	The holy quran came down on seven letters	ﺉ	
				ﺉ	18-19
		The meaning of the reasons , ways to know them, expressions, and benefits	Mecca and Medina	ﺉ	20
			A		
			Collection of the Qur'an	ﺉ	21-22
			And		23- 24
			interpretation of the Qur'an and interpretation A	ﺉ	25 – 26
			miracle	ﺉ	
			Terminology of converstaion		
			The first and second plurals, the meaning of	Types of hadith	

Written exam	the pages and the Qur'an, the reason for the plural, its meaning, types of miracles and their examples Its concept, history , and the most important books written about it Authentic and weak hadiths, their divisions and examples Stopping and starting, basmalah, exits of letters, rulings on the meem and rulings on amplification and thinning	Provisions of recitation			
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1. Course evaluation	
Distribution of the grade out of 100 according to the semester exam: 15 marks, plus 5 marks for the student's activity and the daily exam, and so on in the second semester, so that the endeavour: 40% and the final exam: 60%.	
2. Learning and teaching resources	
A book on the sciences of the Qur'an and lectures on the terminology of hadith and the provisions of recitation	Required textbooks (methodology if any)
Sciences of the Holy Quran by Abdul Rahim Al-Balini	Main references (sources)

Perfection in the Sciences of the Qur'an by Jalal al-Din al-Suyuti	Recommended supporting books and references (scientific journals, reports....)
https://www.noor-book.com	Electronic references, Internet site

Course Description Form

1. Course name : Educational psychology and development
2. Course code : The first stage, morning and evening study
3. Semester/year : 2025/2026
4. Date this description was prepared : 17/9/2025
5. Available forms of attendance/in-person
6. Number of study hours (total)/number of units (total)
Number of hours 60
7. Name of the course administrator (if more than one name is mentioned)
Name: Aseel Abdel Hamid Abdel Jabbar Email: aseelabdulhamed@gmail.com
8. Course objectives
- Building the student's personality from all psychological, social, cognitive, emotional and mental aspects -Providing a number of organized facts and generalizations that can help the student achieve her professional goals

- **Acquiring scientific research skills for educational processes based on scientific observation**
- **Interpreting human behavior in some situations**
- **Developing the student's awareness of the importance of psychology in all areas of life in general and the educational field in particular**
- **Searching for observable phenomena and explaining their relationship to each other**

9. Teaching and learning strategies

- 1 - The student knows educational psychology, the importance of psychology, its goals, fields, branches of psychology, schools of psychology.
- 2- The student should know developmental psychology, the importance of developmental psychology and the goals of developmental psychology
- 3- That the student knows research methods in psychology and educational psychology

4- That the student understands.

5.- The educational process and educational psychology

6- The student should explain the behaviors that emerge from humans

7- The student should link the branches of theoretical and applied psychology

8- Knows research methods in developmental psychology

9- The student distinguishes between growth, maturity, learning and development

10- The student applies the stages of growth in her life

Teaching and learning methods:

1. Theoretical lecture: cognitive construction

2. Practical lecture/practical application: skills development

3- Lecture and discussions.

4- Practical application.

5- Assigning the student to individual and group activities and duties.

Course Descripyion Form

1. Course name : English language	
2. Course Code :	
3. Semester/year 2025-2026	
4. Date this description was prepared : 18/9/2025	
5. Available forms of attendance: in person	
6. Number of study hours (total) (56) hours per week / Number of units (total): Two units for t	
7. Name of the course administrator (if more than one name is mentioned):	
Name: A. Dr.. Raghad Latofi Majeed Al - Email: albydynmrghd@gmail.com	
8. Course objectives	
- Introducing students to the rules of the English language - Teach students how to pronounce words correctly	Objectives
9. Teaching and learning strategies	

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes
Oral exam and participation in explaining the lesson	Giving a lecture and then practicing with examples From the book and activity	Welcome	Welcome

Questions and answers	Giving a lecture and then practicing	How to pronounce sounds correctly	Votes
	with examples From the book and activity		
Questions after the lesson	Giving a lecture and then practicing with examples From the book and activity	Your world	Your world
Questions and answers	Giving a lecture and then practicing with examples From the book and activity	personal information	personal information
Questions and answers	Giving a lecture and then practicing with examples From the book and activity	Family and friends	Family and friends

The first test also constitutes 5% of the total grades.

Questions and answers	Giving a lecture and then practicing with examples From the book and activity	my life	my life
Questions and answers	Giving a lecture and then practicing with examples From the book and activity	Identify grammatical errors and correct them	Grammatical errors
Questions and answers	Giving a lecture and then practicing with examples From the book and activity	every day	every day
A second test also constitutes 5% of the total score.			
Questions and answers	Giving a lecture and then practicing with examples From the book and activity	Explanation of hours and how to pronounce them	hours

Questions and answers During a show Article and training solution	Giving a lecture and then practicing with examples From the book and activity	Do/ don't / does/doesn't	Explain sitting
Questions and answers	Giving a lecture and then practicing	Places I love	Places I love
	with examples From the book and activity		

Comprehensive overview

A final exam for the first semester also constitutes 40% of the total grade.

Questions and answers	Giving a lecture and then practicing with examples From the book and activity	Learn the opposites	Hazing
Questions and answers	Giving a lecture and then practicing with examples From the book and activity	Where do you live	Where do you live

Questions and answers	Giving a lecture and then practicing with examples From the book and activity	Arranging and rephrasing English sentences	Sentence order
Questions and answers	Giving a lecture and then practicing with examples	- happy holiday	happy holiday
	From the book and activity		
Questions and answers	Giving a lecture and then practicing with examples From the book and activity	- Learn to recite dates and pronounce them correctly	Dates
The first test of the second semester also constitutes 5% of the total grades.			
Questions and answers	Giving a lecture and then practicing with examples From the book and activity	We had a great time	We had a great time

Questions and answers	Giving a lecture and then practicing with examples From the book and activity	We can do it	We can do it
Questions and answers	Giving a lecture and then practicing with examples From the book and activity	Thank you very much	Thank you very much

The second exam of the second semester also constitutes 5% of the total grades.

Questions and answers	Giving a lecture and then practicing with examples From the book and activity	- Here and now	Here and now
Questions and answers	Giving a lecture and then practicing with examples From the book and activity	it's time to go	it's time to go

A final exam for the second semester also constitutes 40% of the total grade.

Course evaluation:

Distribution of the grade out of 100 according to the tasks assigned to the student, such as da oral, monthly, written exams, reports, etc.	
Learning and teaching resources	
	Required text if any)
New headway English course	Main referenc
	Recommende supporting ref Scientific, rep
	Electronic refe

Course description form

1. Course Name	
Computers	
2. Course Code	
The firststage	
3. Semester/year	
2025-2026	
4. Date this description was prepared	
21/9/2025	
5. Available attendance forms	
In-person + computer lab	
6. Number of study hours (total)/number of units (total)	
Number of hours: 8 / Number of units: 4	
7. Name of the course administrator (if more than one name is mentioned)	
Name: Dr.Marwa Muhammad Ismail Al - Amiel: marwa.m.ismail83@gmail.com	
8. Course objectives	
The student must be able to • Shows computer basics . • Explain the components of a computer • The importance of computer security and software licenses • Explain the operating system	Objectives of the study subject

• It works on Word • Works on PowerPoint	
9. Teaching and learning strategies	
1- Lecture method 2- Discussion method 3- Cooperative learning strategies Scientific methods used 1- Computer lab (desktop, display screen). 2- Blackboard and coloring pencils. 3- mobile	The strategy

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	1. Course structure
Daily exam	Lecture	Computer basics	Phases of the computer life cycle - developing computer generations	2
Daily exam	Discussion	Computer basics	Electronic computer (computer)	2
Daily exam	Discussion	Computer basics	Types of computers	2
Written exam	Discussion	Computer basics	Classification of computers according to the type of data entered + solving chapter questions	2
Daily exam	Cooperative learning strategies	Computer's components	Computer's components	4

Daily exam	Cooperative learning strategies	Computer's components	CPU	2
Daily exam			Your personal computer	4
Daily exam	Discussion	Computer's components		
	Synthesis (lecture + discussion)	Computer security and software licenses	Ethics of the electronic world and forms of transgressions in the digital world and viruses	2
Written exam				2
Daily exam	Synthesis (lecture + discussion)	Computer security and software licenses	The harmful effects of computers on health/solving chapter questions	4
Daily exam	Synthesis (lecture + discussion)	Operating Systems	Operating system (its functions, objectives and classification)	4
				4
Written exam	Synthesis (lecture +discussion)	Operating Systems	Windows 7 operating system	
Daily exam		Operating Systems	Performing operations on windows/solving chapter questions	4
	Active learning strategies	Appendices		4
Daily exam			Definition of some computer and Internet terms + the most important keyboard shortcuts	2
Daily exam	Discussion	Microsoft 2010		2
				2

Written exam	Synthesis (lecture +discussion)	Inserting objects in Microsoft Word 2010 Additional tasks for Microsoft Word 2010	Introduction to Microsoft Word 2010 Inserting objects in Microsoft Word 2010	2
Daily exam	Synthesis (lecture +discussion)	Introduction to Microsoft PowerPoint 2010	Additional tasks for Microsoft Word 2010	
Daily exam	Synthesis (lecture +discussion)	Inserting objects and adding animations in Microsoft PowerPoint 2010	Microsoft PowerPoint 2010 Inserting objects in Microsoft PowerPoint 2010	
	Synthesis (lecture +discussion)			
	Synthesis (lecture +discussion)			

1. Course evaluation

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

2. Learning and teaching resources	
Computer basics and office applications (Part One) Computer basics and office applications (Part Two)	Required textbooks (methodology, if any)
Yusr Al-Mustafa Science Series, “ Computer and Internet Basics , Office 2010”, Dr. Ziad Muhammad Abboud, Dar Al-Doctor for Publishing and Distribution, Baghdad, 2013.	Main references (sources)
	Recommended supporting books and references (scientific journals, reports ...)
Windows 7 operating system, American company Microsoft, official company website, www.microsoft.co	Electronic references, Internet sites

Second stage

Course description form

1. Course Name	
Arabic grammar for the second stage	
2. Course Code	
The second stage, morning and evening	
3. Semester/year	
2025 – 2026	
4. Date this description was prepared	
30/9/2025	
5. Available attendance forms	
My presence only	
6. Number of study hours (total)/number of units (total)	
6 hours per week	
7. Name of the course administrator (if more than one name is mentioned)	
Name: Younis Yahya Abdullah Al - Amil: younis.abdullah@aliraqia.edu.iq	
8. Course objectives	
• Enabling the student in the second stage of the foundations of Arabic grammar, • Developing the student's grammatical skills, especially in the applied aspect. • Connecting the student with linguistic sciences, especially grammar, and making him aware of the scientific value of the Arab heritage.	Objectives of subject
9. Teaching and learning strategies	
Building the scientific stage for students in a scientific and sober manner , motivating him modern reception of the science of Arabic grammar, connecting him with confidence to his ancient heritage, and striving to facilitate information and overcome obstacles in times of education, that in the end the student has acquired the necessary skills that qualify him to enter the labor market and engage in the field. Secondary education, or moving forward in completing studies obtain higher degrees.	

1. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	
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Oral	Explanation, reading and commenting	Foundations in grammar: noun, verb, letter, sentence, and structure	Introduction to Arabic grammar	6
		Reading and explaining the verses of Al- Alfiyya, and reading Ibn Aqeel's words and commenting on them	And her sisters No denying sex	9 6
		Reading and explaining the verses of Al- Alfiyya, and reading Ibn Aqeel's words and commenting on them		
		Reading and explaining the verses of Al- Alfiyya, and reading Ibn Aqeel's words and commenting on them Suspension and cancellation	Think and its sisters + daily test	6
		Reading and explaining the verses of Al- Alfiyya, and reading Ibn Aqeel's words and commenting on them	A sequel to Dhaan and its sisters, I Know and I See	6
Written exam		Reading and explaining the		6

		verses of Al-Alfiyya, and reading Ibn Aqeel's words and commenting on them	Subject + first semester exam.	
		Reading and explaining the verses of Al-Alfiyya, and reading Ibn Aqeel's words and commenting on them	Deputy actor The transitivity of the verb and its necessity	3
		Reading and explaining the verses of Al-Alfiyya, and reading Ibn Aqeel's words and commenting on them	Absolute effect	3
		Reading and explaining the verses of Al-Alfiyya, and reading Ibn Aqeel's words and commenting on them	The effect in it	3
Two weeks				
		Reading and explaining the verses of Al-Alfiyya, and reading Ibn Aqeel's words and commenting on them	The effect is with him	6

		Reading and explaining the verses of Al-Alfiyya, and reading Ibn Aqeel's words and commenting on them	Exception	9
Written exam		Reading and explaining the verses of Al-Alfiyya, and reading Ibn Aqeel's words and commenting on them	Status + second semester exam	6

1. Course evaluation	
Distribution of the grade out of 100 according to the semester exam: 15 marks, plus 5 marks for activity and the daily exam, and so on in the second semester, so that the endeavour: 40% and 60%.	
2. Learning and teaching resources	
Explanation of Ibn Aqeel	Required textbooks (any)
Explanation of Ibn Aqeel, compiler of Arabic lessons, Mustafa Al-Ghalayini, and comprehensive grammar, Abbas Hassan	Main references (sources)
Grammatical application: Abdo Al-Rajhi. Summary of Arabic Grammar, Fouad Nehme	Recommended support references (scientific reports)
https://www.noor-book.com	Electronic references, Internet

Course Description Form

Course name : Morphology

2. Course Code :	
3. Semester/Year 2025-2026 Course Description Form	
4. Date this description was prepared : 6/10/2025	
5. Available forms of attendance: in person	
6. Number of study hours (total) (56) hours per week / Number of units (total): Two units for the exchange subject.	
7. Name of the course administrator (if more than one name is mentioned):	
Name: A. Dr.. Hiyam Fahmy Ibrahim Al Yamil : Hiyam.brahim@aliraqia.edu.iq	
8. Course objectives	
- Introducing students to the morphological forms of nouns - Definition of female students regarding the nouns that occur in the form of nouns such as nouns being nominative or substituted during derivation - Enabling female students to teach the course vocabulary with ease in the future	Objectives of the study subject

teaching and learning strategies	
	The strategy
2. Course structure	

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral exam and participation in explaining the lesson	Giving a lecture and then practicing with examples Quranic and poetic	Lineage	Definition of lineage And goals and ancestry To the one sealed with the ta' and the maqsour	2	the first 20- 24/11/2025
Questions and answers	lecture And discussion Training in examples Qur'anic vocabulary and vocabulary Arabic	Lineage	Relative to the incomplete and the extended	2	the second 27- 30/11/2025
Questions after the lesson	lecture And discussion Training in examples Qur'anic vocabulary and vocabulary Arabic	Lineage	Relative to what was On two letters and ratios Al-Sama'i	2	the third 4-8/12/2025
Questions and answers	lecture And discussion Training in examples Qur'anic vocabulary and vocabulary Arabic	Lineage	Lineage to Al-Muthanna And plural and attribution to Effective	2	the fourth 11- 15/12/2025

Questions and answers	lecture And discussion Training in examples Qur'anic vocabulary and vocabulary Arabic	Collect crushing	Types of crowds Collection of crushing and weights of abundance and scarcity	2	Fifth 18- 22/12/2025
The first test also constitutes 5% of the total grades.				2	six 26- 29/12/2025
Questions and answers	Lecture and discussion Training in Examples Quranic And vocabulary from Arabic	Collect crushing	Complete plural forms The noun of the plural and individual gender	2	Seventh 2-5/1/2026
Questions and answers	Lecture and discussion Training in Examples Quranic And vocabulary from Arabic	Ilalal	The three types of admonition Examples explain this and its reasons	2	eightth 8-12/1/2026
Questions and answers	Lecture and discussion Training in Examples Quranic	Ilalal	Examples of applying the three types of defects	2	Ninth 15- 19/1/2026

	And vocabulary from Arabic				
A second test also constitutes 5% of the total score.				2	The tenth 22- 26/1/2026
Questions and answers	Lecture and discussion Training in	Replacement	Standard substitution in Create formula	2	eleventh 29- 31/1/2026
Questions and answers During a show Article and training solution	Lecture and discussion Then train in Forms Quranic and poetic And vocabulary from Arabic	Name of subject	The active participle, its definition and derivation from the triple It is not a trio	2	twelveth 19- 23/2/2026
Questions and answers	Lecture and discussion Training in Examples Quranic And vocabulary from Arabic	Exaggeration formulas	Memorize standard exaggeration formulas and a number of Audio formats	2	Thirteenth 26- 28/2/2026
Comprehensive overview				2	fourteenth 1-2/3/2026
A final exam for the first semester also constitutes 40% of the total grade.				2	Fifteenth 5-9/3/2026
Questions and answers	Lecture and discussion	The suspicious characteristic	Preserving the weights of the standard	2	sixteenth 12- 16/3/2026

	Training in Quranic examples and Arabic vocabulary		suspicious adjective Derived from the two chapters Fourth and fifth		
					seventeenth 19- 23/3/2026

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Questions and answers	Lecture and discussion Training in Quranic examples and Arabic vocabulary	Preference name	The name of preference and the conditions for its derivation	2	eighteen 26- 30/3/2026
Questions and answers	Lecture and discussion Training in Quranic examples and Arabic vocabulary	- Name of time and place	Derivation of the name of time and place from the triple And non-triangular	2	nineteenth h 2-6/4/2026
Questions and answers	Lecture and discussion Training in Quranic examples and Arabic vocabulary =	- the Machin's name	Standard forms of a noun The instrument and weights developed by the hadith scholars In response to the needs of scientific progress	2	The twentieth 9- 13/4/2026
The first test of the second semester also constitutes 5% of the total grades.				2	21 st 16-20 /4/2026
Oral exam and participation in explaining the lesson	Lecture and discussion Training in Quranic examples and	the male and the female	Distinguishing the type of feminization For the feminine noun	2	twenty tow 23- 27/4/2026

	Arabic vocabulary				
Oral exam and participation in explaining the lesson	Lecture and discussion Training in Quranic examples and Arabic vocabulary	Missed name	Sections of the noun and the method of folding and pluralizing the missing noun	2	twenty third 1-4/5/2026
Oral exam and participation in explaining the lesson	Lecture and discussion Training in Quranic examples and Arabic vocabulary	Shortened name	How to flex and pluralize shortened nouns	2	twenty fourth 7-11/5/2026
The second exam of the second semester also constitutes 5% of the total grades.				2	25th 14-18/5/2026
Oral exam and participation in explaining the lesson	Lecture and discussion Training in Quranic examples and Arabic vocabulary	- Elongated name	The extended noun is plural and plural	2	twenty-sixth 21-25/2026
Oral exam and participation in explaining the lesson	Lecture and discussion Training in Quranic examples and Arabic vocabulary	Spelling rules	Spelling rules in Error light Common	2	27th 28-31/5/2026
A final exam for the second semester also constitutes 40% of the total grade.				2	Twenty-eighth 4-8/6/2026

Course evaluation:

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

Learning and teaching resources

Shaza Al-Arf in the Art of Morphology: Ahmed Al-Hamalawy	Required textbooks (methodology, if any)
Al-Muhadhdhab fi morphology: Hashim Taha Shalash and others	Main references (sources)
	Recommended books and supporting references (journals). Scientific, reports....)

1. Course name : Islamic Literature
2. Course code : Second stage
3. Semester/year 2025/2026
4. The date this description was prepared is 1/10/2025
5. Available forms of attendance: in person
6. Number of study hours (total)/number of units (total) 9 x 12 = 108
7. Name of the course administrator (if more than one name is mentioned) : Name: Professor Sry Taha Yassin Email: sura.yaseen@aliraqa.edu.iq
8. Course objectives 1) Providing students with concepts related to Islamic and Umayyad literature and poetic texts representing that, and an introduction to Islam's position on poetry, and the characteristics of Arabic poetry in the Islamic era and its notables. 2) Developing taste skills in Analysis of poetic texts 3) Knowing the development and renewal of poetic purposes in the Umayyad era
9. Teaching and learning strategies 1- Presenting the lecture in a coordinated manner and according to the specified time. 2- Giving students class assignments and assigning them to present them on the platform. 3- Assigning a percentage of the grade to the activities presented by the students.

10. Course structure					
Evaluation method	Teaching method	Name of the unit or topic	Required learning outcomes	Hours	the week
Individual and group assignments and daily tests	Dialogue and discussion	Explaining the definition of the term Islamic literature	Explaining the concept of Islamic literature to students	9	the first
Daily tests	Dialogue and discussion	The Holy Qur'an's position on poetry	Statement of Islam's position on poetry	9	the second
Daily tests	=	The Holy Prophet's position on poetry	Statement of Islam's position on poetry	9	the third
=	=	The poet Hassan bin Thabit, his life and poetry	Introducing the poets of Islamic advocacy	9	the fourth
=	=	Abdullah bin Rawaha	Introducing the poets of Islamic advocacy	9	Fifth
=	=	Ka'b bin Malik	Introducing the poets of Islamic advocacy	9	Sixth
=	=	The impact of the Holy Qur'an on words and meanings in the era of early Islam	Applications of poetic texts on the impact of the Holy Qur'an on words and meanings in the era of early Islam	9	Seventh
=	=	Satire in Al-Hutay'ah's poetry	Explaining the topic of satire in Al-Huttayya's poetry	9	Eighth
=	=	Elegy in the poetry of Muttam bin Nuwayra	Explanation of the topic of lamentation: poetry by Tammam bin Nuwayra	9	Ninth
=	=	Explanation of the subject of poetry of Islamic faith and advocacy	Clarifying the concept of poetry of Islamic faith and advocacy	9	The tenth

=	==	Explaining the position of Al-Khansa and her four sons in emphasizing faith and advocacy	Explaining the role of women in the poetry of faith, advocacy, jihad, and Islamic conquests	9	Eleventh
Read and discuss	=	Leave the worship of idols And the declaration of Islam	Explaining the meanings of the poetry of faith and advocacy	9	Twelveth
=	=	Discussion of apostates	Explaining the meanings of the poetry of faith and advocacy	9	Thirteenth
		Discussion of polytheists	Explaining the meanings of the poetry of belief and advocacy (continuation of the explanation)	9	fourteenth
=	=	Returning to Islam again with a presentation of applied models of poetry	Explaining the meanings of the poetry of belief and advocacy (continuation of the explanation)	9	Fifteenth
=	=	Firmness in the faith in Mecca Migration for the sake of God Jihad for the sake of God With a presentation of applied examples of poetry	Clarifying the meanings of jihad poetry and Islamic conquests, explaining the role of mujahideen poets in jihad poetry, and emphasizing lofty values and the demand for martyrdom.	9	Sixteen
=	=	1)Description of elephants 2) Description of the battles 3) Description of the strange nature of the country, along with	Explaining the new descriptions in the poetry of jihad and Islamic conquests	9	Seventeenth

		presenting applied examples of poetry			
=	=	Clarifying the concept of poetic messages and presenting poetic models	Introducing poetic messages in terms of concept and features.	9	Eighteen
=	=	Explaining the concept of poetry Families and prisons	Explanation of the poetry of captivity and prisons	9	Nineteenth
		1) Satire 2) Antitheses 2) A presentation of poems by Jarir, Al-Farazdaq	Ancient poetic purposes and their development	9	The twentieth

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=	=	Spinning in the era of Islam Presentation of poetic texts by Hassan bin Thabit and analysis of the poem (Bant Souad) by Kaab bin Zuhair	Ghazal: definition, characteristics, and an explanation of the impact of Islam on Ghazal poetry	9	1 st
=	=	Analysis of poetic texts with an explanation of the characteristics of virginal poetry	Clarifying the concept of virginal flirtation: its characteristics and signs	9	twenty two
=	=	Analysis of poetic texts with an explanation of the characteristics of explicit ghazal. Clarifying the meaning of the poetic story in the poetry of Omar bin Abi Rabia	Clarification of the meaning of spinning: explicit spinning, its characteristics and signs	9	twenty third
=	=	Presentation of poetic texts and analysis	Clarification of wisdom poetry in early Islam and the Umayyads	9	twenty fourth
=	=	The art of writing and letters in the era of early Islam and the Umayyad era	Prose, its arts , media, and analysis of its examples	9	25th
=	=	The state of prose in the first century AH and the opinions of critics, including the opinion of	Prose, its arts , media, and analysis of its examples	9	twenty-sixth

		Dr. Taha Hussein Dr. Zaki Mubarak			
=	=	Eid and Friday sermons, and political sermons with an analysis of the sermons of the Messenger, may God bless him and grant him peace	Clarifying the areas of the sermons of the Holy Prophet, may God bless him and grant him peace	9	27th
=	=	Its definition, construction, stylistic and thematic features	Farewell Hajj sermon	9	Twenty-eight
=	=	1) Speeches on pledge of allegiance, caliphate, and guardianship 2) Speeches on political revolutions 3) Speeches on delegations 4) Religious speeches	Clarifying the types of sermons in the Islamic era and the art of wills	9	Thirty
=	=	A detailed explanation of prose letters in the Umayyad era , with a presentation of an example of the most prominent writer, Abd al-Hamid al-Katib, and an analysis of examples of his letters.	Prose letters in the Umayyad era	9	Thirty

2. Course evaluation		1.
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports , etc.		
4. Learning and teaching resources		3.
Hopes in Islamic Literature Ibtisam Marhoon Al-Saffar, History of Arabic Literature in the Islamic Era, Dr. Dr. Shufi Dhaif, Horizons in Umayyad Literature Ibtisam Marhoon Al-Saffar, Lectures on Islamic Literature Mrs. Daoud Salloum		Required textbooks (methodology, if any)
The original textbook in Islamic literature, Dr. Ibtisam Marhoon Al-Saffar, Studies in Islamic Literature, Dr. Sami Makki Al-Ani.		Main references (sources)
Al-Mawrid Magazine, Kuwaiti World of Knowledge Magazine		Recommended supporting books and references (scientific journals, reports
Library of Arabic Literature , link below		
https://t.me/dewan		Electronic references, Internet sites

1. Course name : Semantics		
2. Course Code		
3. Semester/Year :2025-2026		
4. Date this description was prepared :2025/10/1		
5. Available forms of attendance: physical attendance in class.		
6. Number of study hours (total)/ 30hour /2 Hours per week / Number of units (total) /4		
7. Name of the course administrator (if more than one name is mentioned)		
Name: Prof. Dr. Ahmed Abdel-Jabbar Fadel		
The email address: ahmed.fadhil@aliraqia.edu.iq		
8. Course objectives		
-Introducing the students to the concept of semantics and its historical development. -Students' introductions to the topics of semantics. -Introducing students to the concept of predicate and construction and their applications. - Introducing the students to the nominal and verbal forms of the rhetorical sentence. -Introducing the students to the concept of the predicate and the predicate and their cond Advancement, delay, separation, connection, etc Topics of semantics.		
9. Teaching and learning strategies		
Evaluation method	Learning method	Name of the unit or topic

1. Course structure

Method of teaching

Oral lecture using the blackboard, diagrams and direct questions.
Oral lecture using the blackboard, diagrams and direct questions.
Oral lecture

Using the whiteboard, charts and direct questions.

Oral lecture using the blackboard, diagrams and direct questions.

Oral lecture using the blackboard, diagrams and direct questions.

Oral lecture using the blackboard, diagrams and direct questions.

~~Oral lecture using the blackboard, diagrams and direct questions.~~

Oral lecture using the blackboard, diagrams and direct questions.
Oral lecture using the blackboard, diagrams and direct questions.

Oral lecture using the blackboard, diagrams and direct questions.
Oral lecture using the blackboard, diagrams and direct questions.
Oral lecture using the blackboard, diagrams and direct questions.
Oral lecture using the blackboard, diagrams and direct questions.
Oral lecture using the blackboard, diagrams and direct questions.

Oral lecture using the blackboard, diagrams and direct questions.
First midterm exam.

First midterm exam.

Spring break

Oral lecture using the blackboard, diagrams and direct questions.
Oral lecture using the blackboard, diagrams and direct questions.
Oral lecture using the blackboard, diagrams and direct questions.
Oral lecture using the blackboard, diagrams and direct questions.

تعريف علم المعاني وشرح التعريف وموضوعات علم		
		1. Course evaluation
		40/For the annual quest, it is divided by30/
		Learning and teaching resources
		Rhetoric and Application: Dr. Kamel Hass
		Evidence of the Miracle of Al-Jurjani / Mif
		Rhetoric is its art and its artist is Fadl Has
		Professor Dr. Ahmed Abdel-Jabbar

1. Course Name : Arabic dictionary and phonetics
2. Course code: Second stage / morning study
3. Semester/year: 2025-2026
4. Date this description was prepared: 6/10/2025
5. Available forms of attendance: daily attendance according to the scheduled schedule
6. Number of study hours (total)/number of units (total): 60 study hours, two hours per section (two sections) = 120 hours.
7. Name of the course administrator (if more than one name is mentioned)
Name: A. Bushra Ahmed Mohamed Amin Karim - A : profbushraameen@gmail.com : Email
8. Course objectives

1- A theoretical goal that aims to teach general, comprehensive generalizations about the language. These generalizations are considered controls that the learner can use in similar situations if the elements for transmitting the effect of training are present. 2- A functional goal that aims to help the learner apply those processes and facts in different linguistic situations to develop reading, writing, speaking, and listening. 3- The learner must be able to know the origins of words and their derivatives, distinguish between colloquial words and classical ones in order to preserve the integrity of the Arabic language, and recognize the meanings of words, especially the unknown and ambiguous ones. 4- To be able to pronounce the origins and characteristics of Arabic sounds; To protect the tongue from errors in pronunciation, in reading the Holy Qur'an, and in applying its provisions. 5- To distinguish between silent and voiced sounds and identify a group of phonetic phenomena and how to apply them in the words of the Holy Qur'an. 6- It sharpens the mind and refines the taste. Grammar lays precise foundations for imitation. It also works to form correct linguistic habits so that they are not influenced by colloquialism.	Objectives of the study subject
6- To practice balancing between right and wrong, systematic thinking, and developing accuracy of observation.	
9. Teaching and learning strategies	

1- That the student understands the term dictionary and the term phoneme. 2- To distinguish between single-topic messages and multi-topic ones. 3 - The student should know the lexical schools and the ordering system of their words. 4 - For the student to identify silent sounds from voiced ones, and binary opposite adjectives from singular ones. 5 - To know the phenomena of sounds and how to apply the provisions of their pronunciation in the Holy Qur'an. 6 - Enabling the student to extract words from ancient and modern Arabic dictionaries. 7 - Enabling the student to apply phonetic rules in the Holy Quran and the Arabic language. 8- Enabling the student to collect a type of words or sounds in a report or project. Teaching and learning methods: 1- Determine the delivery of lectures 0 2- Standard method 0 3- Method of interrogation 0 4- Deductive method 0 5- Discussion method (dialogue) 0	The strategy
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Course structure			
Evaluation method	Teaching methods	Subject name	
questions and answers ask questions Interrogation Ask and answer questions	Giving the lecture Giving the lecture	linguistic treatises with one subject: language books with their authors, Arabized books with their authors, anecdote books with their authors, strange books." "The Qur'an is strange with its authors - and the Hadith is strange with its authors," wrote Ghareeb Al-Fiqh with its authors	-To get to know Dictionary and dictionary In language and terminology And the difference between them -To understand how the dictionary was created The Arab world in its early beginnings And how important it is
Ask and answer questions	Giving the lecture	The book Al-Gharib Al-Musannaf by Abu Ubaid Al-	-To know the most important things The reasons that led to Composing dictionaries

	Giving the lecture	Qasim bin Hello	All types and benefits
Ask and answer questions	lecture	The book of Philology and the Secret of Arabic by Al-Tha'alabi	To get to know the types Related messages One topic about The rest of the other messages
Asking questions and interrogating	lecture	A book dedicated to the son of a lady	
Asking questions and interrogating	Discussion	Types of dictionaries : •First, dictionaries of words: There are three methods 1-The Hebron School (the method of arranging according to the exits of the letters and the reversals of the word), its dictionaries , the method of revealing and its characteristics.	To distinguish through the method between Gharib wrote the Qur'an and wrote Strange talk With its authors, strange books Jurisprudence
ask questions	lecture		
Ask questions and interrogate them	Interrogation	-Ibn Duraid School: (The method of arranging according to the first letter of the word, the special alphabet) Its dictionaries , and the method of revealing it and its characteristics.	To get to know books With multiple topics Dictionaries of meanings
Ask questions and answers	Deductive		To distinguish between books in the curriculum With multiple topics
Application to some words according to the school law	standard	Al-Jawhari School (the method of arranging according to the last letter of the word "rhyme"), its dictionaries , the method of revealing it and its characteristics. And its characteristics. Al-Zamakhshari School (the method of arranging according to the letters of the alphabet),	To differentiate through the curriculum Between the book of Ibn Sayyida and the book Al-Gharib Al-Musannaf by Abu Ubaid Al-Qasim bin Salam To get to know the types Lexical schools with
Application to some words according to the law Ibn Duraid School	lecture And discussion	its dictionaries and the method of revealing its characteristics Test: first semester	Words

Application to some words according to the law School of Rhyming	lecture And discussion	The concept of phonetics - its topics: •The meaning of sound and letter • Its pillars, function, and importance Silent sounds - voiced sounds •Section types and their applications Sound outputs and their characteristics	To distinguish between the Hebron School According to Ibn Duraid School Curriculum
Application to some words according to the law Al-Zamakhshari School	lecture And discussion	Acoustic phenomena: •Acoustic phenomena: (Al-Hamza - Al-Ishamam - Rum - Embezzlement - — Stop —.	To distinguish between the school of Ibn Duraid and Al-Jawhari School And reveal its characteristics
.....			
Ask and answer questions	lecture And discussion	Tide and its types	To distinguish between schools Al-Jawhari and school Al-Zamakhshari
Ask and answer questions	lecture And discussion	The concept of stress and its types The concept of intonation and its types	Test: first semester To become familiar with the concept Sound in language And so on
Ask and answer questions			
ask questions And the answer	lecture And discussion	The concept of the Qur'anic comma and its types The phenomenon of tilt and its types	To specify (voices silent and loud) Distinguish between sounds Linguistic and non-linguistic

Asking questions and practical application in Quranic examples	lecture And discussion	Application with	To get to know the types Exits and attributes Acoustic Types and numbers - Main and sub-
Asking questions and practical application in Quranic examples	Lecture and interrogation		To know the most important Acoustic phenomena
Asking questions and practical application in Quranic examples and language Arabic	lecture And discussion		To become familiar with the concept of tide Types of extensions are applied In Quranic verses
Asking questions and practical application in Quranic examples and language Arabic	lecture And discussion		To become familiar with the concept Stress and its types
Asking questions and practical application in Quranic examples and language Arabic	lecture and questioning		To distinguish between the concept of stress and the concept of intonation
Implementing the provisions of the rules for meeting residents In the linguistic structure and Quranic verses	lecture and questioning		To become familiar with the concept of the Qur'anic comma and its types
Ask questions and answers	standard		To become familiar with the concept Tilt and its types
Ask questions and answers	lecture And discussion		To distinguish between rules Residents meet examples
Ask questions and answers	lecture and questioning		To recognize a connection Sound in the emergence of language And the meaning

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily p oral, monthly, written exams, reports, etc.	
First semester = 10 (d) written + 5 (d) daily participation + 5 (d) homework or report = 20 (d) The second semester = 15 (D) written + 5 (D) daily participation = 20 (D) End of year test = 60 (D), total = 100 (D).	
2. Learning and teaching resources	
/	Required textbooks (methodolog
- The book of the Arabic dictionary: its origins and development /Dr. Hussein Nassar - Introduction to the science of sound / Dr. Ghanem Qaddouri He praised	Main references (sources)
- Lexical schools and the issue of order /Dr. Idris Al-Nasiri. - Phonological phenomena in the Arabic language /Abdul Shafi, Yasmine Ali Muhammad.	Recommended supporting book (scientific journals, reports....)
- Seminars, workshops, lectures Application on the Internet	Electronic references, Internet sit

Course Description Form

1. Course Name :
Prosody and rhyme
2. Course Code :
The second phase
3. Semester/year
2025-2026
4. Date this description was prepared
21/9/2025
5. Available attendance forms
in person
6. Number of study hours (total)/number of units (total)
30 hours
7. Name of the course administrator (if more than one name is mentioned)

Name: Professor Lama Saadoun Jassim		
The email : drlumasadoon@gmail.com		
8. Course objectives		
• • •	Objectives of the study subject : For the student to be able to know poetic meanings and prosody Free poetry and the rhymes used in it, the concept of rhyme, its types, letters, and its defects.	
9. Teaching and learning strategies		
First: Lecture and indoctrination through detailed explanation, which is the old traditional method, cannot be completely dispensed with, but its legalization is necessary due to the presence of negatives such as boredom, absent-mindedness, and the lack of sufficient stimulation and mental tension. Second: Participatory education through brainstorming the lesson topic and linking it to the reality of life by raising questions that stimulate analytical thinking, dialogue and discussion to extract information as an intellectual result with feedback from the students. Third: Cooperative education with cooperative, competing and competing groups, with constant switching of groups to create movement and participation for everyone. Fourth: Collecting the topic and related vocabulary through reports or research, discussing and evaluating them. Fifth: Using auxiliary means, such as a data show, to present the topic in an interesting and motivating way, by preparing in advance a presentation (PowerPoint), drawing diagrams and mind maps on the blackboard or display for clarification , speeding up understanding, and conveying information accurately and clearly, and using pictures and illustrative maps according to the need for the lesson topic. Sixth: Inductive and analytical teaching and linking it to real-life problems and errors. Seventh: Document exploration and analysis, content analysis		The strategy

Evaluation method	Teaching method	Name of the unit/course or subject	Learning outcomes are not required	hours	the
Initial diagnostic assessment to determine students' scientific and cultural levels through general, open-ended questions about the topic, brainstorming...etc	Breaking the deadlock, getting to know each other, communicating, and stimulating motivational impulses coming from within	Course name and required methodological vocabulary	The student should become familiar with the course, its vocabulary, methodological books, auxiliary external sources, and how to study it	2	1-2
Daily notes and indicators for preparation, participation, interaction and attendance	Participatory intellectual inductive and deductive education using auxiliary books	The science of prosody, its origin, its creator, and the reason for the name	For the student to become familiar with the concept of prosody, its origin, its benefit, its creator, and the reason for its name	2	3- 4
Daily notes and indicators for preparation, participation, interaction,	Participatory intellectual inductive and deductive education using auxiliary books	The poetic line, its parts, and the complete and incomplete poetic line	The student gets to know the poetic line, its parts and names	2	5- 6

attendance and daily tests					
Developmental formative tests for the continuum of constructivist education	Cooperative learning is the work of competing groups to stimulate participation	Prosodic activations, the sections that comprise them, and the concept of zahaf and ilaa	For the student to become familiar with prosodic verbs, the sections that comprise them, and the concept of zahaf and vowel	2	7- 8
Daily notes and indicators for preparation, participation, interaction, attendance and daily tests	Participatory intellectual inductive and deductive education using auxiliary books	Expository writing	For the student to become familiar with expository writing	2	9- 1
Daily notes and indicators for preparation, participation, interaction, attendance and daily tests	Participatory intellectual inductive and deductive education using auxiliary books	Long sea	For the student to become familiar with Bahr al-Taweel and apply it	2	11-
Daily notes and indicators for preparation, participation, interaction and attendance	Participatory intellectual inductive and deductive education using auxiliary books	Simple sea	For the student to become familiar with Bahr Al-Basit and apply it	2	13-
Daily notes and indicators for preparation, participation, interaction, attendance, and daily tests	Participatory intellectual inductive and deductive education using auxiliary books	Full sea	For the student to become familiar with Bahr al-Kamil and apply it	2	15-
Developmental formative tests for the continuum of	Cooperative learning is the work of competing	A sea of turmoil and confusion	For the student to become familiar with Bahr Al-	2	17-

constructivist education	groups to stimulate participation		Hazj and Rajaz and apply to them		
Daily notes and indicators for preparation, participation, interaction, attendance and daily tests	Participatory education: Raising questions to attract attention and stimulate analytical and deductive thinking	Sea of sand	The student gets to know the sea of sand and apply it	2	19-
Evaluating research , working papers , or reports	Education through electronic and written research on Antarah bin Shaddad	Fast sea	For the student to become familiar with the fast sea and apply it	2	21-
Daily notes and indicators for preparation, participation, interaction and attendance for daily tests	Participatory education: Raising questions to attract attention and stimulate analytical and deductive thinking	A calm and light sea	For the student to become familiar with the light and light sea and apply them to them	2	23-
Daily observations and indicators for preparation, participation, interaction and attendance of daily tests	Participatory education: Raising questions to attract attention and stimulate analytical and deductive thinking	Prosodic circuits	The student gets to know the prosodic circles, their names, and their seas	2	25-
Daily observations and indicators for preparation, participation, interaction and attendance of daily tests	Participatory education: Raising questions to attract attention and stimulate analytical and deductive thinking	free poetry	For the student to become familiar with and learn about free poetry	2	27-
Daily observations and indicators for preparation, participation, interaction and attendance of daily test	Participatory education: Raising questions to attract attention and stimulate analytical and deductive thinking	Rhyme, its letters, and its movements	For the student to become familiar with rhyme, its language, terminology, letters,	2	29-

			movements, and defects		
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1. Course evaluation	
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.	
2. Learning and teaching resources	
Like enjoyment and sociability The book of misers	Required textbooks (methodology, if any)
Al-Jahiz book	Main references (sources)
Ancient prose books	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, Internet sites

Course description template: ancient texts

1. Course name: Ancient texts
2. Second course code
3. Semester/year 2025/2026
4. The date this description was prepared is 1/10/2025

5. Available forms of attendance: In-person		
6. Study hours (total)/number of units (total) 60 study hours, 2 hours per section 120		
7. Name of the course administrator (if more than one name is mentioned): Professor Hoda Hisham		
Name: Huda Hisham Ismail Al - Araqia: huda.ismaeel@aliraqia.edu.iq		
8. Course objectives : 1) Developing the student’s awareness of the most important literary textual selections from ancient books		
9. 2) Introducing the student to a piece of minor literature		
•Imam Talib of the era of Imam Ali (peace be upon him) by Malik bin Al-Ashtar • Introducing the student to information about the story of Al-Kindi.....	Objectives of the study subject	
10. Teaching and learning strategies teach students the correct reading of literary texts		
	The strategy	

1. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral exam	Reading, memorization	Nahj al-Lughah by Imam Ali is a prose piece from a book	Knowledge of reading	6	The first week

	and explanation		texts with correct form		
Oral exam	Reading and explaining	A piece of minor literature	Read the text with an explanation of the meanings	6	second week
Oral exam	Reading and explaining	A story from the Book of Misers by Al-Jahiz (d. 255 AH)	Knowledge of reading texts with correct form	6	the third week
Oral exam	Reading and explaining	A piece of minor literature	Knowing how to read texts with precision	6	Fourth week
Oral exam	Reading and explaining	The Baghdadi Maqamat is one of the works of Badi al-Zaman al-Hamdhani	Knowing how to read texts with precision	6	The fifth week
Reading and explaining	Clarifying vocabulary and meanings	Continuation of the explanation of Maqamat	Knowledge of reading texts with correct form	6	the sixth week
Reading and explaining	Reading and explaining	Knowing how to read texts while controlling the form, Nahj al-Lughah , by Imam Ali, a piece of prose from a book	Knowing how to read texts with precision	6	Seventh week
Reading and explaining	Reading and explaining	The first night of the book of pleasure and sociability The first is from the book “Enjoyment and Sociability”.	Knowing how to read texts with precision	6	The eighth week
Oral exam	Reading and explaining	I completed the explanation tonight	Knowing how to read	6	Week nine

			texts with precision		
Reading and explaining Oral exam	Reading and explaining	The first night of the book of pleasure and sociability The first of the book	Reading and explaining	6	The tenth week
		the exam		6	Eleventh week 6
		M	Review the article	6	The twelfth week
2. Course evaluation					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.					
3. Learning and teaching resources					
Like enjoyment and sociability The book of misers			Required textbooks (methodology, if any)		
Al-Jahiz book			Main references (sources)		
Ancient prose books			Recommended supporting books and references (scientific journals, reports....)		
			Electronic references, Internet sites		

Computer course Description form

1. Course Name
Computers
2. Course Code
The second stage
3. Semester/year
2025-2026
4. Date this description was prepared
15/10/2025
5. Available attendance forms
In-person + computer lab
6. Number of study hours (total)/number of units (total)
Number of hours per month / number of units 4
7. Name of the course administrator (if more than one name is mentioned)
Name: Dr.Marwa Muhammad Ismail Al - Amiel: marwa.m.ismail83@gmail.com
8. Course objectives

The student must be able to • Shows the basic functions of Microsoft Excel 2010. • Inserting objects in Microsoft Excel 2010 • Create mathematical formulas in Microsoft Excel 2010 • Performing additional tasks in Microsoft Excel 2010	Objectives of the study subject
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- **Shows the basics of networks and the Internet**
- **Browsing and searching the Internet**
- **Explain the importance of electronic messages and conversation**
- **Explains the ethics of the Internet world**

9. Teaching and learning strategies

1- Lecture method 2- Discussion method 3- Cooperative learning strategies Scientific methods used 1- Computer lab (desktop, display screen). 2- Blackboard and coloring pencils. 3- mobile	The strategy
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Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Daily exam	Lecture in the laboratory	Basic tasks of Microsoft 2010	Operation, interface and forms of Microsoft 2010	2	1
Daily exam			File tab	2	2

Written exam	Discussion in the laboratory	Basic tasks of Microsoft 2010	Home tab	4	3/4
Daily exam	Discussion in the laboratory	Basic tasks of Microsoft 2010	Page Layout tab	4	5/6
Daily exam	Cooperative learning strategies in the laboratory	Inserting objects in Microsoft Excel 2010	Insert tab	2	7
Daily exam	Discussion in the laboratory	Inserting objects in Microsoft Excel 2010	Image Tools tab	2	8
Daily exam	Discussion in the laboratory	Inserting objects in Microsoft Excel 2010	Set of charts	4	9/10
Written exam	Synthesis (lecture + discussion) laboratory	Inserting objects in Microsoft Excel 2010	Filter set	2	11
Daily exam	Synthesis (lecture + discussion) laboratory	Creating mathematical formulas in Microsoft Excel 2010	Formulas tab	4	12/13
Daily exam	Synthesis (lecture + discussion) laboratory	Creating mathematical formulas in Microsoft Excel 2010	Data tab	2	14
Written exam	Synthesis (lecture + discussion) laboratory	Creating mathematical formulas in Microsoft Excel 2010	Review tab	2	15
Daily exam	Synthesis (lecture + discussion) laboratory	Creating mathematical formulas in Microsoft Excel 2010	View tab	4	16/17
Daily exam	Synthesis (lecture + discussion) laboratory	Creating mathematical formulas in Microsoft Excel 2010	The most important keyboard shortcuts	2	18
\				4	19/20

Daily exam	+Discussion) Laboratory	Basics of networks and the Internet	Basics of networks and the Internet	4	21/22
Written exam					23/24
Daily exam	Active learning strategies in the laboratory	Browsing and searching the Internet	Web browsers, online search, and types of websites	4	25/26
Written exam	Discussion	Messages and electronic conversation	Email, Outlook, and Skype	4	
	Synthesis (lecture +discussion)	Internet ethics	Internet law, technology ethics, negative use of the Internet, information security , and computer and information protection		
	Synthesis (lecture +discussion)				
	Synthesis (lecture +discussion)				
	Synthesis (lecture +discussion)				
	Synthesis (lecture +discussion)				

	Synthesis (lecture +discussion)			
2. Course evaluation				
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.				
3. Learning and teaching resources				
Computer basics and office applications (Part Three)	Required textbooks (methodology, if any)			
Computer basics and office applications (Part Four)				
Yusr Al-Mustafa Science Series, “ Computer and Internet Basics , Office 2010”, Dr. Ziad Muhammad Abboud, Dar Al-Doctor for Publishing and Distribution, Baghdad, second edition 2017.	Main references (sources)			
	Recommended supporting books and references (scientific journals, reports ...)			
www.microsoft.com http://mawdoo3.com	Electronic references, Internet sites			

Course description

1. Course name : Foundations of education , counseling and mental health	
2. Course code : The second stage, morning and evening study	
3. Semester/year : 2025/2026	
4. Date this description was prepared : 1/10/2025	
5. Available forms of attendance: in-person/classrooms	
6. Number of study hours (total)/number of units (total)	
Number of hours: 60. Number of units: 240	
7. Name of the course administrator (if more than one name is mentioned)	
Name: Ruqaya Rafid Shaker Al - Email: ruqayya.shakir@aliraqia.iq	
8. Course objectives	
- Bringing students to the level of integration in psychological, social and mental aspects - Developing students' personalities and providing livelihoods in the community - Discovering students' abilities and highlighting aspects of excellence among them	Objectives of the study subject
9. Teaching and learning strategies	
1- To know the principles and foundations of the department 2- That the student knows the meaning of responsibility towards society 3- That the student realizes the educational achievements regarding the subject 4- That the student understands. Meaning of counseling and mental health 5. To acquire creativity skills in dealing with segments of society	
Teaching and learning methods: 1. Theoretical lecture: cognitive construction 2 - Practical lecture/practical application: skills development	The strategy

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D - General and transferable skills (other skills related to employability and personal development).

D1- Development capacity Student on Dealing with means Technology.

D2- Development capacity Student on Dealing with Internet.

D3- Development capacity Student on Dealing with Media Multiple.

D4- Development capacity Student on Dialogue And discussion.

1. Course structure

Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	hours	the week
	lecture	Know the scientific material	Public entrance	12 hours	the first
Questions and answers	Lecture and discussion	The meaning of educational guidance, its origins, and the relationship between guidance and other sciences	.		the second
evaluation form	lecture Practical application	Foundations of educational guidance	-		the third
Questions and answers	Lecture and discussion	Counseling theories, psychoanalytic theory, behavioral theories and existential theories			the fourth
Questions and answers	Lecture and discussion				Fifth
The first test also constitutes 5% of the total grades.					Sixth
Questions and answers	Lecture and discussion	Information needed for guidance, importance of information, types of information, means of information		8 hours	Seventh

evaluation form	lecture Practical application	Guidance and guidance in the school, the teacher, the educational counselor, his functions and preparation, the parent-teacher councils and their role in guidance, the need for guidance programs in the school.	-		Eighthth
Questions and answers	Lecture and discussion				Ninth
A second test also constitutes 5% of the total score.					The tenth
Questions and answers	Lecture and discussion	Problems addressed by educational guidance		22 hours	Eleventh
Questions and answers	Lecture and discussion	The meaning of mental health, its relationships, goals and importance, the normal and linguistic person, the integrity of the personality			Twelveth
evaluation form	lecture Practical application	Psychological crises: the meaning of psychological crisis, its sources, and the right methods	-		Thirteenth
Comprehensive overview					Fourteenth
A final exam for the first semester also constitutes 40% of the total grade.					Fifteenth
Questions and answers	Lecture and discussion	Standards of normal or abnormal personality , personality integration			Sixteen

Questions and answers	Lecture and discussion	Defensive mechanisms and their types: compensation, reincarnation, reverse formation, and projection			Seventeenth
Questions and answers	Lecture and discussion	Defensive behavior, development of defense mechanisms, and their types			Eighteen
evaluation form	lecture Practical application	The origin of defensive behavior and its types			Nineteenth
Questions and answers	Lecture and discussion	Results of defensive behavior			The twentieth
The first test of the second semester also constitutes 5% of the total grades.					21 st
evaluation form	lecture Practical application	Escape methods, repression, withdrawal, daydreams, sleep dreams, recidivism			twenty tow
evaluation form	lecture Practical application	The concept of school administration and its basics			twenty third
evaluation form	lecture Practical application	School administration theories			twenty fourth
The second exam of the second semester also constitutes 5% of the total grades.					25th
Questions and answers	Lecture and discussion	Disease symptoms And escape defense methods		8 hours	twenty-sixth
Questions and answers	Lecture and discussion	Fundamentals of education and its types			27th
evaluation form	lecture Practical application	The concept of family in Islam			Twenty-eighth
		The concept of the family: the man is a husband and the woman is a wif			XXIX

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. First semester = 10 (d) written + 5 (d) daily participation + 5 (d) homework or report = 20 (d) The second semester = 15 (D) written + 5 (D) daily participation = 20 (D) End-of-year test = 60 (D), grand total = 100 (D) 1. Submit homework. 2. Semester exams 3. Final/cognitive and skill achievement	
2. Learning and teaching resources	
Prescribed books: Philosophy of education, Dr. Abdul Karim Ali Al-Yamani / Mental health and its dynamics among Family in Islam The martyr Muhammad Muhammad Sadiq al-Sadr Individual and Society Dr. Magdy Ahmed Mohamed Abdullah / Mental Health and Psychological Counseling Lecturer	Required textbooks (methodology, if any)
1. Prepared theoretical lectures. 2. Prepared practical lectures. Required readings: Basic texts Other course books	Main references (sources)
Special requirements (including, for example, workshops, periodicals , software, and websites Social services (including, for example, guest lectures, vocational training, and field studies)	Recommended supporting books and references (scientific journals, reports ...)
- Seminars, workshops, lectures Application on the Internet	Electronic references, Internet sites

Third stage courses Course description form

1- Course Name	
Arabic grammar for the third stage	
2- Course Code	
The third stage, morning and evening	
3- Semester/year	
2025 - 2026	
4- Date of preparation of this description	
30/9/2025	
5- Available attendance forms	
My presence only	
6- Number of study hours (total) / number of units (total)	
6 hours per week	
7- Name of responsible person (If more than one name is mentioned)	
Name: Dhari Hamid Raja mail: Daririja1963@gmail.com	
8- Course objectives	
Objectives of the study subject	- Enabling the student in the second stage of the foundations of Arabic grammar - Developing the student's grammatical skills, especially in the applied aspect. - Connecting the student with linguistic sciences, especially grammar, and making him aware of the scientific value of the Arab heritage.
9- Teaching and learning strategies	
Strategy	Building the scientific stage for students in a scientific and sober manner, motivating him by the modern reception of the science of Arabic grammar, connecting him with confidence to his ancient heritage, and striving to facilitate information and overcome obstacles in times of education, so that in the end the student has acquired the necessary skills that qualify him to enter the labor market and engage in the field. Secondary education, or moving forward in completing studies to obtain higher degrees.

10- Course structure					
Week	Hour	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1-2	6	Introduction to the course material in Arabic grammar	Meaning letters in grammar and their function in nouns, verbs, letters, and sentences	Explanation, reading and commenting	Oral (Question and answer + homework)
3-5 6-7	9	- Prepositions and their meanings - Original prepositions	Reading the verses of Al-Alfiyyah, adjusting them and explaining them, and reading Ibn Aqeel's words on Al-Alfiyyah and commenting on it		
8-9		Subordinate prepositions	reading and explaining the verses of Al-Alfiyya, and reading the words of Ibn Aqeel and commenting on them		
10-11	6	The topic of addition and the relationship between the two opposites with the applications	reading the verses of the Alfiyya and explaining them, and reading the words of Ibn Aqeel and commenting on them.		

12-13	6	Complete the addition + the first exam.	Reading and explaining the verses of Al-Alfiyya, and reading Ibn Aqeel's words and commenting on them.		Written exam
14	3	Added to the yā' of the speaker is	reading and explaining the verses of Al-Alfiyya, and reading Ibn Aqeel's words and commenting on them		
15	3	Implementing the source + a second exam	reading and explaining the verses of Al-Alfiyya, and reading the words of Ibn Aqeel and commenting on them		
16	3	Using the active participle:	reading the Al-Alfiyyah verses and explaining them, and reading Ibn Aqeel's words and commenting on them		
midyear					Two weeks
19	6	Implementing the dubious characteristic	reading and explaining the verses of Al-Alfiyya, and reading the words of Ibn Aqeel and commenting on them.		

20-22	9	Exclamation and its applications:	reading and explaining the verses of Al-Alfiyya, and reading the words of Ibn Aqeel and commenting on them		
23-24	6	Yes, and Baish and their applications + first exam for the second semester	reading and explaining the verses of Al-Alfiyya, and reading the words of Ibn Aqeel and commenting on them		

11- Course evaluation

Distribution of the grade out of 100 according to the semester exam: 15 marks, plus 5 marks for the student's activity and the daily exam, and so on in the second semester, so that the endeavour: 40% and the final exam: 60%.

12- Learning and teaching resources

Required textbooks (methodology, if any)	Explanation of Ibn Aqeel
Main references (sources)	Explanation of Ibn Aqeel, the compiler of Arabic lessons, Mustafa Al-Ghalayini, and Al-Wafi grammar, Abbas Hassan + some explanations of Al-Alfiyya
Recommended supporting books and references (scientific journals, reports...)	Grammatical application: Abdo Al-Rajhi. Summary of Arabic Grammar, Fouad Nehme
Electronic references, Internet sites	https://www.noor-book.com

Electronic references, Internet sites	https://www.noor-book.com

191- Symbol of the third course					
192- Semester/year 2025/2026					
193- The date this description was prepared 1/10/2025					
194 - Available forms of attendance My presence					
195- Number of academic hours (total)/number of units (total) 8 x 30=					
196- Name of the course officer (if more than one name is mentioned) Mr. Ishad Abbas Jassim					
Name: Dr. Suhad Jassim Abbas – mail: suha.jassim@aliraqia.edu.iq					
197- Objectives of the course					
Study objectives			•		
Teaching students how to analyze Quranic texts			•		
Adopting an individual approach to analysis			•		
198- Teaching and learning strategies					
The strategy			Adopting learning methods that help students acquire linguistic and rhetorical skills.		
199- Course structure					
Week	Hour	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method

the second	8	The roots of the analysis of the Qur'anic text among the ancients	proportionality of the surahs according to Ibn al-Zubayr al-Gharnati (d. 708)	Presentation and discussion	Oral and written questions and answers
the third	8	=	The proportionality of verses and surahs according to Burhan al-Din al-Baqa'i (885)	=	=
the fourth	8	=	Features of the analysis of the Qur'anic text according to Al-Suyuti (d. 911) in his book Al-Itqan fi Ulum Al-Qur'an	=	=
Fifth	8	=	Features of the analysis of the Qur'anic text by Al-Suyuti in his book (Jawahir Al-Bayan in the Proportion of the Qur'anic Surahs	=	=
VI	8	=	The formulation of the blasphemous writing of (The Great Prophet): Views of the traditional data in the analysis of the Qur'anic text according to Muhammad Abdullah	=	=

Seventh	The linguistic approach in the Qur'anic text	A definition of text linguistics and its seven standards according to Robert de Beaugrande	speech and discussion, a definition of text linguistics and its seven standards according to Robert de Beaugrande	Recitation and discussion	Exam
VIII	The linguistic approach in the Qur'anic text	Intertextuality criterion	=	=	=
Ninth	=	=	Applications on intertextuality in the story of Yunus, peace be upon him	=	=
Tenth	=	=	Standard of textual harmony and cohesion	=	=

Course description form
Andalusian literature
Mr. Dr. Ban Kazem Makki Al-Samarrai

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

3- Educational Institution	Iraqi University / College of Education for Girls
4- Scientific Department	Center, Arabic Language Department
5- Name/code of	the Andalusian literature course -
6- Available attendance forms	Is mandatory
7- Semester/year 2025/2026	
8- Number of study hours (total)	2
9- Date this description was prepared 1/10/2025	
10- Course objectives	1- Familiarity with the cultural nature of Andalusia. 2-Knowing the most prominent writers of Andalusia. 3- Identifying the most prominent thematic and artistic features of Andalusian literature.

A- Cognitive objectives

A1- The ability to read primary literary sources regarding Andalusian literature.

A2- Knowing how to write literary texts in the correct scientific form.

A3- Getting to know the poets and poets of Andalusia.

A4- Identifying the thematic and artistic features of Andalusian literature.

A5-----

A6-----

B - The skills objectives of the course.

B1 - The ability to analyze Andalusian literary texts.

B2 - Ability to use the international network (the Internet)

B3 - The ability to read literary texts in a special critical way.

B4-

Teaching and learning methods

- Giving lectures on Andalusian literature.
- Display the lecture on the device (data show)

Evaluation methods

C- Emotional and value goals

C1- Access to literary sources related to Andalusian literature.

C2- Trying to introduce the most prominent writers

C3- Extract the content of poetic and prose texts, and classify them in a systematic, scientific manner.

C4-

Teaching and learning methods

Asking students inferential questions and linking them to the eras of Arabic literature in its various stages.

Evaluation methods
• Participations in daily preparation • Quarterly exams.
D - Transferable general and qualifying skills (other skills related to employability and personal development). D1- Preserving Andalusian literary texts and weaving in their style. D2 Reading texts in an influential literary manner. D3 - - - - -
9- Course outcomes and methods of teaching, learning and evaluation He graduated as an academic researcher with the ability to research and explore literary sources and references to extract new components that contribute to developing the scientific view of Arabic literature in its various eras.

Week	Hours	Required Learning Outcomes	Name of the unit/topic	teaching method	evaluation method
1	2	Andalusian literature	Introducing the most prominent Andalusian literary sources: Al-Dhakhira and Nafh Al-Tayyib	Explanation and discussion of the lecture	Daily exam with examples
2	2	Andalusian literature	A brief overview of the historical eras of Andalusia	Explanation and discussion of the lecture	Daily exam with examples
3	2	Andalusian literature	The sermon of Tariq bin Ziyad and the message of Youssef Al-Fihri, a study of the content and structure	Explanation and discussion of the lecture	Daily exam with examples
4	2	Andalusian literature	Abu Al-Khattar / Abu Al-Ajrab, a poet of the era of the governors	Explanation and discussion of the lecture	Daily exam with examples

5	2	Andalusian literature	Abu Al-Makhshi is a poet who described blindness	Explanation and discussion of the lecture	Daily exam with examples
6	2	Andalusian literature	Abd al-Rahman al-Dakhel, the knightly poet	Explanation and discussion of the lecture	Daily exam with examples
7	2	Andalusian literature	Al-Ghazal is the poet of the updated trend	Explanation and discussion of the lecture	Daily exam with examples
8	2	Andalusian literature	Al-Muwashah origins and construction	Explanation and discussion of the lecture	Daily exam with examples
9	2	Andalusian literature	The weight of the muwashah and its topics	Explanation and discussion of the lecture	Daily exam with examples
10		Andalusian literature	The art of creation and construction	Explanation and discussion of the lecture	Daily exam with examples
11		Andalusian literature	The Book of Contracts by Ibn Abd Rabbuh, its importance and sources	Explanation and discussion of the lecture	Daily exam with examples

12	2	Andalusian literature	The Epistle to the Disciples and Whirlwinds by Ibn Shahid: Name, importance, and divisions	Explanation and discussion of the lecture	Daily exam with examples
13	2	Andalusian literature	The poet Ibn Abd Rabbo, his poetic themes and artistic features	Explanation and discussion of the lecture	Daily exam with examples
14	2	Andalusian literature	The poet Ibn Shahid, his poetic purposes and artistic characteristics	Explanation and discussion of the lecture	Daily exam with examples
15	2	Andalusian literature	Ibn Zaydun, the Andalusian love poet	Explanation and discussion of the lecture	Daily exam with examples
16	2	Andalusian literature	The serious and comic messages are read in detail	Explanation and discussion of the lecture	Daily exam with examples
17	2	Andalusian literature	Elegy for cities and kingdoms, general features and specific features	Explanation and discussion of the lecture	Daily exam with examples
18	2	Andalusian literature	Nature poetry is its motivation and most prominent poets	Explanation and discussion of the lecture	Daily exam with examples

19	2	Andalusian literature	Sufi poetry in Andalusia, Ibn Arabi as a model	Explanation and discussion of the lecture	Daily exam with examples
20	2	Andalusian literature	Ibn al-Jinan al-Ansari: The collection's themes and artistic features	Explanation and discussion of the lecture	Daily exam with examples
21	2	Andalusian literature	Lisan al-Din ibn al-Khatib: his works and works, poetry and prose	Explanation and discussion of the lecture	Daily exam with examples
22	2	Andalusian literature	The protracted blind: its poetic, objective and artistic characteristics	Explanation and discussion of the lecture	Daily exam with examples
23	2	Andalusian literature	The influence of Andalusian culture on European culture	Explanation and discussion of the lecture	Daily exam with examples
24	2	Andalusian literature	Debates: Origin and development / Maqamat: Types and characteristics	Explanation and discussion of the lecture	Daily exam with examples
25	2	Andalusian literature	Letters: their thematic trends and artistic features / narrative prose types	Explanation and discussion of the lecture	Daily exam with examples

26	2	Andalusian literature	Feminist poetry is its most prominent themes, its most important characteristics, and its most famous poets	Explanation and discussion of the lecture	Daily exam with examples
27	2	Andalusian literature	The term, concept, and literary production	Explanation and discussion of the lecture	Daily exam with examples
28	2	Andalusian literature	Ibn Suhail Al-Ishbili, his culture and poetry	Explanation and discussion of the lecture	Daily exam with examples
29	2	Andalusian literature	Poetry of estrangement and nostalgia: motives and causes, features and trends	Explanation and discussion of the lecture	Daily exam with examples
30	2	Andalusian literature	Poetry of oppositions: concept and manifestations	Explanation and discussion of the lecture	Daily exam with examples

11- Infrastructure	
1- Required prescribed books	Studies in Andalusian Literature, Dr. Sami Makki Al-Ani The history of Andalusian literature, the era of the rule of Cordoba, Dr. Ihsan Abbas The History of Andalusian Literature in the Age of the Taifas and Almoravids, Dr. Ihsan Abbas
2- Main references (sources)	The scent of perfume in the wet and maqri branch of Andalusia Ammunition in the virtues of the people of the island / Ibn Bassam
A- Recommended books and references (scientific journals, reports, etc.)	Journal of Andalusian Studies / Tunisia
B - Electronic references, Internet sites...	Al-Ghamdi Library website

12- Course development plan
1- Dispensing with methodological books and relying on the prescribed vocabulary system only, to give freedom to the student in research and knowledge in order to develop in him the spirit of the researcher. 2- Adding the term Morisco literature to the curriculum's courses, which is the literature that remained unique after the fall of Andalusia.

Course description form

200 - Course name: Abbasid Literature/Poetry
201- Course code: The third stage, morning and evening study
202- Semester/year: 2025/2026
203- Date this description was prepared: 17/9/2025
204 - Available forms of attendance/in-person
205- Number of study hours (total)/number of units (total)
Number of hours: 60
206- Name of the course administrator (if more than one name is mentioned)
Name: Saleh Ahmed Rashid – mail: Salihr.rashid@aliraqia.edu.iq

Course objectives

- 1- Identifying the features of poetry in the Abbasid era.
- 1- Study the renewal that occurred objectively and artistically
- 2- Introducing the most prominent poets and their productions.
- 3- Memorizing distinctive poetic texts

207- Course structure		Memorizing distinctive poetic texts	
Required learning	outcomes Name of unit/course or topic	Teaching method	Evaluation method
Students understand the impact of political and economic conditions on literature	Historical introduction: political and economic conditions	Interrogation and lecture	Interrogation
Students understand the reflection of social conditions and the prevailing scientific situation in literature	Social conditions and academic status	Discussion and questioning	Daily exam
Students stand up and learn about the most prominent poetic trends of the era	Trends of poets - the new trend, its artistic properties, its poets, the reasons for its emergence.	Lecture and concept analysis	Written exam
For students to learn the technical features of direction and memorize distinctive texts	The moderate trend, its artistic characteristics, its poets, the reasons for its emergence, and the traditional (old) trend.	Brainstorming and remembering	oral test

Knowing the evidence that confirms that poets possess linguistic and poetic talents	Among the factors for the prosperity of poetry in the Abbasid era: the poets'	Induction discussion	Written exam
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	linguistic abilities and the political factor.		
Knowing the extent of the influence of the religious factor on the flourishing of poetry	One of the factors for the prosperity of poetry in the Abbasid era: the religious factor	Lecture and discussion	Interrogation
Know the extent of the effect of regenerated hair on hair growth	Among the factors for the flourishing of poetry in the Abbasid era: the emergence of new poetry (Muslim, hybrid, modern)	Interrogation lecture	oral test
A distinction should be made between the poetic purposes of previous eras and the Abbasid era	Objects (pride, lamentation, asceticism, description of nature, poetry of wine) among the ancients What was new in the Abbasid era	Discussion and analysis	Written exam
To benefit from modern methods of analysis	Praise and pickling poem	Presentation method	Ask questions
Explain what is relevant for this purpose through analysis	Satire and analysis of a poem as an example	Method of presentation and analysis of texts	Ask questions

To learn about the structure of the poem, the reference of images, and	Description and analysis of the poem	lecture	Daily exam
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the mechanism of their formation			
The features of the elegiac poem and its position on life and death	Elegy and analysis of a poem	Method of presentation and analysis of texts	Ask questions
Distinguishing between flirtatious introductions, the purpose of flirtation, and means of influence	Ghazal and poem analysis	Discussion and questioning	oral exam
Knowing the events of his life and their reflection in his poetry	Bashar bin Burd, his life and poetry (praise of satire, ghazal), the distinctive characteristics of his poetry.	Method of presentation and interrogation	Ask questions
Knowing the events of his life and their reflection in his poetry	Abu Al-Atahiya, his life and poetry (praise, satire, flirtation, lamentation, poetry of sympathy, and imprisonment).	Analysis and response	Written exam
Knowing the features of the easy-going style and the extent of the influence of non-Islamic sources on his poetry	His poetic doctrine, the characteristics of his ascetic poetry, and the Islamic and non-Islamic sources of this asceticism.	Analysis and response	Written exam

208- Course evaluation

209 - Resources for learning and teaching

Required textbooks (methodology, if any)
Main references (sources)
Recommended supporting books and references (scientific journals, reports...)
Electronic references, Internet sites

210 - Name of the course: Library and research methodology
211 - Course code for the third stage / morning and evening study
212 - Semester/Year Annual 2025/2026
213 - The date this description was prepared is 1/10/2025
214 - Available forms of attendance according to the weekly lesson schedule
215 - Number of study hours (total) / number of units (total): 60 study hours, 2 hours per section (3 sections) = 180 hours

216 - Name of the course administrator (if more than one name is mentioned)
Name: M. M. Ibtisam Hussein Muhammad – mail: ibtesam67h@gmail.com
217 - Course objectives

Objectives of the study subject	- Studying the research methodology, introducing the method, its meaning and objectives, and studying the method of scientific research - Introducing the most important principles that the research writer must adhere to - Study the steps of writing scientific research in detail - Studying libraries, their establishment and organization, and introducing the most important Arab libraries in the past, under the Islamic State, and in the modern era - Study the types of libraries and the functions and objectives of each type - Identifying the most important and main sections in the library and the work and function of each section - Identifying the systems used in indexing and classifying books and knowledge sources in libraries - Identify the types of catalogs used in libraries - Studying the sources of linguistic, grammatical and legal studies
218 - Teaching and learning strategies	
Strategy	
1- That the student understands the term curriculum, its meaning, its objectives, and the need for it. 2-The student should distinguish between method, method, and the conditions of scientific research method. 3-Knowing the most important principles that the research writer must adhere to. 4-The student should know the main steps for writing scientific research. 5- The student should know the library, its origin and organization, and introduce the most important libraries, ancient and modern, and their types and functions of each type. 6-Introducing the main sections of the library and the work and function of each section. 7-Introducing the systems used in indexing and classifying books and knowledge sources in the library. 8-Introducing the most important indexes in libraries. 9- Study the sources of linguistic, grammatical and legal studies.	
219- Course structure	

Week	Hour	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
first	2 Hours	A general introduction and introduction to research methods	Research Methods	Lecture and discussion	Questions and answers
the second		Defining the curriculum linguistically and terminologically	The curriculum, its meaning and the need for it	Lecture and discussion	Questions and answers
the third		Introducing research writing methods and style conditions	Search method	Lecture and discussion	Daily questions, answers and tests
Fourthly		Know the most important principles in writing research	Principles adhered to by the research writer	Lecture and discussion	Questions and answers
Fifth				Lecture and discussion	Daily tests on the topic
VI		Knowing punctuation and quotation marks and their importance	Punctuation and quotation marks	Lecture and discussion	Questions, answers and tests

Week	Hour	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
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seventh		Defining the function of each punctuation mark	Functions of punctuation and quotation marks	Lecture, discussion and practical application	Questions and answers
VIII		Study the basic steps in writing research	Research steps (idea - work)	Lecture, discussion and practical application	Questions and answers
Ninth		=	=	=	Questions and answers
The tenth		Know how to write a research paper	Writing and arranging the research	Lecture, discussion and application	Questions, answers and tests
eleventh		Know the process of starting to write	Start writing	=	=
twelfth		Knowledge of source selection and documentation processes	Documentation of sources and footnotes	=	=
Thirteenth		Introduction to fragments and how to attach information to them from the sources used	The slip, card, or chip	=	=
fourteenth		Introducing how to choose topics for research in a practical way, how to formulate their titles, and how to write	(search form)	Lecture and discussion	Choosing topics for research, drafting titles, and how to arrange pages

Fifteenth		Introductions about the library	Library	Lecture and discussion	Written tests
sixteen		Studying the subject of Islam, science, and codifying science	Islam and science	Lecture and discussion	Questions and answers
seventeenth		Studying the stages of writing and the emergence of libraries	Writing stages	Lecture and discussion	Questions and answers
eighteen		Introducing the most important libraries in Mesopotamia and the Nile Valley and the topics known to each of them	Libraries of Mesopotamia and the Nile Valley	Lecture and discussion	Questions and answers
nineteenth		Study the materials used in libraries and how these libraries are organized	Materials used in libraries and library organization	Lecture and discussion	Questions and answers
The twentieth		Introducing libraries under the Islamic State and the types of these libraries	The library under the Islamic state and its types	Lecture and discussion	Daily questions, answers and tests
twenty-one		Introduction to ancient Arabic libraries			
twenty-two		Introducing libraries in the modern era, their types and functions			

twenty-three		Introducing the important sections in the library	Library sections	Lecture and discussion	Written tests
twenty-four		Study of classifications used in libraries	The most important classifications used in libraries	Lecture and discussion	Questions and answers
twenty-five		Introduction to the catalog and its uses in the library	Contents	Lecture and discussion	Questions and answers
twenty-six		Study of composition among Arabs	Writing among the Arabs	Lecture and discussion	Questions and answers
twenty-seven		Introducing the sources of linguistic, grammatical and legal studies	Sources of linguistic, grammatical and legal studies	Lecture and discussion	Questions and answers
twenty-eight		Oral and written reviews and examinations		Lecture and discussion	Daily questions, answers and tests

220- Course evaluation

- Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.
- First semester = 15 marks, written exam + 5 marks (daily contributions and assignments) = 20
- Second semester = 10 marks for written exam + 5 marks (daily contributions and assignments) + 5 marks (research form) = 20 marks
- End of the year: 60 marks + 40 marks = 100 marks, total

221- Learning and teaching resources	
Required textbooks (methodology, if any)	Practical application of research and library methodology / Rashid Abdel Rahman Al-Obaidi
Main references (sources)	
Recommended supporting books and references (scientific journals, reports ...)	-Glimpses in the library, research and sources / Muhammad Ajaj Al-Khatib -The library, the principles of research and its sources / Mohi Hilal Al-Sarhan -Conversations in research methods / Shaaban Abdel Aziz Khalifa -Scientific research skills / Younis Yahya Abdullah -University libraries... their organization, management, and services / Ahmed Badr and Muhammad Fathi Abdel Hadi -Studies in the method of historical and literary research / Abdul Karim Ibrahim Dohan
Electronic references, websites, seminars	conferences and workshops on the Internet

Course description form

1- Course Name
Abbasid prose
2- Course Code
Third
3- Semester/year
2025 - 2026
4- Date of preparation of this description
1/10/2025

5- Available attendance forms					
My presence					
6- Number of study hours (total) / number of units (total)					
60					
7- Name of responsible person (If more than one name is mentioned)					
Name: Professor Wessal Kazem Hussain Email: wesal.k.hussain@aliraqia.edu.iq					
8- Course objectives					
• • •		- Objectives of the study subject - Introducing the student to prose in Abbasid literature - Introducing the student to debates and technical theses			
9- Teaching and learning strategies					
The strategy		Providing the student with the basics of writing and its types Introducing the student to the importance of artistic prose			
10- Course structure					
Week	Hour	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	6	Artistic prose, its topics and arts	An introduction to the curriculum's vocabulary and the importance of prose and its arts	Read and explain	Discussion questions and answers
2	6	Sermon concept, types and characteristics	Applied analysis on models of rhetoric	Read and explain	Discussion questions and answers writing a report

3	6	Technical construction of the sermon	Applied analysis of a debate	Applied analysis	Daily exam
4	6	Messages and their types	Applied analysis	Read and explain	Discussion and Q&A
5	6	Debates concept and characteristics	Applied analysis	Read and explain	Read the homework and discuss it
6	6	Types of debates	Applied analysis	Applied analysis	First month exam
7	6	Types of debates	Applied analysis	Applied analysis	Discussion and Q&A
8	6	Signatures characteristics and causes	Applied analysis	Read and explain	Discussion and Q&A
9	6	The Book of Misers by Al-Jahiz	Applied analysis	Read and explain	Discussion and Q&A
10	6	The Book of Misers by Al-Jahiz	Applied analysis	Read and explain	Read the homework
11	6	Al-Jahiz and his special style in prose	a lecture	Read and explain	Discussion and Q&A
12	6	General applications	a lecture	Read and explain	Read the homework
12	6	General and private influences on Al-Jahiz	a lecture	Read and explain	Discussion and Q&A
13	6				Second month exam
14	6	Al-Jahiz's works	a lecture	Read and explain	Discussion and Q&A
15	6	Book of statement and manifestation by Al-Jahiz	Applied analysis	Read and explain	Discussion, questions and answers and read the homework

16	6	Abu Hayyan Al-Tawhidi	a lecture	Read and explain	Discussion and Q&A
17	6	Advantages and characteristics of the Tawhidi style	Applied analysis	Read and explain	Discussion and Q&A
18	6	Book of ammunition and insights	a lecture	Read and explain	Discussion and Q&A
19	6	The book of friendship and friend	a lecture	Read and explain	Discussion and Q&A
20	6	The book of ethics of the two ministers	a lecture	Read and explain	Discussion and Q&A
21	6	Book of Al-Hawamil and Al-Shawal	a lecture	Read and explain	Discussion and Q&A
22	6	A book of enjoyment and sociability	a lecture	Read and explain	Discussion questions and answers And read the homework
23	6	Book of Divine Signs	a lecture	Read and explain	Discussion and Q&A
24	6	Plugs	a lecture	Read and explain	Discussion and Q&A
25	6	The Baghdadi message	a lecture	Read and explain	A daily test with all of Tawhidi's writings
26	6	Badi' al-Zaman al-Hamdhani	a lecture	Read and explain	Discussion and Q&A
27	6	The art of Maqamat	Applied analysis	Read and explain	Discussion
28	6	Technical characteristics of maqams	a lecture	Read and explain	Discussion and Q&A

29	6	Narrative features of the Baghdad shrine	a lecture	Read and explain	Read the homework
30	6				General Review

11- Course evaluation

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

12- Learning and teaching resources

Required textbooks (methodology, if any)

Main references (sources)

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

Electronic references, Internet sites

Literature in the Abbasid era_Dr. Shawqi is a guest
Artistic prose in the fourth century AH - Zaki Mubarak
Literary magazines

Course description form

1 - Course name: linguistics	
2 - Course code: The third stage: morning and evening study	
3 - Semester/year: 2025/2026	
4 - Date this description was prepared: 2025/10/1	
5 - Available forms of attendance/in-person	
6- The number of study hours (total) is 60/the number of units (total) is 4 units per week	
7 - Name of the course administrator (if more than one name is mentioned)	
Name: Ikhlas Abdullah Khalaf – mail: Akhlas..abd.khalaf@aliraqia.edu.iq	
8- Course objectives	
Objectives of the study subject	1- A theoretical goal that aims to teach general and comprehensive generalizations about the levels of linguistics. 2- An applied goal aimed at the learner Applying the levels of linguistics through a thorough knowledge of Arabic dictionaries and the origins of sounds and their characteristics Morphological phenomena and the origins of grammar.

	3- The learner's knowledge of applying ancient and modern language curricula. 4- Building an integrated scientific personality.
9- Teaching and learning strategies	
The strategy	1- That the student understands the origins of linguistics. 2- To distinguish between linguistics and philology. 3 - The student should know the lexical schools and the ordering system of their words. 4 - For the student to identify silent sounds from voiced ones, and binary opposite adjectives from singular ones. 5- The student should know the origins of sounds. And ancient and modern acoustic phenomena. 6 - The student should know the science of semantics and semantic phenomena. 7 - That the student knows the science of grammar, who founded it, and why? 8- That the student should be able to know modern and ancient linguistics curricula. 9- The student should know linguistics and modern linguistic studies. Teaching and learning methods: 1- Determine the delivery of lectures 0 2- Standard method 0 3- Method of interrogation 0 4- Deductive method 0 5- Discussion method (dialogue)

Week	Hours	Required Learning Outcomes	Name of the unit/topic	teaching method	evaluation method
the first	6	That the student knows the origin The origins of language	The origins of language	a lecture	ask questions
the second	6	The student should distinguish between general language and philology	Foundational terms: philology, philology, And linguistics	a lecture	ask questions And the answer
the third	6	To know the student well Linguistics in studies Arabic	The concept of linguistics in Arabic studies	a lecture	Discussion
the fourth	6	The student should distinguish between the language of the Arabs and the West To know the ball Language levels	When is language a science?	a lecture	ask questions
Fifth	6	For the student to distinguish between Linguistics methods	Areas of language application	a lecture	standard
VI	6	For the student to know the science of sound	Linguistics methods/definition Features	a lecture	ask questions
Seventh	6	The student should know the number Letter exits	Features of search Arabic audio	a lecture	ask questions
VIII	6		Speech system	a lecture	Deductive
Ninth	6	For the student to distinguish between Acoustic phenomena	What is stress, phoneme? Sectional, similar	a lecture	

The tenth	6	That the student can know Acoustic phenomena	Sectional, similar Applications in Qur'anic and literary texts	a lecture	ask questions
eleventh	6	To know the student Silent voices The one who shouted	Characteristics of the voices of hadith scholars	a lecture	Applications on Some words
twelfth	6	To distinguish the student Adjectives have an opposite Adjectives have no opposites	What are the characteristics of sounds?	a lecture	ask questions
Thirteenth	6	General Review	All subjects for the first semester	a lecture	General applications
fourteenth	6	First semester test	All previous article a test		
Fifteenth	6	To know the student semantics	Semantic level	a lecture	Dialogue method
sixteen	6	To know the student Semantic phenomena	What is tandem And the opposite	a lecture	ask questions
seventeenth	6	That the student can From dividing words On the basis of meaning	What are semantic fields?	a lecture	Applications on Some words
eighteen	6	To know the student Semitic words And the decadent	What is semantic change? And its reasons	a lecture	Applications on Some words
Nineteen	6	To know the student Common words between tribes	What is a verbal co-occurrence?	a lecture	ask questions With applications

twenty	6	For the student to know science Grammar	Structure level	a lecture	Discussion
twenty one	6	For the student to know what grammar facilitation is	Motives for facilitating grammar Among the ancients and moderns	a lecture	Ask question
twenty two	6	That the student knows what It is the science of linguistics and the linguistic lesson	Linguistics and linguistic research According to de Saussure	a lecture	standard
Twenty-three	6	To know the student Structuralism	Linguistic research and its relevance Structuralism in linguistics	a lecture	Ask question
Twenty-four	6	To know the student Functional grammar	Chomskyan constructivism	a lecture	ask questions with applications
twenty five	6	That the student knows what These are text standards	Text science	a lecture	Dialogue with Applications
twenty six	6	For the student to distinguish between Types of communication	Pragmatic research And his interlocutor	a lecture	ask questions With applications
twenty seven	6	General Review	All chapter material the second	a lecture	General applications
Twenty-eight	6	Second semester test	Second semester test	a lecture	

11 - Course evaluation

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

First semester = 10 (d) written + 5 (d) daily participation + 5 (d) homework or report = 20 (d)

The second semester = 15 (D) written + 5 (D) daily participation = 20 (D)

End-of-year test = 60 (D), grand total = 100 (D)

12- Learning and teaching resources

Required textbooks methodology, if any)	Investigations in linguistics and linguistics / Dr. Rashid Abdul Rahman Al-Obaidi
Main references (sources)	Lessons in General Linguistics by Ferdinand de Saussure Study of linguistic sound d. Ahmed Mukhtar The history of linguistics from its origins until the twentieth century George Moonan Semantics d. Ahmed Mukhtar Philology Dr. Ali Abdul Wahid Wafi Research methods in language D. Tamam, Hassan
Recommended supporting books and references (scientific journals, reports ...)	Of the secrets of language Dr. Ibrahim Anis Programmed Linguistics: Dr. Kamal Badri
Electronic references, Internet sites	- Seminars, workshops, lectures - Application on the Internet

Course Description: Ancient Arabic Criticism

1 - Course name:	
Ancient Arabic criticism	
2 - Course code: The third stage: morning and evening study	
The third stage: morning and evening study	
3 - Semester/year	
2025/2026	
4 - Date this description was prepared:	
7/10/2025	
5 - Available forms of attendance/in-person	
My presence	
6- Number of study hours (total) 90/number of units (total) 6 units per week	
7 - Name of the course administrator (if more than one name is mentioned)	
Name: Dr. Muhammad Hussein Tawfiq - Email: Dr.Mohammed.H.Tawfeeq@aliriaqia.edu.iq	
8- Course objectives	
Objectives of the study subject	- Introducing the concept of ancient Arabic criticism - Identifying the efforts of ancient Arab scholars in the field of criticism. - Explaining the concepts of ancient Arabic criticism and its development throughout the ages - Study of the most important ancient Arabic critical works. - Identifying the most important issues of ancient Arab criticism - Study and understand the critical terms addressed by Arab scholars and their applications to literary texts

9- Teaching and learning strategies

- 1- The student gets to know the vocabulary of the course and uses it to understand and analyze the literary text
- 2- That the student learns about the efforts of Arab scholars and their contributions in the field of criticism
- 3- The student should identify the areas of artistic beauty in literary texts
- 4- That the student understands the artistic values of texts, through which she develops her ability to have artistic appreciation.
- 5- Building the student's personality scientifically by providing her with information that qualifies her to carry out her educational function
- 6- Developing the student's ability for scientific dialogue and purposeful discussion by familiarizing her with the concepts of criticism

Week	Hours	Required Learning Outcomes	Name of the unit/topic	teaching method	evaluation method
the first	3 hours	Public entrance	Describing the course vocabulary and providing an introduction to the meaning of criticism and defining its types and methods	lecture	questions and answers
the second			Criticism in the pre-Islamic era	Lecture and discussion	questions and answers
the third			Criticism in the era of early Islam	Lecture and discussion	questions and answers
the fourth			Criticism in the Islamic era	Lecture and discussion	questions and answers

Fifth			Criticism in the first and second centuries AH	Lecture and discussion	questions and answers
VI	Conducting oral exams and taking a first exam constitutes 10% of the total grades.				
Seventh	3 hour		Criticism of narrators and linguists	Lecture and discussion	questions and answers
VIII			Ibn Salam Al-Jumahi and the theory of classes	Lecture and discussion	questions and answers
Ninth			The issue of status and plagiarism With a general evaluation of the theory	Lecture and discussion	questions and answers
The tenth	Evaluating students' scientific activities with a comprehensive review of the completed vocabulary				
eleventh	3 hours		Al-Jahiz and the concept of pronunciation and meaning	Lecture and discussion	questions and answers
twelfth			Al-Jahiz, the concept of pronunciation and meaning, and the issue of ancient and modern	Lecture and discussion	questions and answers
Thirteenth			Al-Badi' theory according to Ibn al-Mu'tazz	Lecture And practical application	evaluation form
fourteenth	Comprehensive overview				
Fifteenth	A second test constitutes 10% of the total grade.				
sixteen			Ibn Taba Taba Al-Alawi and the process of poetic creativity	Lecture and discussion	questions and answers

seventeenth			The plight of modern youth according to Ibn Taba Tabba Al-Alawi and the process of artistic creativity	Lecture and discussion	questions and answers
eighteen			Qudamah bin Jaafar and the Greek impact	Lecture and discussion	questions and answers
nineteenth			Amid and the budget approach	the lecture Practical application	evaluation form
The twentieth			Amid and the budget approach	Lecture and discussion	questions and answers
twenty one	The first test of the second semester constitutes 105% of the total grades.				
twenty two	3 hours		Judge Al-Jarjani and the theft case	Lecture and discussion	questions and answers
twenty third			Al-Marzouqi and the poetry column	Lecture and discussion	questions and answers
twenty fourth			Al-Jurjani's systems theory	Lecture and discussion	questions and answers

twenty five	Taking a test constitutes 10% of the total grade				
twenty-sixth	2 hours		Ibn Rashiq Al-Qayrawani and the integrated view of poetry	Lecture And practical application	questions and answers
twenty seven			Poetry motives according to Ibn Rashiq Al-Qayrawani	Lecture and discussion	questions and answers
Twenty-eight			Hazem Al-Qartajani and his oppressive and critical thought	lecture Practical application	evaluation form
Twenty-nine			Ibn Khaldun and his opinions in criticism and literature	lecture Practical application	evaluation form
thirty	Conduct a comprehensive review of the vocabulary of the second semester				

14- Infrastructure	
Required readings: Basic texts Course books Other	1. Lectures on the history of criticism among the Arabs
Main references	• History of literary criticism among the Arabs (Ihsan Abbas) • The history of literary criticism among the Arabs from the pre-Islamic era to the end of the fourth century AH (Taha Ahmed Ibrahim) • Arab criticism between induction and authorship (Daoud Salloum)

Course description form

222 - Course name: Curricula and methods of teaching the Arabic language
223 - Course code:
annual
224 - Semester/year: 2025/2026
225 - Date this description was prepared: 13/10/2025
226 - Available forms of attendance:
227- The number of study hours (total) /the number of units (total) 90

228 - Name of the course administrator (if more than one name is mentioned)					
Name: Israa Muhammad Fawzi – mail: israa.mohamed@uomustansiriyah.edu.iq					
229- Course objectives					
Objectives of the study subject		Informing students about the nature of teaching curricula and methods and their role in the educational process. B- Enabling students to know the traditional methods that are based on the teacher. C- Students’ knowledge of student-based teaching methods. D- Students’ familiarity with educational objectives and how to formulate them. E- Providing students with teaching skills. F- Students’ knowledge of planning educational lessons. G- Students’ understanding of evaluation, its types and tools			
230. Teaching and learning strategies					
The strategy		Discussion, lecture, questioning, short reports, induction, analogy, and problem solving)			
231- Course structure					
Week	Hours	Required Learning Outcomes	Name of the unit/topic	teaching method	Evaluation method
The first	3 hours,	Bachelor of Arabic Language	The meaning and trends of teaching	Discussion	Oral
232- Course evaluation					
The first semester is 20 + the second semester is 20, the total is 40 Final exam of 60 40+60=100					

233- Resources for learning and teaching	
Required textbooks (methodology, if any)	Book of modern trends in methods of teaching the Arabic language. Dr. Saad Ali Zayer, Turkish sky inside Methods of teaching the Arabic language: Zakaria Ismail Methods of teaching the Arabic language: Muhammad Salim Muhammad
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, Internet sites

15- Course structure					
Week	Hours	Required Learning Outcomes	Name of the unit/topic	teaching method	Evaluation method
the first	3	Bachelor's degree in Arabic Language	The meaning and trends of teaching	discussion	oral
Second		Bachelor's degree in Arabic Language	Teaching theories	lecture	oral
the third		Bachelor's degree in Arabic Language	Concepts of teaching methods and methods	discussion	oral
the fourth		Bachelor's degree in Arabic Language	Teaching objectives	lecture	oral
Fifth		Bachelor's degree in Arabic Language	The traditional approach, its advantages and disadvantages	discussion	oral

VI	The first test constitutes 10% of the total grade				
Seventh	ع	Bachelor's degree in Arabic Language	The modern approach and its advantages and disadvantages	discussion	oral
VIII		Bachelor's degree in Arabic Language	Curriculum development, its justifications, and the factors that contributed to its development	discussion	oral
Ninth		Bachelor's degree in Arabic Language	Types of curriculum	discussion	oral
The tenth	A second test also constitutes 5% of the total score.				
eleventh		Bachelor's degree in Arabic Language	Foundations of curriculum construction Philosophical foundations Psychological foundations Social foundations Cognitive foundations	discussion	oral
twelfth		Bachelor's degree in Arabic Language	Educational objectives Its types and conditions for its formulation	lecture	oral
Thirteenth		Bachelor's degree in Arabic Language	Content definition and factors influencing content selection	discussion	oral
fourteenth		Bachelor's degree in Arabic Language	Content elements and standards	lecture	oral

Fifteenth		Bachelor's degree in Arabic Language	Educational activities and methods, their definition and standards	discussion	oral
sixteen		Bachelor's degree in Arabic Language	Types of activities and activity problems	discussion	oral
seventeenth		Bachelor's degree in Arabic Language	Calendar and its types	discussion	oral
eighteen		Bachelor's degree in Arabic Language	Types of curricula Separate curriculum Interconnected Approach Pivotal approach	discussion	oral
nineteenth		Bachelor's degree in Arabic Language	Pivotal approach Activity approach	discussion	oral
The twentieth		Bachelor's degree in Arabic Language	Curriculum evaluation and development	discussion	oral
twenty one	A second semester exam constitutes 10% of the total grades				
twenty tow		Bachelor's degree in Arabic Language	The textbook, its definition and features	discussion	oral
twenty third		Bachelor's degree in Arabic Language	Characteristics of the textbook	lecture	oral
twenty fourth		Bachelor's degree in Arabic Language	Lesson planning, its importance and types	discussion	oral
Twenty five	A second semester exam constitutes 5% of the total grades				
Twenty sixth		Bachelor's degree in Arabic Language	Teaching method, its definition and methods	discussion	oral

twenty seven		Bachelor's degree in Arabic Language	Lecture method Discussion method	lecture	oral
Twenty-eight		Bachelor's degree in Arabic Language	Method of solving problems concept map	discussion	oral
Twenty-nine		Bachelor's degree in Arabic Language	Inductive and analogical	discussion	oral
thirty	review The first semester is 20 + the second semester is 20, the total is 40 Final exam of 60 $40+60=100$				

Description of the fourth stage courses

1 - Course name:	
Grammar and its facilitation	
2 - Course code:	
3 - Semester/year 2025/2026	
annual	
4 - Date this description was prepared:	
1/10/2025	
5 - Available forms of attendance/in-person	
6- The number of study hours (total) is 120 hours/the number of units (total) is 8 units per week	
7 - Name of the course administrator (if more than one name is mentioned)	
Name: Dr. Hoda Muhammad Saleh – Email: huda.abduljabbar@aliraqia.edu.iq	
8- Course objectives	
Objectives of the study subject	1- The student should be familiar with the concept of grammar, language and terminology. 2. That the student knows sentences and their types 3. The student should know negation, its types and tools 4. The student should know the prohibited morphology and its parsing. 5. The student should know methods such as specialization, warning, and temptation. 6. The student should know the attempts to facilitate and correct grammar

9- Teaching and learning strategies	
Strategy	• Participation in the classroom. •homework. • Asking the students to write a worksheet from the Holy Qur'an on the topic of the lesson. • Solve the exercises. • Semester and final exams.
10- Course evaluation	
The first semester is 20 + the second semester is 20, the total is 40 Final exam of 60 40+60=100	
11- Learning and teaching resources	
Required textbooks (methodology, if any)	The book “Tashil Ibn Aqeel’s Explanation of Ibn Malik’s Alfiyyah” by Dr. Hosni Abdel Jalil and the book “Applied Grammar” by Dr. Abdo Al-Rajhi, and The Book of Adequate Grammar, Dr. Abbas Hassan
Main references (sources)	
Recommended supporting books and references (scientific journals, reports...)	
Electronic references, Internet sites	

Week	Hours	Required Learning Outcomes	Name of the unit/topic	teaching method	evaluation method
the first 20-24/11/2025	4 hours		The call	Delivering a lecture and then training on Qur'anic and poetic examples	Oral exam and participation in explaining the lesson
the second 27-30/11/2025			Mayday	Lecture and discussion Training in Quranic examples and Arabic vocabulary	Questions and answers
the third 4-8/12/2025			The scar	Lecture and discussion Training in Quranic examples and Arabic vocabulary	Questions after the lesson
the fourth 11-15/12/2025			Marbling	Lecture and discussion Training in Quranic examples and Arabic vocabulary	Questions and answers
Fifth 18-22-/12/2025			Prohibited from spending	Lecture and discussion Training in Quranic examples and Arabic vocabulary	Questions and answers
VI 26-29/12/2025	The first test also constitutes 5% of the total grades.				
Seventh 2-5/1/2026			Jurisdiction	Lecture and discussion Training in Quranic examples and Arabic vocabulary	Questions and answers

VIII 20-24/11/2025	2hours		Warning	Lecture and discussion Training in Quranic examples and Arabic vocabulary	=
Ninth 15-19/1/2026			Temptation	Lecture and discussion Training in Quranic examples and Arabic vocabulary	=
The tenth 22-26/1/2026					
eleventh 29-31/1/2026			The imperative conditional tools	Lecture and discussion Training in Quranic examples and Arabic vocabulary	=
twelfth 19-23/2/2026			-Non-assertive subjunctive tools if - either	Lecture and discussion Training in Quranic examples and Arabic vocabulary	=
Thirteenth 26-28/2/2026			Non-jussive subjunctive articles Loma - Lola	Lecture and discussion Training in Quranic examples and Arabic vocabulary	=
fourteenth 1-2/3/2026	application				
sixteen 12-16/3/2026				Lecture and discussion Training in Quranic examples and Arabic vocabulary	=

seventeenth 19-23/3/2026				Lecture and discussion Training in Quranic examples and Arabic vocabulary	=
Eighteen 26-30/3/2026				Lecture and discussion Training in Quranic examples and Arabic vocabulary	=
Nineteen 2-6/4/2026				Lecture and discussion Training in Quranic examples and Arabic vocabulary	
The twentieth 9-13/4/2026				Lecture and discussion Training in Quranic examples and Arabic vocabulary	=
twenty-one 16-20/4/2026	The first test of the second semester also constitutes 5% of the total grades.				
twenty tow 23-27/4/2026	4 hours		-Types of sentences - Sentences that have a place of parsing	Lecture and discussion Training in Quranic examples and Arabic vocabulary	Oral exam and participation in explaining the lesson
Twenty-three 1-4/5/2026			- Number and its metaphors	Lecture and discussion Training in Quranic examples and Arabic vocabulary	=
Twenty-four 11/5/2026			- Negation	Lecture and discussion Training in Quranic examples and Arabic vocabulary	=

Twenty-five 14-18/5/2026	The second exam of the second semester also constitutes 5% of the total grades.				
Twenty-six 21-25/2026	4 hours		- Attempts to facilitate the grammatical heritage	Lecture and discussion Training in Quranic examples and Arabic vocabulary	Questions and answers
Twenty-seven 21-25/2026			- Conservative attempts and modernist attempts	Lecture and discussion Training in Quranic examples and Arabic vocabulary	=
Twenty-eight 4-8/6/2026	A final exam for the second semester also constitutes 40% of the total grade.				

17- Infrastructure	
Required readings: • Basic texts • Course books • Other	The book “Tashil Sharh Ibn Aqeel for Ibn Malik’s Alfiyya” by Hosni Abdel Jalil, the book “Applied Grammar” by Abdo Al-Rajhi, and the book “Al-Wafi Grammar” by Abbas Hassan.
Special requirements (including, for example, workshops, periodicals, software, and websites)	
Social services (including, for example, guest lectures, vocational training, and field studies)	

Description of the fourth stage courses

1. Course name: Measurement and Evaluation	
2 - Course code:	
3 - Semester/year 2025/2026	
4. The date this description was prepared is 1-10-2025	
5. Available forms of attendance: Actual attendance in class	
6. Total number of study hours: 30 hours/2 hours per week	
7 - Name of the course administrator (if more than one name is mentioned)	
Name: Ruqaya Rafid Shakir Email/ ruqayya.shakir@aliraqia.iq	
8- Course objectives	
Objectives of the study subject	1- Introducing students to the concept of measurement and evaluation, the purposes of each of them, and their areas of use 2- Knowing the types of standards and the factors affecting them 3- Enabling the student to learn about methods of collecting data and information through questionnaires and observation 4- Knowledge of the validity and reliability of tools 5- Training on the process of statistical data analysis

10- Course structure					
Week	Hours	Required Learning Outcomes	Name of the unit/topic	teaching method	Evaluation method
1-2	4	Basic concepts in measurement and evaluation	Definition of measurement, types of characteristics, characteristics of test measurement	Explanation, reading, commenting, and blackboard	Oral and written on the board
3-5	6	Calendar	Definition of evaluation, types, importance of measurement and evaluation, standard-reference tests, standard-reference tests		
6-7	4	Steps for constructing achievement tests	Determining educational objectives, test map, preparing test instructions, experiment reconnaissance		
8-10	6	Types of achievement tests	Oral tests, written tests, essay tests, true-false tests, supplementary tests, performance tests		
11-13	6	Extracting statistical characteristics of objective test items	Difficulty factor Ease factor Discrimination coefficient Effectiveness of wrong alternatives		Written exam

15-16	4	Non-test methods	Observation, its types, tools, advantages and disadvantages, types of estimation ladders		
17		Test methods	Sources of estimation error		
18-19		Good testing conditions	School card, components of the school card, benefits of the school card		
20-21		Test conditions	Honesty, variety		
22-24		Good testing conditions	Stability, versatility		
11- Course evaluation					
Distribution of the grade out of 100 according to the semester exam is 15, and the tasks assigned to the student, such as daily preparation and activities, are 5 marks, and so on in the second semester, so that the pursuit is 40 and the final exam is 60.					
Required textbooks (methodology, if any)					
Main references (sources)			Safaa Tariq Habibi (psychological measurement and educational evaluation) Safwat Farag (psychometrics)		
Recommended supporting books and references (scientific journals, reports...)			Mustafa Mahmoud Al-Imam, and Anwar Hussein Abdel Rahman (measurement and evaluation) Ahmed Odeh (Measurement and evaluation in the teaching process Salah El-Din Allam (Measurement and evaluation in the educational process)		
Electronic references, Internet sites			https://www.noor-book.com/		

Course description form

234- Course name: Measurement and Evaluation	
Modern Arabic Literature - Poetry	
235- Course code:	
The fourth stage	
236 - Semester/year 2025/2026	
237- The date this description was prepared is 2/10/2025	
238- Available forms of attendance: My presence	
239- Number of study hours (total) (60) / hours per week / number of units (total): 4 units for the exchange subject	
240 - Name of the course administrator (if more than one name is mentioned)	
Name: Prof. Faten Abdel-Jabbar Jawad Email: faten.ai-hayani@aliraqia.edu.iq	
241- Course objectives	
Objectives of the study subject	- The student will be familiar with the concept of modern and contemporary poetry. - For the student to become familiar with the factors and circumstances that led to the renaissance of Arabic poetry after backwardness and decline prevailed for more than five centuries. - Identifying the most important topics that prevailed in modern Arabic poetry - Identifying the most prominent poets whose names emerged according to the literary doctrines they were influenced by - Reading, memorizing and analyzing poetic texts according to known levels of analysis

242. Teaching and learning strategies					
The strategy					
Week	Hours	Required Learning Outcomes	Name of the unit/topic	teaching method	Evaluation method
the first	2	The student should become familiar with the course, its vocabulary, methodological books, auxiliary external sources, and how to study it	Introduction to literary life	Breaking the deadlock, getting to know each other, communicating, and stimulating motivational impulses coming from within	Initial diagnostic assessment to determine students' scientific and cultural levels through general, open-ended questions about the topic, brainstorming...etc
the second	2	1- Enabling the student to recognize the types and styles of poetry. 2- Providing the student with the poetry of literary eras.	Renaissance factors	Participatory intellectual inductive and deductive education using auxiliary books	Daily notes and indicators for preparation, participation, interaction and attendance
the third	2	For the student to learn about the emergence of modern Arabic poetry in the nineteenth century	Iraqi poetry in the 19th century	Participatory intellectual inductive and deductive education using auxiliary books	Daily notes and indicators for preparation, participation, interaction and attendance

the fourth	2		Poetry and its topics	Participatory education raises questions to attract attention and stimulate analytical and deductive thinking	Daily tests
Fifth				Participatory intellectual inductive and deductive education using auxiliary books	Daily notes and indicators for preparation, participation, interaction, attendance and daily tests
VI	2			Participatory intellectual inductive and deductive education using auxiliary books	Daily notes and indicators for preparation, participation, interaction, attendance and daily tests
VIII	2			Participatory intellectual inductive and deductive education using auxiliary books	Daily notes and indicators for preparation, participation, interaction, attendance and daily tests
Ninth	2			Cooperative learning is the work of competing groups to stimulate participation	Developmental formative tests for the continuum of constructivist education
The tenth	2		Tributaries of his culture	Participatory intellectual inductive and deductive education using auxiliary books	Daily notes and indicators for preparation, participation, interaction and attendance

eleventh	2		Fields of his poetry	Participatory intellectual inductive and deductive education using auxiliary books	Daily notes and indicators for preparation, participation, interaction and attendance
twelfth	2		Diwan group	Participatory intellectual inductive and deductive education using auxiliary books	Daily notes and indicators for preparation, participation, interaction and attendance
Thirteenth	2		Features of innovation in criticism	Participatory education raises questions to attract attention and stimulate analytical and deductive thinking	Daily notes and indicators for preparation, participation, interaction and attendance
fourteenth	2		Features of renewal in poetry	Participatory education raises questions to attract attention and stimulate analytical and deductive thinking	Daily notes and indicators for preparation, participation, interaction and attendance

Fifteenth	2		Abdul Rahman Shukri in his life	Participatory intellectual inductive and deductive education using auxiliary books	Daily notes and indicators for preparation, participation, interaction and attendance
sixteen	2		The horizons and trends of his poetry	Participatory intellectual inductive and deductive education using auxiliary books	Daily notes and indicators for preparation, participation, interaction and attendance
seventeenth	2		Apollo group origins	Cooperative learning is the work of competing groups to stimulate participation	Developmental formative tests for the continuum of constructivist education
eighteen	2		The nature of the group and its literary horizons	Participatory education raises questions to attract attention and stimulate analytical and deductive thinking	Daily notes and indicators for preparation, participation, interaction, attendance and daily tests
nineteenth	2		Poetic trends	Participatory education raises questions to attract attention and stimulate analytical and deductive thinking	Daily notes and indicators for preparation, participation, interaction, attendance and daily tests

nineteenth	2		Renewal in form	Education through electronic and written research on Antarah bin Shaddad	Evaluating research, working papers, or reports
twenty	2		Ibrahim Naji, environmentalist and poet	Participatory education raises questions to attract attention and stimulate analytical and deductive thinking	Daily notes and indicators for preparation, participation, interaction, attendance and daily tests
twenty one	2		His poetry and the level of his art	Participatory education raises questions to attract attention and stimulate analytical and deductive thinking	Daily notes and indicators for preparation, participation, interaction, attendance and daily tests
twenty two	2		Diaspora poetry is a literary activity	Participatory education raises questions to attract attention and stimulate analytical and deductive thinking	Daily notes and indicators for preparation, participation, interaction, attendance and daily tests
Twenty-three	2		Poetry and its trends	Participatory education raises questions to attract attention and stimulate analytical and deductive thinking	Daily notes and indicators for preparation, participation, interaction, attendance and daily tests

Twenty-four	2		His technical issues	Participatory education raises questions to attract attention and stimulate analytical and deductive thinking	Daily notes and indicators for preparation, participation, interaction, attendance and daily tests
twenty five	2		Phrasing, rhymes, language and style	Participatory education raises questions to attract attention and stimulate analytical and deductive thinking	Daily notes and indicators for preparation, participation, interaction, attendance and daily tests
twenty six	2		Free poetry origins and causes	Participatory education raises questions to attract attention and stimulate analytical and deductive thinking	Daily notes and indicators for preparation, participation, interaction, attendance and daily tests
twenty seven	2			Participatory education raises questions to attract attention and stimulate analytical and deductive thinking	Daily notes and indicators for preparation, participation, interaction, attendance and daily tests

Twenty-eight	2		Nazik al-Malaika	Participatory education raises questions to attract attention and stimulate analytical and deductive thinking	Daily notes and indicators for preparation, participation, interaction, attendance and daily tests
Twenty-nine	2		Nazik and poetry	Participatory education raises questions to attract attention and stimulate analytical and deductive thinking	Daily notes and indicators for preparation, participation, interaction, attendance and daily tests
thirty	2		Nazik and criticism	Participatory education raises questions to attract attention and stimulate analytical and deductive thinking	Daily notes and indicators for preparation, participation, interaction, attendance and daily tests
thirty one	2		Badr Shaker Sayyab	Cooperative learning is the work of competing groups to stimulate participation	Developmental formative tests for the continuum of constructivist education
Thirty-two	2		Free poetry and pioneering	Participatory education raises questions to attract attention and stimulate analytical and deductive thinking	Daily notes and indicators for preparation, participation, interaction, attendance and daily tests

19- Infrastructure	
Required readings: • Basic texts • Course books • Other	Modern Arabic Literature / Prof. Dr. Faiq Mustafa and Prof. Dr. Salem Al-Hamdani. In contemporary Arabic literature/Dr. Bashir Issawi Literary fields / Fusoul magazine.
Special requirements (including, for example, workshops, periodicals, software, and websites)	
Social services (including, for example, guest lectures, vocational training, and field studies)	Documentary reports as an activity and presentation in (Data Show)

Course description form

243- Course name: Modern criticism material	
244- Course code: fourth	
245 - Semester/year: 2025-2026	
246- The date this description was prepared is 1/10/2025	
247- Available forms of attendance: My presence	
248- Number of academic hours (total) / number of units (total) 9 * 12 = 108	
Academic program description form	
250 - Name of the course administrator (if more than one name is mentioned)	
Name: Dr. Zainab Abdel Amir Hussein Email: zain.hussein@aliraqia.edu.iq	
251- Course objectives	
Objectives of the study subject	• • •
251- Teaching and learning strategies	
The strategy	Developing students' awareness of the most important critical concepts in modern Arab criticism Introducing the student to the trends of Arabic criticism

252- Course structure					
Week	Hours	Required Learning Outcomes	Name of the unit/topic	teaching method	Evaluation method
the first	9	Teaching the student critical concepts	Criticism, literature, art, beauty, poetic image	lecture	The exam
Second	9	Clarifying the theory of literary genres, which helps develop intellectual skills	Academic criticism, impressionistic criticism	lecture	The exam
the third	9	Knowledge of classical school, modern school, development of intellectual skills	Study of a poetic model of the classical text	=	=
the fourth	9	Studying a narrative text reflects the cross-fertilization of storytelling with other arts to train the student	The skills of taste include studying an open-ended text based on a group of literary genres	=	=
Fifth	9	Knowledge of modern monetary approaches, an introductory account, definition of the approach	Contextual approaches, historical approach, the nature of the starting points of characteristics	=	=
VI	9	An applied lecture on the historical method	Contextual approaches, historical approach, the nature of the starting points of characteristics		
Seventh	9	An applied lecture on the psychological approach	The nature of the starting points of attributes		

VIII	9	Social approach	Analyzing a poetic or narrative text according to the social approach		
Ninth	9	Textual approaches	The nature of the starting point is attributes		
The tenth	9	Stylistic features	The concept of the starting points of the most important pioneers	=	=
eleventh	9	Stylistic analysis of a poetic or narrative text	Analysis of poetic texts	=	=
twelfth	9	Semiotics, interpretation theory	Analysis of poetic texts	=	=
253- Course evaluation					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.					
254- Learning and teaching resources					
Required textbooks (methodology, if any)			Modern criticism, Muhammad Ghoneimi Hilal		
Main references (sources)			Criticism by Mustafa Fayek		
Recommended supporting books and references (scientific journals, reports ...)			Literary magazines		
Electronic references, Internet sites			Arabic Literature Library website		

1- Course name: Philology	
Modern Arabic Literature - Poetry	
2- Course code: The fourth stage	
3 - Semester/year 2025/2026	
4- The date this description was prepared is 1/10/2025	
5- Available forms of attendance: My presence	
6-Number of study hours (total)/number of units (total) The number of hours is 2 and the number of units is 240	
7 - Name of the course administrator (if more than one name is mentioned)	
Name: Professor Israa Oraibi, email support: fdam.fdam@	
8- Course objectives	
Objectives: Developing the student's awareness of the concept of philology The student's introduction to the origins of language and theories of language origins The student's knowledge of the most important ancient sources in the emergence of the language The student's knowledge of ancient Arabic dialects Introducing the student to the importance of Arabic drawing and its development	

9- History Teaching and Learning Strategies Using the blackboard, textbook and secondary books					
The strategy		1- That the student understands the origins of linguistics 2- To distinguish between linguistics and philology			
Week	Hours	Required Learning Outcomes	Name of the unit/topic	teaching method	Evaluation method
the first	2	Giving students an overview of philology	Defining the term and its relationship to linguistics. Lecture	lecture	Questions and answers
Second	2	Introducing the efforts of scholars and hadith scholars	Explaining the efforts of ancient and modern scholars	lecture	The path of dialogue
the third	2	The most famous works of ancients and moderns in philology	Explain the features of these books and know their author	lecture	Discussion
the fourth	2	Division of insular, eastern and northern languages	Know the characteristics of these languages	lecture	Ask questions and answers
Fifth	2	Explaining the origins of the language, its theory, and the location of Arabic	The origins of the language, its theory, and the location of	lecture	questions and answers
VI	2	Clarifying the concept of linguistic families	Explanation of linguistic families	lecture	questions and answers

VIII	2	Semitic languages	Statement of common characteristics	lecture	questions and answers
Ninth	2	Insular language families	South Arabia Northern Arabia Northern Arabic, defunct Classical Arabic	lecture	General applications
The tenth	2	Language novel in the age of protest	Introducing the methods of learning the language	lecture	questions and answers
eleventh	2	Introduction to Arabic dialects and their disadvantages	Arabic accents and disadvantages	lecture	General applications
twelfth	2	Arabic painting and its development	Arabic drawing	lecture	questions and answers
Thirteenth	2	Explanation of calligraphy types	Know the types of fonts	lecture	General applications
fourteenth	2	Knowledge of the vocal device	Explanation of the sections of the vocal system	lecture	General applications
Fifteenth	2	Knowing the division of exits among the Arabs	Arab exits	lecture	General applications
sixteen	2	First semester exam	All previous article	lecture	evaluation

seventeen	2	Knowing the characteristics and origins of sounds	What are the Arabic exits?	lecture	Standard
eighteen	2	Knowing which qualities have an opposite and which do not	What are the characteristics of sounds?	lecture	asking questions
nineteen	2	Characteristics of the Arabic language	Common parsing of verbal synonyms and antonyms	lecture	asking questions
twenty	2	Knowing the verbal common	What is a verbal co-occurrence?	lecture	Discussion
Twenty one	2	Knowledge of opposites	What are opposites?	lecture	Ask questions and answers
Twenty two	2	What are linguistic phenomena?	A general review of the above	lecture	General applications
Twenty three	2	Factors for the growth of the Arabic language	Derivation Measurement Arabization and the outsider Improvisation	lecture	Standard
Twenty four	2	Derivation	What is derivation and what are its types?	lecture	Ask questions
Twenty five	2	Arabization and the outsider	What is the phenomenon of Arabization and foreignness?	lecture	questions and answers

Twenty six	2	Sculpture	What is sculpture?	lecture	Standard
Twenty seven	2	Semantic development	What is semantic development?	lecture	questions and answers
Twenty eight	2	Types of semantic change	What is semantic change?	lecture	questions and answers
Twenty nine	2	A general review of the above	All subjects for the first semester		
Thirteen	2	Second semester exam All article	exam All article		evaluation
11- Course evaluation					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.					
12 - Learning and teaching resources					
Required textbooks (methodology, if any)			Linguistics / Ali Abdel Wahed Wafi In general linguistics / Abdel Aziz Allam		
Main references (sources)			The jurisprudence of language by Al-Thaalabi		
Recommended supporting books and references (scientific journals, reports ...)			Linguistic journals		
Electronic references, Internet sites			https://al-maktaba.org/book/31862/22008 Philology Library Archive		

Main references (sources)	
Recommended supporting books and references (scientific journals, reports ...)	Literary magazines
Electronic references, Internet sites	Arabic Literature Library website

Description of the fourth stage courses

13. Course name: View and apply
14 - Course code:
15 - Semester/year 2024/2025
The fourth stage
16. The date this description was prepared is 12-10-2025
17. Available forms of attendance: Actual attendance in class
18-Number of study hours (total)/number of units (total): 3 hours/2 units
19 - Name of the course administrator (if more than one name is mentioned)
Name: Dr Aseel Abd Alhameed Abd Al Jabar Email:

20-Course objectives

Objectives of the study material: 1. Preparing the Arabic language school for the pre-university education stages. 2. Providing the school student with theoretical and applied knowledge in teaching methods, introducing her to the methodology of thinking and scientific and educational work, and how to achieve successful and creative learning and solve the problems she faces. 3. Providing the school student with theoretical and applied knowledge in education and psychology, enabling her to understand the characteristics of learners' development in the stages of growth and adolescence, and to apply learning theories to help develop the effectiveness of the teaching and learning processes in the school.	
21- Teaching and learning strategies	
	1) The modified lecture. 2) Discussion. 3) Interrogation. 4) Diction. 5) Problem solving. 6) Brainstorming. 7) Direct questions (encouraging and motivational). 8) Standard and inductive

Week	Hours	Required Learning Outcomes	Name of the unit/topic	teaching method	Evaluation method
The first week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Sources for studying methods of teaching the Arabic language	1-an offer introductory. 2- Discussion and dialogue.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
second week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others. The concept of teaching methods, the foundations of good teaching, and general and specific teaching objectives	1-Presentation. 2- Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture

the third week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	The development of the teaching method, including: lecture, discussion, and scientific thinking	1-Presentation. 2- Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
fourth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Unit method and survey method. Exploratory, problem-solving method	1-Presentation. 2- Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
The fifth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Conditions of the method, its formulation and characteristics of good questions	1-Presentation. 2- Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture

the sixth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	The concept of grammar, and the most important methods of teaching it: The inductive method, the meaning of induction, its history, features, and steps for teaching it	1-Presentation. 2- Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
The seventh week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	The standard method for teaching Arabic grammar, the concept of analogy, its importance, features, and steps for teaching it.	1-Presentation. 2- Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
The eighth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	The textual method in teaching Arabic grammar, its importance, features, and steps for teaching it.	1-Presentation. 2- Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture

The ninth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Models of the structure of the plan for teaching Arabic grammar.	1-Presentation. 2- Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
The tenth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	The concept of reading, the goals of reading, and its types.	1-Presentation. 2- Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
The eleventh week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Steps for teaching reading. And models of the structure of the reading teaching plan.	1-Presentation. 2- Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture

The twelfth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Teaching literary texts: The concept of literary text, goals of teaching texts. Steps for teaching texts.	1-Presentation. 2- Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
The thirteenth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Teaching the history of literature: - His concept. -His goals. - Steps to teach it.	1-Presentation. 2- Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
The fourteenth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Teaching dictation: The concept of dictation. Objectives of teaching dictation. Types of dictation.	1-Presentation. 2- Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture

The fifteenth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Steps for teaching dictation and criteria for correcting it.	1-Presentation. 2- Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
The sixteenth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Teaching expression: -The concept of expression. - Its objectives and types. - Steps to teach it.	1-Presentation. 2- Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
The seventeenth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Teaching oral and written expression, and the importance of each of them.	1-Presentation. 2- Discussion and dialogue.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture

The eighteenth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Expression correction criteria.	1-Presentation. 2- Discussion and dialogue.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
The nineteenth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Studying structural models and building a plan for teaching expression.	1-Presentation. 2- Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
The twentieth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Teaching rhetoric: - Its concept. - Its goals. - foundations of teaching rhetoric.	1-Presentation. 2- Discussion and dialogue.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture

Twenty-first week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Methods of teaching rhetoric: The standard method in teaching rhetoric, its definition, importance, and teaching steps	1-Presentation. 2-Discussion and dialogue.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
The twenty second week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	The inductive method in teaching rhetoric, its definition, importance, and steps for teaching it.	1-Presentation. 2-Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
The twenty third week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Steps for teaching and analyzing rhetoric.	1-Presentation. 2-Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture

The twenty-fourth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Studying models of the structure of building a plan for teaching rhetoric.	1-Presentation. 2-Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
The twenty-fifth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Planning in teaching: - The concept of planning. - Planning steps. - Types of planning:	1-Presentation. 2-Discussion and dialogue.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
The twenty-sixth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	The importance of lesson planning. Factors affecting educational planning	1-Presentation. 2-Discussion and dialogue.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture

The twenty-seventh week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Successful educational planning in education is the importance of preparing the plan by the teacher.	1-Presentation. 2-Discussion and dialogue.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
The twenty-eighth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Types of study plans that the teacher undertakes to teach the Arabic language in one academic year: (annual, quarterly, monthly, daily)	1-Presentation. 2-Discussion and dialogue. 3- Display on the electronic display.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
The twenty-ninth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Studying models of the structure of building a plan for teaching the Arabic language in all its branches according to the plans drawn up in one academic year.	1-Presentation. 2-Discussion and dialogue.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture

The thirtieth week	3	Controlling the applications for this subject, understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others.	Studying models of the structure of building a plan for teaching the Arabic language in all its branches according to the plans drawn up in one academic year.	1-Presentation. 2-Discussion and dialogue.	1- Oral exams. 2- Research duties 3- Students' attendance and participation during the lecture
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23- Course evaluation	
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.	
24 - Learning and teaching resources	
Required textbooks (methodology, if any)	Choosing modern books of an educational, pedagogical and detailed nature.
Main references (sources)	The most important modern books on methods of teaching the Arabic language, with an understandable and uncomplicated scientific and academic style.
Recommended supporting books and references (scientific journals, reports...)	Some books, references, dissertations, dissertations, and periodicals (research, articles, and reports) that include the prescribed vocabulary are recommended.
Electronic references, Internet sites	Educational book sites available on the Internet, which contain information related to the course in a detailed, accurate and clear manner.

Description of the fourth stage courses

25- Course name: Comparative literature	
26 - Course code: the fourth	
27 - Semester/year 2025-2026	
28- The date this description was prepared is 1-10-2025	
29- Available forms of attendance: My presence	
30- Number of study hours (total)/number of units (total) 8	
31 - Name of the course administrator (if more than one name is mentioned)	
Dr. Orouba Khalil Ibrahim	
32- Course objectives	
The objectives of the course are to develop the student's awareness of comparative literature The student distinguished himself between schools of comparative literature	
33- Teaching and learning strategies	
Strategy	The student distinguished between the concept of comparative literature and modern criticism by employing the method of dialogue and lecture.

34- Course structure					
Week	Hours	Required Learning Outcomes	Name of the unit/topic	teaching method	Evaluation method
The first	8	The student's knowledge of comparative literature terminology and nomenclature	Origin and development	Blackboard and textbook	the exam
second	8	Explaining literary relationships to students	The impact of the Romantic movement on the emergence of comparative literature	Blackboard and textbook	the exam
the third	8	Explaining the concept of schools of comparative literature	The impact of the literary movement on the emergence of	Blackboard and textbook	the exam
fourth	8	The impact of the literary movement on the emergence of comparative literature Explaining the literary difference between them	American School The French school,	=	=
The fifth	8	Explaining the areas of comparative literature to students	Influence and influence	=	=
sixth	8	Explaining the areas of comparative literature to students	Intertextuality and comparison	=	
seventh	8	=	Similarities and differences	=	=

eighth	8	Explaining literary relationships to students		Blackboard and textbook	the exam
ninth	8	=	Completed the above explanation	=	the exam
tenth	8	=	The images are related to the image of the people in the literatures of other nations	=	the exam
eleventh	8	=	Human models in comparative literature	=	=
twelveth	8	=	I completed the explanation	=	=
Thirteenth	8	=	Application models	=	=

35- Evaluate the report

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

36- Learning and teaching resources

Required textbooks (methodology, if any)	Comparative Literature Muhammad Mandour
Main references (sources)	Dr. Daoud Salloum
Recommended supporting books and references (scientific journals, reports ...)	Literary magazines
Electronic references, Internet sites	Library of Arabic Literature

Course description form

1- Course name: Comparative literature	
Modern literary prose	
2 - Course code:	
the fourth	
3 - Semester/year	
2025-2026	
4- The date this description was prepared is 1-10-2025	
5- Available forms of attendance:	
My presence	
6- Number of study hours (total)/number of units (total) 8	
Number of hours per month / number of units 4	
7 - Name of the course administrator (if more than one name is mentioned)	
Name: M. Dr.. Noor Aqeel Muhammad Saeed Email: noor.a.mohammed@aliraqia.edu.iq	
9- Course objectives	
Objectives of the study subject	The student must be able to know literary prose ● Knowledge of the innovative aspects of modern prose ● Knowledge of prose genres and their most important figures
33- Teaching and learning strategies	
Strategy	First, lecturing and indoctrination through detailed explanation, which is an old traditional method that cannot be completely dispensed with, but its legalization is necessary due to the presence of negatives such as

	boredom, mental distraction, and lack of sufficient stimulation to engage the student's mind. Secondly, participatory education through brainstorming the topic of the lesson and linking it to the reality of life by raising questions that stimulate analytical thinking, dialogue and discussion to extract information as an intellectual result with feedback from the students. Third, cooperative education with cooperative, competing and competing groups, with constant switching of groups to create movement and participation for everyone. Fourth, collecting the topic and related vocabulary through reports and research, discussing and evaluating them Fifth, using auxiliary means, such as a data show, to present the topic in an interesting and motivating way, by preparing in advance a PowerPoint presentation, drawing diagrams and mind maps on the blackboard or display for clarification, speeding up understanding, and accessing information with accuracy and clarity, and using pictures and illustrative maps according to the need for the lesson topic. Sixth: Inductive and analytical teaching and linking it to real-life problems and errors Seventh, document exploration and content analysis
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1- Course structure

Week	Hours	Required Learning Outcomes	Name of the unit/topic	teaching method
1	2	For the student to become familiar with the curriculum, its vocabulary, sources, and auxiliary books	Curriculum vocabulary	Breaking the deadlock, getting to know each other, communicating, and raising educational motivations to stimulate learning
2	2	For the student to become familiar with the aspects of the development of prose	Manifestations of the development of prose	Initial diagnostic assessment to determine students' scientific and cultural levels through general, open-ended questions on the topic of brainstorming, etc
3	2	For the student to become familiar with the aspects of the development of prose	Manifestations of the development of prose	Daily notes and indicators for preparation, participation, interaction and attendance
4	2	For the student to become familiar with the art of the essay	Article	Daily notes and indicators for preparation, participation, interaction and attendance
5	2	For the student to get to know the Manfaluti	Mustafa Lotfi Al-Manfaluti	Daily notes and indicators for preparation, participation, interaction and attendance
6	2	For the student to get to know Al-Rafi'i	Al-Rafi'i	Daily notes and indicators for preparation, participation, interaction and attendance

7	2	For the student to get to know the Fahmi – Almudres	Fahmi – Almudres	Daily notes and indicators for preparation, participation, interaction and attendance
8	2	For the student to become familiar with the art of storytelling	The story	Daily notes and indicators for preparation, participation, interaction and attendance
9	2	For the student to become familiar with the art of storytelling	The story	Daily notes and indicators for preparation, participation, interaction and attendance
10	2	For the student to get to know Muhammad Hassanein Heikal	Muhammad Hassanein Heikal	Daily notes and indicators for preparation, participation, interaction and attendance
11	2	For the student to get to know Mahmoud Ahmed Al-Sayed	Mahmoud Ahmed Al-Sayed	Daily notes and indicators for preparation, participation, interaction and attendance
12	2	For the student to get to know the play	The play	Daily notes and indicators for preparation, participation, interaction and attendance
13	2	For the student to get to know the play	The play	Daily notes and indicators for preparation, participation, interaction and attendance
14	Application in schools			
15		application	application	

16	2	application	application	
17	2	application	application	
18	2	application	application	
19	2	application	application	
20	2	application	application	
21	2	For the student to get to know the performers of the play	Pioneers of Arab theater	Daily notes and indicators for preparation, participation, interaction and attendance
22	2	For the student to get to know Maroun Naqqash	Maroun Naqqash	Daily notes and indicators for preparation, participation, interaction and attendance
23	2	For the student to get to know Ahmed Shawqi	Ahmed Shawqi	Daily notes and indicators for preparation, participation, interaction and attendance
24	2	Practical applications on prose texts.		Daily notes and indicators for preparation, participation, interaction and attendance
25	2	Practical applications on prose texts.		Daily notes and indicators for preparation, participation, interaction and attendance
26	2	Practical applications on prose texts.		Daily notes and indicators for preparation, participation, interaction and attendance

