

Academic program description form



University name: Tikrit University

College/Institute: College of Education for Women

Scientific Department: Arabic Department

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

Name of final degree: Bachelor's degree in Arabic language and its literature

Academic system: annual

Description preparation date: 21/9 /2025

File filling date: 1/10/2025

Name of department head: Mr. Dr. liqaa Nuzhat Suleiman

the signature:

the date: 75/10/2025



Name of scientific assistant: Mr. Dr. Ashraf jamal Mohamed

the signature:

the date:

Check the file by:

Division of Quality Assurance and University Performance



Name of the Director of the Quality Assurance and University Performance Division: millimeter. Shahad

Khaled Hamid

the signature:

the date: 15/10/2025

Authentication of the Dean

أ.د. شيخة عبد الحميد الجبوري
مديرة كلية التربية للبنات

15, 10, 2025

1. View the program as published in the section's introduction

The program seeks to achieve scientific leadership and excellence in its field of specialization by preparing specialists and skilled individuals in linguistic sciences, both heritage and modernity, who are proficient in linguistic communication skills and capable of meeting the needs of the labor market in light of Islamic values and national belonging.

2. The program's message as found in the section's entrances

Remember the program's message as stated in the university's newsletter and website.

- 1- Instilling a spirit of pride in the Arabic language and defending it.
- 2- Preserving the linguistic heritage and benefiting from the data of the era.
- 3- Commitment to scientific integrity and objective discussions.
- 4- Activating the role of the Arabic language in scientific fields

3. Program objectives as found in the section introductions

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

- 1- Preparing skilled female teachers in Arabic language and literature to work in the public and private sectors.

2- Preparing a generation of distinguished female researchers in the Arabic language to join higher education.

3- Serving the community by providing language advice.

4- Developing faculty members scientifically, culturally and technically.

5- Establishing a scientific bridge between the ancient Arab linguistic and intellectual heritage, and modernity with its diverse approaches.

4. Program accreditation

Is the program accredited? If so, by which body? No, the program is not accredited.

5. Other external influences

Is there a sponsor for the program? The program has no sponsors other than the Ministry of Higher Education and Scientific Research and Tikrit University.

6. Program Structure

comments	Percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
9 sub-courses The rest is essential		82 credit hours	39 decisions	Department requirements

			-	Summer training
		The application period for female students is 45 days.		Other

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

7. Program Description				
Credit Hours		Course name	Course code	Year / Level
practical	theoretical			5202-6 202
				First stage
-	3	Arabic grammar		
-	3	Arabic literature before Islam (pre-Islamic era)		
-	2	Disbursement		
-	2	Rhetoric		
-	2	Language skills (expression and composition)		
-	2	Quranic and Prophetic Hadith Sciences		
-	2	Psychology (Educational and Developmental)		
-	2	English language		
1	1	computers		
-	1	Human rights and democracy		
-	3	Arabic grammar		5202-6 202
				Phase Two
-	3	Islamic literature		
-	2	Disbursement		

-	2	Prosody and rhyme		
-	2	Rhetoric		
-	2	ancient texts		
-	2	Phonetics and Arabic Lexicon		
-	2	Psychology and Educational Guidance		
1	1	computers		
-	1	English language		
-	3	Arabic grammar		5202-6 202
				Phase Three
-	2	Abbasid literature (poetry)		
-	2	Abbasid Literature (Prose)		
-	2	ancient criticism		
-	2	Andalusian literature		
-	2	linguistics		
-	2	Library and research methodology		
-	2	Analysis of the Qur'anic text		
-	2	English language		
-	2	Teaching methods		
-	4	Arabic grammar and its simplification methods		5202-6202
				Phase Four
-	2	Linguistics		
-	2	Modern Criticism		
-	2	Modern Arabic poetry		
-	2	Arabic prose		

-	2	Comparative Literature		
-	2	Graduation project		
2	-	Viewing and applying		
-	2	Measurement and Evaluation		
-	1	English language		

8. Expected learning outcomes of the program

Knowledge

<p>Learning Outcomes Statement 1</p> <p>1- Through tests and their variety, we are able to measure learning outcomes.</p> <p>2- Involving female students in seminars related to the Arabic language and related fields to measure their ability to apply and use the rules correctly.</p> <p>3- Conducting poetic debates; so that we can measure the extent of the students' familiarity with all poetic eras.</p> <p>4- Conducting competitions to assess their memorization of the Holy Quran and the Noble Hadith; to measure their knowledge of the rules and principles of recitation and their knowledge of the Hadith.</p>	<p>Learning Outcomes 1</p> <p>1- The student should be able to master the rules of the Arabic language in grammar, morphology, spelling and expression.</p> <p>2- The student should be able to apply the rules of the Arabic language in various linguistic uses.</p> <p>3- The student should be familiar with all aspects of Arabic literature (pre-Islamic, Islamic, Umayyad, Abbasid, Andalusian, modern and contemporary) and the most prominent poets of each period and understand the literary texts in them, both poetry and prose.</p> <p>4- The student should be familiar with all schools of literary criticism throughout the ages.</p> <p>5- The student should be familiar with the sciences of the Holy Quran (rules of recitation, interpretation,</p>
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	Hadith and its terminology and related matters). 6- The student should learn modern technical skills in language study.
Skills	
<p>Learning Outcomes Statement 2</p> <p>1- Applying the teaching methods that they have mastered by applying them as lessons during lectures.</p> <p>2- Through the observations that female students make during their visits to secondary schools, they can record their observations on the teaching methods followed by teachers in schools, and this enables them to know the method or methods that suit the students.</p>	<p>Learning Outcomes 2</p> <p>1-The student should be able to become familiar with the methods of teaching, measuring and evaluating the scientific subject.</p> <p>2- The student should be able to choose the appropriate teaching method for each scientific subject so that she presents it in an interesting way.</p> <p>3- The student should be able to solve problems related to students' understanding of the scientific material by using educational psychology theories and modern teaching methods, which facilitates the study and teaching of the language.</p>
Values	
<p>Learning Outcomes Statement 3</p> <p>* The most important value-based outcome that can be achieved is instilling a love for the Arabic language as the language of the Holy Quran, which God</p>	<p>Learning Outcomes 3</p> <p>1- To raise female students to love the Arabic language, the language of the Holy Quran, and to understand its status among languages.</p>

<p>has blessed by distinguishing it with this feature.</p>	<p>2-To identify the beauty features in the Arabic language and its literature.</p> <p>3- Developing the student's literary taste so that he can appreciate the aesthetic aspects of speech styles and images.</p>
<p>Learning Outcomes Statement 4</p> <p>*The results of the values can be represented by raising a morally distinguished group, and a role model for others through their dealings with their peers and with society.</p> <p>*The approach relies on observing the student's behavior, interviewing her, discussing with her, and monitoring her relationship with the educational environment, thus providing a cumulative record of her embodiment of affective and value-based goals.</p>	<p>Learning Outcomes 4</p> <p>1- Activating the role of the outstanding student and role model; so that he may be a good role model to those around him.</p> <p>2- Forming a general set of good values.</p> <p>3- Providing psychological motivation to achieve emotional goals.</p>
<p>9. Teaching and learning strategies</p>	
<p>Teaching and learning strategies and methods adopted in the implementation of the program in general.</p> <p>*Preparing training courses and seminars to equip female students with the ability to communicate with the community.</p> <p>*The ability to engage in productive dialogue and solve educational problems using scientific methods.</p> <p>*Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss solutions.</p>	
<p>10. Assessment Methods</p>	

Implementing it in all stages of the program in general.

- The inductive (deductive) method
- A method for solving problems.
- The standard (oratory) method.
- Text method.
- Feedback.
- Brainstorming.

11. Faculty

Faculty members

Faculty preparation		Requirements/Skills (if any)	Specialization		academic rank
lecturer	angel		private	general	
-	angel		Abbasid literature	Arabic	Mr
-	angel		Islamic literature and its rhetoric	Arabic	Mr
-	angel		Arabic grammar	Arabic	Mr
-	angel		Arabic grammar	Arabic	Mr
-	angel		Modern Criticism	Arabic	Mr
-	angel		Linguistics	Arabic	Mr
-	angel		Modern Literature	Arabic	Mr
-	angel		the language	Arabic	Mr
-	angel		Language – Linguistics	Arabic	Mr
-	angel		Rhetoric	Arabic	Mr
-	angel		Modern Literature	Arabic	assistant professor
-	angel		Arabic grammar	Arabic	assistant professor
-	angel		Rhetoric	Arabic	assistant professor

-	angel		the language	Arabic	assistant professor
-	angel		Rhetoric	Arabic	assistant professor
-	angel		the language	Arabic	assistant professor
-	angel		the language	Arabic	teacher
-	angel		Andalusian literature	Arabic	teacher
-	angel		Modern Criticism	Arabic	teacher
-	angel		the language	Arabic	teacher
-	angel		Rhetoric	Arabic	teacher
-	angel		Rhetoric	Arabic	teacher
-	angel		ancient criticism	Arabic	teacher
-	angel		Ancient literature	Arabic	teacher
-	angel		Islamic literature	Arabic	Assistant teacher
-	angel		Islamic literature	Arabic	Assistant teacher
-	angel		Pre-Islamic literature	Arabic	Assistant teacher
-	angel		Modern Literature	Arabic	Assistant teacher
-	angel		Islamic literature	Arabic	Assistant teacher
-	angel		Abbasid literature	Arabic	Assistant teacher
-	angel		Abbasid literature	Arabic	Assistant teacher
-	angel		Abbasid literature	Arabic	Assistant teacher
-	angel		Abbasid literature	Arabic	Assistant teacher
-	angel		Language - Sounds	Arabic	Assistant teacher
-	angel		Islamic literature	Arabic	Assistant teacher
-	angel		Modern Literature	Arabic	Assistant teacher

-	angel		Islamic literature	Arabic	Assistant teacher
-	angel		Islamic literature	Arabic	Assistant teacher
-	angel		Modern Literature	Arabic	Assistant teacher
-	angel		the language	Arabic	Assistant teacher
-	angel		the language	Arabic	Assistant teacher

Professional Development

Orienting new faculty members

Briefly describe the process used to guide new, visiting, full-time and part-time faculty members at the institutional and departmental levels.

* Nominating them to participate in modern teaching methods courses that the ministry encourages them to attend.

* Involving them in the permanent and temporary committees in the department in order to build leadership skills and qualify them for administrative work.

Professional development of faculty members

Briefly describe the plan and arrangements for the academic and professional development of faculty members, including teaching and learning strategies, assessment of learning outcomes, professional development, etc.

* Nominating them for training courses organized by the Center for Development and Continuing Education in order to develop them academically and professionally.

*Scientific communication through seminars, conferences, and joint work with competent personnel in similar disciplines.

* Reviewing international studies in similar departments, to develop the ability to research and solve scientific problems.

* Engaging in acquiring modern scientific experiences and skills in the field of modern technical communication.

12. Admission Criteria

(Establishing the regulations related to enrollment in the college or institute, whether central admission or other mentioned)

Admission is centralized within the academic institution, following the procedures of the Ministry of Higher Education and Scientific Research, according to the admission form for Iraqi universities and institutes, and in a balanced manner between the student's desire and the total score he obtained.

Admission to the Arabic Language Department is subject to the decision of a specialized committee within the department, which balances the student's wishes with her grade in Arabic on the final exam for the sixth grade of secondary school, in addition to raising the department's plan for the college deanship takes into account the capacity and available spaces, and the number of faculty members in proportion to the number of students who will be accepted, as well as activating the personal interview criterion and the soundness of the applicants in speech and thought for their acceptance.

13. Key sources of information about the program

To put it briefly.

*The program's link on the internet, and its applications in similar universities, and the program has an active website within the academic institution's websites, which includes the department's goals, visions and mission, as well as all issues that serve the department and its students.

-Training courses held by the university quality and performance departments about the program in various institutes and colleges in Iraq.

14. Program Development Plan

Program Skills Plan																
Learning outcomes required from the program																
Values				Skills				Knowledge				Essential or optional	Course Name	Course code	Year/Level	
Q	Part	Part	Part	B	B	B	B	A	A	A	A					
4	3	2	1	4	3	2	1	4	3	2	1					٢٠٢٥- ٢٠٢٦

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

Course description template

1. Course Name
Disbursement / Phase One

2. Course Code**3. Term/Year**

Year ٢٠٢٥ -٢٠٢٦

4. Date this description was prepared

16/11/2025

5. Available attendance formats

Classroom attendance + online class on Google Classroom It will be a support for in-person classes according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.

6. Total number of study hours / Total number of units

2Hours per week = 60 hours / units3

7. Name of the course coordinator (if there is more than one, mention it)Name: Dr. Sawsan Ghanem Qaddouri Email: sghanim@tu.edu.iq**8. Course Objectives**

- A1- Enabling female students to master the rules of Arabic morphology .

Course objectives

<ul style="list-style-type: none"> • A2- Enabling female students to apply morphological rules correctly in linguistic usage. • A3- Introducing students to old and modern morphological sources • A4- Students learn semantic differences The subtle differences between morphological structures. • A5- The student should learn modern technical skills in language study. 	
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9. Teaching and learning strategies

Applying diverse teaching methods, including: <ul style="list-style-type: none"> - The standard method (giving lectures) - Text method - Problem-solving method 	strategy
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10. Course Structure: The course began on [date].2025/11/9And it ends on2026/6/25

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and Tests	Text method And the lecture	Defining morphology, explaining its subject matter, and writing about it.	General cognitive skills	2	November 3
Classroom performance	Text method	Morphological balance	General cognitive skills	2	November 4

ce and tests	And the lecture				
Classroom performance and tests	Text method And the lecture	Morphological balance	General cognitive skills	2	December 1
Classroom performance and tests	Text method And the lecture	Parts of speech and what is included in the study of morphology	General cognitive skills	2	December 2
Classroom performance and tests	Text method And the lecture	The verb and its divisions: the past tense Present and imperative	General cognitive skills	2	December 3
Classroom performance and tests	Text method And the lecture	Sound and defective verbs, their categories, and the connection of pronouns to them.	General cognitive skills	2	December 4
Classroom performance and tests	Text method And the lecture	Sound and defective verbs, their categories, and the connection of pronouns to them.	General cognitive skills	2	Canon Second 1
Classroom performance	Text method	The simple and the augmented, their divisions, and the	General cognitive skills	2	January 2

ce and tests	And the lecture	meanings of augmentation.			
Classroom performance and tests	Text method And the lecture	The simple and the augmented, their divisions, and the meanings of augmentation.	General cognitive skills	2	January 3
Classroom performance and tests	Text method And the lecture	General exercises	General cognitive skills	2	January 4
Classroom performance and tests	Text method And the lecture	The inanimate and the dynamic	General cognitive skills	2	February 1
Classroom performance and tests	Text method And the lecture	Transitive and intransitive	General cognitive skills	2	February 2
			from 2026/3/1 to 2026/3/7	Spring	February 3

				break	
Classroom performance and tests	Text method And the lecture	The active voice and the active voice	General cognitive skills	2	February 4
Classroom performance and tests	Text method And the lecture	The emphatic form with the heavy and light nun, and the ruling of another emphatic form	General cognitive skills	2	March 1
Classroom performance and tests	Text method And the lecture	The emphatic form with the heavy and light nun, and the ruling of another emphatic form	General cognitive skills	2	March 2
Classroom performance and tests	Text method And the lecture	Name and its divisions	General cognitive skills	2	March 3
Classroom performance and tests	Text method And the lecture	Abstract and more	General cognitive skills	2	March 4
Classroom performance and tests	Text method	Abstract and more	General cognitive skills	2	April 1

	And the lecture				
Classroom performance and tests	Text method And the lecture	The invariable and the derived	General cognitive skills	2	April 2
Classroom performance and tests	Text method And the lecture	Trilateral sources and non-trilateral sources	General cognitive skills	2	Nissan3
Classroom performance and tests	Text method And the lecture	Trilateral sources and non-trilateral sources	General cognitive skills	2	May 1
Classroom performance and tests	Text method And the lecture	General review	General cognitive skills	2	May 2
Classroom performance and tests	Text and lecture method	General review	General cognitive skills	2	May 3

11. Course Evaluation

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

The grade is distributed through several channels:

- 1- Formative assessment through daily quizzes, observing and monitoring the student's performance in class discussions and homework assignments, and classroom assessment. This does not exceed 20% of the total grade.
- 2- Diagnostic assessment through semester and final exams to issue judgments of success and failure. This has a grade of 80% divided over (4) exams, two exams for each semester, to extract the annual effort before entering the final exams.

12. Learning and teaching resources

The refined approach to morphology, by Dr. Salah Mahdi and Dr. Hashim Taha Shaza al-Urf fi Fan al-Sarf by Sheikh Ahmad al-Hamlawi	Required textbooks (methodology, if applicable)
Al-Maydani's "Nuzhat al-Taraf fi 'Ilm al-Sarf" Morphology by Fakhr al-Din Qabawa	Main references (sources)

Al-Azzi in Al-Tasrif by Al-Zanjani	
Comprehensive Morphology - Dr. Hadi Nahr (A descriptive and applied study in morphology and some phonetic issues) and sufficient spending	Recommended supporting books and references (scientific journals, reports...)
<p>Various e-learning platforms such as:</p> <ul style="list-style-type: none"> - Al-Aluka Network. - Zad Academy. - Dr. Mohammed Saeed Al-Ghamdi's website. - Website of the Faculty of Arabic Language, Al-Azhar University. 	Electronic references, websites

Course description template

1. Course Name
Educational Psychology
2. Course Code

First stage	
3. Term/Year	
2025/2026	
4. Date this description was prepared	
10/11/2025	
5. Available attendance formats	
Classroom lectures	
6. Total number of study hours	
60 hours	
Number of units (total) 4	
7. Name of the course coordinator	
M.M. Sari Ahmed Moussa	sura.ahmed@tu.edu.iq
8. Course Objectives	
<p>The curriculum aims to prepare students for the teaching profession by introducing them to:</p> <ul style="list-style-type: none"> 1- Getting acquainted with educational psychology, style, motivation, and sensory perception. 2- Learn about the types of educational psychology. 3- How to formulate behavioral goals. 4 - Knowledge of educational schools. 	Course objectives

5– The importance of educational applications of learning theories.

9. Teaching and learning strategies

The standard method (giving lectures).

1 - Lecture Method

strategy

2 –TThe art of discussion and questioning

Course structure .\)

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
classroom performance and exams	discussion and interrogation	definition of educational psychology		2	October Second 1
classroom performance and exams	discussion and interrogation	ages of Educational Psychology		2	October Second 2
classroom performance and exams	discussion and interrogation	Arab-Islamic philosophy		2	October Second 3
classroom performance and exams	discussion and interrogation	Modern Philosophy		2	October Second 4
classroom performance and exams	discussion and interrogation	definition of psychology goals and importance		2	Canon First 1

classroom performance and exams	discussion and interrogation	chools of Psychology		2	Canon First 2
classroom performance and exams	discussion and interrogation	anches of Psychology		2	Canon First 3
classroom performance and exams	discussion and interrogation	Applied trend		2	Canon First 4
classroom performance and exams	discussion and interrogation	havior and the factors that influence it		2	Canon Second 1
classroom performance and exams	discussion and interrogation	e influence of heredity on behavior		2	Canon Second 2
classroom performance and exams	discussion and interrogation	e interaction between heredity and environment		2	Canon Second 3
classroom performance	discussion and interrogation	search methods in psychology Educational		2	Canon Second 4

and exams					
classroom performance and exams	discussion and interrogation	the importance of psychology in the educational process		2	February 1
classroom performance and exams	discussion and interrogation	educational objectives		2	February 2
classroom performance and exams	discussion and interrogation	Influencing factors the teaching and learning process			February 3
classroom performance and exams	discussion and interrogation	attention and sensory perception		2	February 4
		Spring break		2	March 1
classroom performance and exams	discussion and interrogation	Types of attention and the factors that influence it		2	March 2
classroom performance	discussion and interrogation	sensory perception		2	March 3

and exams					
classroom performance and exams	discussion and interrogation	Influencing factors sensory perception		2	March 4
classroom performance and exams	discussion and interrogation	Learning theories (Conditional Learning Theory)		2	April 1
classroom performance and exams	discussion and interrogation	Clairvoyance theory		2	April 2
classroom performance and exams	discussion and interrogation	the impact of learning		2	April 3
classroom performance and exams	discussion and interrogation	Transfer of learning		2	April 4
classroom performance and exams	discussion and interrogation	Types of Transition		2	May 1

classroom performance and exams	discussion and interrogation	w to benefit from the transition the learning process		2	May 2
classroom performance and exams	discussion and interrogation	feedback		2	May 3
classroom performance and exams	discussion and interrogation	Types of feedback		2	May 4
classroom performance and exams	discussion and interrogation	General review		2	June 1
classroom performance and exams	discussion and interrogation	General review		2	June 2

11. Course Evaluation

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

The grade is distributed through several channels:

1- Formative assessment includes daily quizzes, observing and monitoring student performance in class discussions and homework assignments, and in-class assessment. This component accounts for no more than 20% of the total grade.

2- Diagnostic assessment through semester and final exams to issue pass and fail judgments, and this is worth 80% divided over (4) exams, two exams for each semester, to extract the annual effort before entering the final exams.

12. Learning and teaching resources

book Educational Psychology (authorship) Dr. Raouf Mahmoud Al-Qaisi.	Required textbooks (methodology, if applicable)
The Family in Islam by the martyr Muhammad Muhammad Sadiq al-Sadr	
1 - Educational Psychology, Dr. Fouad Abu Hatab.	Main references (sources)

2 –Educational Psychology (Dr.)Rashid Marzouq Rashid.	
3 -Educational Psychology, Dr. Hanaa Hussein Al-Falfali.	
Accessing all the latest research published in peer-reviewed scientific journals	Recommended supporting books and references (scientific journals, reports...)
http://www.alkutubcafe.com/book/83rjar.html	Electronic references, websites

Course description template

1. Course Name
Pre-Islamic Arabic Literature (Al-Jahili): The First Stage
2. Course Code
3. Term/Year
Year 2025/2026
4. Date this description was prepared
16/11/2025
5. Available attendance formats

In-person classes + online classes on Google Classroom serves as a support classroom for in-person classes and is linked [Lem53L3](#) According to the regulations and instructions of the Ministry of Higher Education and Scientific Research.

6. Total number of study hours / Total number of units

4120 hours per week

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

Name: Dr. Raghda Amer Yassin Email: raghda.yaseen@tu.edu.iq

8. Course Objectives

- To provide an overview of Arabic literature in the pre-Islamic era.
- Introducing students to the most important characteristics of the literature of this period and introducing them to its civilizational and cultural importance as it represents the historical identity and deep-rooted foundation of Arab culture before Islam, which was preserved for us through oral and reliable narration until it reached the eras of writing that preserved it for us in the loss.
- In addition to introducing the most important poets of this era and the unique characteristics of each of them.

Course objectives

- Highlighting the prose of that era in its various forms, and presenting examples of each art form of pre-Islamic prose.

9. Teaching and learning strategies

1- To nurture in the student a love for the Arabic language, the language of the Holy Quran, and an understanding of its status among languages

2- To recognize the beauty features in the Arabic language and its literature.

3- Developing the student's literary taste so that he can appreciate the aesthetic aspects of speech styles and images.

- The standard method (giving lectures)
- Text method

strategy

10. Course structure: The study began on [date]2025/11/9 And it ends on 2026/6/25

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and tests	Lecture	Definition of the term literature (and the evolution of its concept)	Cognitive and mental skills	4	November 2

		throughout the ages)			
Classroom performance and tests	Lecture	The meaning of the term pre-Islamic (Jahiliyyah)	Cognitive and mental skills	4	November 3
Classroom performance and tests	Lecture	The origins of pre-Islamic poetry and the factors that influenced it	Cognitive and mental skills	4	November 4
Classroom performance and tests	Lecture	The novel (The Novel of Pre-Islamic Poetry)	Cognitive and mental skills	4	December 1
Classroom performance and tests	Lecture	Sources of pre-Islamic poetry (Al-Mu'allaqat, Al-Mufaddaliyyat, Al-Asma'iyat)	Cognitive and mental skills	4	December 2
Classroom performance and tests	Lecture	Sources of pre-Islamic poetry (The Book of	Cognitive and mental skills	4	Canon First 3

		Choices, Abu Tammam's Hamasa)			
Classroom performance and tests	Lecture	First month exam	Cognitive and mental skills	4	CanonFirst 4
Classroom performance and tests	Lecture	Sources of poetry (Collections of Arab Poetry, Diwans of the Arabs)	Cognitive and mental skills	4	January1
Classroom performance and tests	Lecture	Pre-Islamic poetry arts (love poetry, description)	Cognitive and mental skills	4	January2
Classroom performance and tests	Lecture	Pre-Islamic poetry arts (elegy, satire)	Cognitive and mental skills	4	January 3
Classroom performance and tests	Lecture	The structure of pre-Islamic poetry	Cognitive and mental skills	4	January 4
Classroom performance and tests	Lecture	The Mu'allaqat (The Mu'allaqa of Imru' al-Qais)	Cognitive and mental skills		February 1

Classroom performance and tests	Lecture	The Mu'allaqat (The Mu'allaqa of Tarafa ibn al-'Abd)	Cognitive and mental skills	4	February 2
Classroom performance and tests	Lecture	Second month exam	Cognitive and mental skills	4	February 3
Classroom performance and tests	Lecture	The poets of the Mu'allaqat (the Mu'allaqa of Zuhair ibn Abi Sulma)	Cognitive and mental skills	4	February 4
Classroom performance and tests	Lecture	The Mu'allaqat (The Mu'allaqa of Amr ibn Kulthum)	Cognitive and mental skills	4	March1
Classroom performance and tests	Lecture	The Mu'allaqat (The Mu'allaqa of Antarah ibn Shaddad)	Cognitive and mental skills	4	March2

Classroom performance and tests	Lecture	The theory of plagiarism among modern Arabs	Cognitive and mental skills	4	March 3
Classroom performance and tests	Lecture	The phenomenon of vagrancy and the characteristics of vagabond poetry	Cognitive and mental skills	4	March 4
Classroom performance and tests	Lecture	monthly exam	Cognitive and mental skills	4	April 1
classroom performance	Lecture	Al-Shanfari's poetry as an example	Cognitive and mental skills	4	April 2
Classroom performance and tests	Lecture	The phenomenon of mediation in ancient poetry	Cognitive and mental skills	4	April 3
	Lecture	Prose themes and its prose	Cognitive and mental skills	4	April 4

		characteristics			
Classroom performance and tests	Lecture	The arts of prose (rhetoric, proverbs and maxims)	Cognitive and mental skills	4	May 1
Classroom performance and tests	Lecture	Prose arts (Rhymed prose of priests, commandments)	Cognitive and mental skills	4	May 2
		Final exams			

11. Course Evaluation

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

12. Learning and teaching resources

History of Arabic Literature (The Pre-Islamic Era), by Dr. Shawqi Daif
 Studies in Pre-Islamic Poetry, Dr. Nouri Hammoudi Al-Qaisi.

Required textbooks (methodology, if applicable)

<p>Pre-Islamic literature, its issues, purposes, figures, and arts, by Dr. Ghazi Tleimat.</p> <p>History of Arabic Literature, The Pre-Islamic Era, by Dr. Shawqi Daif</p> <p>Pre-Islamic Poetry: Its Characteristics and Arts, by Dr. Yahya Al-Jabouri</p>	<p>Main references (sources)</p>
<p>Sources of Pre-Islamic Poetry and Their Historical Value, Dr. Nasser Al-Din Al-Asad</p> <p>Studies in the Pre-Islamic Era, by Ahmed Abu Al-Fadl</p>	<p>Recommended supporting books and references (scientific journals, reports...)</p>
<p>The website of the Arabic Encyclopedia of Arabic Literature.</p>	<p>Electronic references, websites</p>

Course description template

1. Course Name
Rhetoric and Application
2. Course Code
First stage

3. Term/Year

Annual course

4. Date this description was prepared

16/11/2025

5. Available attendance formats

In-person classroom preparations

6. Total number of study hours / Total number of units

56

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

Name: Prof. Dr. Qais Khalaf Ibrahim Email: K-Ibrahem@tu.edu.iq

8. Course Objectives

- Affective and value-based objectives.

A1- Raising the student to love the Arabic language, the language of the Holy Quran, and to understand its status among languages.

Q2- Identifying the aesthetic qualities in the Arabic language and its literature.

Q3- Developing the student's literary taste so that he may

Course objectives

recognize the aesthetic aspects of speech styles and images.

Q4 - Working to promote the Arabic language, spreading it, and raising students' awareness of the honor of the word and its impact on the rules of dialogue and the development of awareness.

9. Teaching and learning strategies

B - Program-specific skills objectives

B1 - The student should be able to become familiar with the methods of teaching, measuring and evaluating the scientific subject.

B2 - The student should be able to choose the appropriate teaching method for each scientific subject so that she presents it in an engaging way.

B3 - The student should be able to solve problems related to students' understanding of the scientific material by using educational psychology theories and modern teaching methods, which facilitates the study and teaching of the language.

Revised lecture

2Discussion

3Interrogation

4Brainstorming

5.Motivational questions

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Theoretical study	1. Presentation	The Origins and Development of Arabic Rhetoric	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	First week
2. Theoretical study and statement of study objectives	2. Discussion and dialogue	The purpose of studying rhetoric	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week 2
3. Student attendance and participation during the lecture	Lecture	Factors influencing the emergence of rhetoric	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week 3
1. Oral tests	Presentation	Rhetorical schools and	The students mastered the subject,	2	Week 4

		their main characteristics	understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.		
2. Research assignments	2. Discussion and dialogue	The science of rhetoric, linguistically and technically	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week 5
3. Student attendance and participation during the lecture	presentation	Simile: its linguistic and technical definitions, its elements and tools	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week 6
1. Oral tests	1. Presentation	Its divisions and types: Implicit simile	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it,	2	Week 7

			and transform it into a skill.		
2. Research assignments	2. Discussion and dialogue	Representative simile	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week 8
3. Student attendance and participation during the lecture	3. Display on the board	Inverted simile	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week 9
1. Oral tests	1. Presentation	Purposes of simile	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week 10
2. Research assignments	2. Discussion and dialogue	Metaphor: Linguistic and	The students mastered the subject,	2	Week 11

		Technical Definitions, and Scholarly Opinions on It	understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.		
3. Student attendance and participation during the lecture	3. Display on the board	Metonymy and its relationships	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week Twelve
1. Oral tests	1. Presentation	(Metaphorical language) and its relationships	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week thirteen
2. Research assignments	2. Discussion and dialogue	Metaphor: Language, Terminology, and the Views of Scholars and Critics	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it,	2	Week fifteen

			and transform it into a skill.		
3. Student attendance and participation during the lecture	3. Display on the board	Metaphor and simile	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week 16
1. Oral tests	1. Presentation	Original and subordinate metaphor	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week seventeen
2. Research assignments	2. Discussion and dialogue	Metaphors: Refereed, abstract, and absolute	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week 18
3. Student attendance and	Display on the board	Metaphor, linguistically and technically	The students mastered the subject, understood it	2	Week 19

participation during the lecture			theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.		
1. Oral tests	1. Presentation	Metonymy for a described thing	The students' mastery of the subject matter, their theoretical and practical understanding, and their ability to grasp and comprehend it, transforming it into a skill for understanding, speaking, and transferring knowledge to others.	2	Week 20
2. Research assignments	2. Discussion and dialogue	Metonymy for attribute	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week 21
3. Student attendance and participation	3. Display on the board	Metaphor for ratio	The students' mastery of the subject, their understanding of it theoretically and practically,	2	Week 22

during the lecture			and their ability to comprehend and apply it, and to transform it into a skill.		
1. Oral tests	1. Presentation	Exposure	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week 23
2. Research assignments	2. Discussion and dialogue	The science of rhetoric, linguistically and technically First – Verbal enhancements (alliteration)	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week 24
3. Student attendance and participation during the lecture	3. Display on the board	2– Quotation and rhyme	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it,	2	Week 25

			and transform it into a skill.		
1. Oral tests	1. Presentation	Semantic embellishments (ambiguity) and (good reasoning)	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week 26
2. Research assignments	2. Discussion and dialogue	Antithesis and contrast	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week 27
3. Student attendance and participation during the lecture	3. Display on the board	Moral enhancements (good reasoning)	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week 28
1. Oral tests	1. Presentation	Confirming praise by	The students mastered the subject, understood it	2	Week 29

		means of something resembling criticism (and vice versa)	theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.		
2. Research assignments	2. Discussion and dialogue	The Wise Man's Approach (and a General Review)	The students mastered the subject, understood it theoretically and practically, and were enabled to comprehend and apply it, and transform it into a skill.	2	Week 30

11. Course Evaluation

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

12. Learning and teaching resources

Rhetoric and Application. Dr. Ahmed Matloub	Required textbooks (methodology, if applicable)
Clear Rhetoric by Dr. Ali Al-Jarim and Jewels of Rhetoric by Dr. Ahmed Al-Hashemi	Main references (sources)

He recommends some books, essays, and dissertations that include the course syllabus.	Recommended supporting books and references (scientific journals, reports...)
The Arabic language library is available online and includes everything related to the curriculum in a detailed, precise, and clear manner.	Electronic references, websites

Course description template

1. Course Name
Arabic Grammar / First Stage
2. Course Code
3. Term/Year
Annual course

4. Date this description was prepared

16/11/2025

5. Available attendance formats**In-person classroom lectures****6. Total number of study hours / Total number of units**

96

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

Name: Prof. Dr. Yassin Abdullah Nassif

dyaseen@tu.edu.iq**8. Course Objectives**

- To enable female students to become familiar with the rules of the Arabic language (its grammar and morphology) and its literature.
- Introducing students to the most prominent grammar scholars and the most famous works on grammar, both ancient and modern, and comparing what the modern has added to the ancient.
- To enhance students' awareness of the horizons of linguistic culture, both ancient and modern, and to enable them to acquire diverse literary, linguistic, and writing skills.

Course objectives

9. Teaching and learning strategies

- 1. A memorization strategy such as: making mental connections between course topics and using new terms and keywords.
- 2. Cognitive strategies such as: receiving, sending, analyzing, repeating, recognizing and using structures, and summarizing.

strategy

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Speech and its components + Signs of the noun		3 hours	November 3
Classroom performance and exams	Standard method	Signs of the verb		3 hours	November 4
Classroom performance and exams	Standard method	Letters		3 hours	December 1
Classroom performance and exams	Standard method	Types of verbs		3 hours	December 2
Classroom performance and exams	Standard method	The indeclinable and the declinable		3 hours	December 3
Classroom performance and exams	Standard method	Declension of the six nouns		3 hours	December 4
Classroom performance and exams	Standard method	Declension of the dual, masculine		3 hours	January 1

		plural, and feminine plural			
Classroom performance and exams	Standard method	Indefinite and definite nouns / pronouns		3 hours	January 2
Classroom performance and exams	Standard method	Spring break		3 hours	January 3
Classroom performance and exams	Standard method	Spring break		3 hours	January 4
Classroom performance and exams	Standard method	Proper noun / Demonstrative pronoun		3 hours	February 1
Classroom performance and exams	Standard method	The relative pronoun / the one defined by		3 hours	February 2
Classroom performance and exams	Standard method	The beginning: the subject and the predicate		3 hours	February 3
Classroom performance and exams	Standard method	News delay		3 hours	February 4
				vacation	March 1
Classroom performance and exams	Standard method	The news is coming		3 hours	March 2
Classroom performance and exams	Standard method	Deletion of the subject		3 hours	March 3

Classroom performance and exams	Standard method	Delete the news		3 hours	March 4
Classroom performance and exams	Standard method	Multiple news items		3 hours	April 1
Classroom performance and exams	Standard method	Deletion of the subject and predicate		3 hours	April 2
Classroom performance and exams	Standard method	"Kana and its sisters" + its function		3 hours	April 3
Classroom performance and exams	Standard method	not		3 hours	April 4
Classroom performance and exams	Standard method	What a boy–He still–still–What has ceased–Conditions of its operation		3 hours	May 1
Classroom performance and exams	Standard method	The meanings of these verbs		3 hours	May 2
Classroom performance and exams	Standard method	Final exams			May 3
Classroom performance and exams	Standard method	Final exams			May 4

11. Course Evaluation

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

The monthly written exam (20 marks) •

Daily quiz + preparation (5 marks) •

Written exam (20 marks) •

Daily exam (5 marks) •

Final exam (50 marks) •

12. Learning and teaching resources

Ibn Aqil's commentary on • Ibn Malik's Alfiyya, edited by the scholar Muhammad Muhyiddin Abdul Hamid	Required textbooks (methodology, if applicable)
Sharh Shudhur al-Dhahab • by Ibn Hisham The clearest paths by Ibn • Hisham	Main references (sources)
Books of commentaries on • Ibn Malik's Alfiyya Clarifying the aims and • methods	Recommended supporting books and references (scientific journals, reports...)
Our Arabic Library Forums	Electronic references, websites

1. Course Name	
Arabic grammar/Phase Two	
2. Course Code	
3. Term/Year	
Annual course	
4. Date this description was prepared	
2025/10/1	
5. Available attendance formats	
In-person classroom preparations	
6. Total number of study hours / Total number of units	
90	
7. Name of the course coordinator (if there is more than one, mention it)	
Name: Dr. Maryam Ghassan Suleiman Email: m_suleman@tu.edu.iq	
8. Course Objectives	
..1- Enabling female students • to master the rules of the Arabic language at the grammatical level, enabling them to distinguish what is correct.	Course objectives

The error lies in the various texts, and in using the methods of the Arabic language correctly and appropriately to the context of the discourse...

- 2- Introducing students to the most prominent grammar scholars and the most famous works on grammar, both ancient and modern, and comparing what the modern has added to the old.
- 3. Thinking and analytical skills enable them to analyze, utilize, and interpret texts correctly.
- 4 To provide students with the subtle differences in various grammatical uses and their effect on conveying meaning.

9. Teaching and learning strategies

A memorization strategy such as: -١
making mental connections between course topics, and using new terms and keywords.

Cognitive strategies such as: -٢
receiving, sending, analyzing, repeating, recognizing and using structures, and summarizing.

strategy

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and tests	Lecture	"Inna and its sisters," their meanings Its function, the order of the sentence "Inna" and its sisters Breaking the hamza of "inna"		3	September 3
Classroom performance and tests	Lecture	Continuation of the discussion on the cases where the hamza of "inna" is broken (kasra) and opened (fatha), and the permissibility of both, with applications.		3	September 4
Classroom performance and tests	Lecture	The places where the emphatic "lam" is used in the sentence "inna"		3	October 1
Classroom performance and tests	Lecture	The entry of (ma al-kafah) on inna and its sisters -CompassionIn the name of God		3	October 2

Classroom performance and tests	Lecture	mitigationInna and its sisters		3	October 3
Classroom performance and tests	Lecture	No, which is for negating gender		3	October 4
Classroom performance and tests	Lecture	No, which is for negating gender		3	November 1
Classroom performance and tests	Lecture A	No, which is for negating gender		3	November 2
Classroom performance and tests	Lecture	No, which is for negating gender		3	November 3
Classroom performance and tests		Verbs of supposition and their sisters (their function, their categories, verbs of certainty)		3	November 4
Classroom performance and tests	Lecture	Verbs of supposition and their sisters (verbs of supposition, verbs of transformation)		3	December 1
Classroom performance and tests	Lecture	The verbs of supposition and its sisters (suspension and cancellation, the coming of the verb 'arafa' and		3	December 2

		'dhanna' that take one object, the dream of seeing)			
Classroom performance and tests	Lecture	The verbs of supposition and their sisters (one of the two objects is omitted, so it means "supposition").		3	December 3
Classroom performance and tests	Lecture	The subject (its definition, its types, the types of its agent, its ruling, its ruling, up to the apparent)		3	December 4
Classroom performance and tests	Lecture	The subject (its verb is omitted, and it is connected to the feminine marker).		3	January 1
		exam		3	January 2
Classroom performance and tests	Lecture	Spring break		3	January 3
Classroom performance and tests	Lecture	Spring break		3	January 4
Classroom performance and tests	Lecture	The object		3	February 1

Classroom performance and tests	Lecture	The object		3	February 2
Classroom performance and tests	Lecture	The deputy of the perpetrator		3	February 3
Classroom performance and tests	Lecture	The deputy of the perpetrator		3	February 4
Classroom performance and tests	Lecture	The absolute object (its definition, its agent, and types)hWhat is it?forSource allocation)		3	March 1
Classroom performance and tests	Lecture	The absolute object (dual and plural forms of the verbal noun, omission of its governing verb)		3	March 2
Classroom performance and tests	Lecture	The object of purpose (its definition, its ruling, its states)		3	March 3
Classroom performance and tests	Lecture	The continuation of the adverbial phrase. The adverbial accusative (its definition, its governing factor)		3	March 4

Classroom performance and tests	Lecture	The adverbial accusative (its types)		3	April 1
Classroom performance and tests	Lecture	The object of accompaniment (its definition, conditions, and its governing factor)		3	April 2
Classroom performance and tests	Lecture	The exception (its definition, its ruling, the connected exception) Discontinuous exception, empty exception, repetition except)		3	Nissan3
Classroom performance and tests	Lecture	Exception (other than, except, except)		3	April 4

11. Course Evaluation

Chapter One:

The written monthly exam: 20.

<p>Daily exam + preparation: 5. Chapter Two: The monthly written exam: 20. Daily exam + preparation: 5. Final exam: 50.</p>	
12. Learning and teaching resources	
Ibn Aqil's commentary on Ibn Malik's Alfiyya	Required textbooks (methodology, if applicable)
<p>Commentaries on Ibn Malik's Alfiyya: Clarifying the aims and methods by explaining Ibn Malik's Alfiyya. The clearest paths to Ibn Malik's Alfiyya.</p>	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
<p>Dr. Mohammed Saeed Al-Ghamdi's website Our Arabic Library Forums</p>	Electronic references, websites

Course description template

.١ The course name:
Morphology
.٢ The course code:
Phase Two
.٣ the chapter/Year:annual
٢٠٢٦/٢٠٢٥
.٤ Description this numbers date
21/9/2025
.٥ Available attendance formats:
<p style="text-align: center;">It serves as aGoogle Classroompresence Safi+online presence on supplementary class to the in-person class and a link to the https://classroom.google.com/c/ODEwMjkyMjI10TA1?cjc=mte.class According to the regulations and instructions of the Ministry(mwlnk .of Higher Education and Scientific Research</p>
.٦ Number of study hours (total) / Number of units (total):
Two hours per week = ٥٤ hours / Units = ٤ units
.٧ Name of course coordinator(If more than one name is (mentioned
<div style="display: flex; justify-content: space-between;"> male@st.tu.edu.iq:m.d Mariam on Ajil Email </div>
.٨ Course objectives

.1 Explaining how a single word is formed by showing its weight, the number of its letters
 ..their diacritics, and their order

.2 ,An explanation of the changes a word undergoes, whether through deletion, elision
 .transposition, or inversion, through the topic of vowel change and substitution

.3 A statement on the pluralization of words in its various forms: the masculine plural, the
 feminine plural, and the broken plural of its two types (plural of paucity and plural of
 .abundance), and an explanation of their patterns
 .It is collected according to each weight of words

.4 Distinguishing between sound, defective, and elided nouns, the sign of each noun, how to
 ..form their dual and plural forms, and the changes that occur to each noun

Teaching and learning strategies .9

.1 A memorization strategy such as creating mental links between course topics and using
 new terminology and keywords

.2 ,Cognitive strategies include receiving, transmitting, and analyzing information
 .understanding how words are weighed, and knowing the root letters
 .And the addition and what is in it of elision

.3 ,The strategy of applying morphological lists to different words involving vowel changes
 substitutions, diminutives, plurals, gender (masculine and feminine) helps the student
 .Strength and confidence in the accuracy of acquired information

Course structure .10

Evaluation Method	Learning method	Unit or topic name	Learning outcomes	Hours	Week

			Required		
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Performance Al-Safi and exams	The method Standard	the name Correct and the And their dual deficient	General cognitive skills	2	September3
Performance Al-Safi and exams	The method Standard	the name Correct The defective and their dual forms	General	2	September4
Performance Al-Safi and exams	The method Standard	collection the name Correct and the deficient And the extended	General	2	October the first1
Performance Al-Safi and exams	The method Standard	collection the name Correct and the deficient And the extended	General	2	October the first2
Performance Al-Safi and exams	The method Standard	collection the name Correct and the deficient And the extended	Mental skills through exercises and their details	2	October the first3
Performance Al-Safi and exams	The method Standard	solution exercises Applied on the topic	Practical skills through setting rules	2	October 4 the first
Performance Al-Safi and exams	The method Standard	exam month the first From the first chapter	And save it	2	

Performance Al-Safi and exams	The method Standard			2	October the second1
Performance Al-Safi and exams		crowds Crushing And its types	General skills	2	
Performance Al-Safi and exams			General	2	October the second2
Performance Al-Safi and exams	The method Standard	Weights collection The few	General	2	
Performance Al-Safi and exams		Weights collection The abundance		2	October the 3 second
Performance Al-Safi and exams	The method Standard	Weights collection The abundance	General	2	October the second4
Performance Al-Safi and exams	The method Standard	Weights of plural forms	General	2	Canon 1 the first
Performance Al-Safi and exams	The method Standard	solution Exercises Applied on the topic	Mental skills through exercises	2	Canon the first2
Performance Al-Safi and exams	The method Standard	exam month the second From the first chapter	mentality		

Performance Al-Safi and exams		Reduction:Its purposes and weights	General	2	Canon the first3
Performance Al-Safi and exams	The method Standard	Diminutive weights:What was the weight(Fu'ayl)	General	2	Canon the first4
Classroom performance and exams		Diminutive forms: those that are on the pattern (fu'ay'il)	General	2	Canon the second1
Classroom performance and exams	The method Standard			2	2January
Classroom performance and exams	The method Standard	holiday Spring18/1/2025to٣١/١/٢٠٢٥		2	
Classroom performance and exams	The method Standard		General	2	
	The method Standard	Reduction:what He was on weight(Fu'ay'il)	General	2	February 1
		reduction Marble And other notes on minimization		2	February 2
		solution exercises Applied About the topic	mentality General	2	February 3
		,lineage Its definition purposes, and methods lineage through the heart	General		February 4

		lineage on road deletion	General		March1
	The method Standard	ratio on road to reply Deleted	General		March2
	The method Standard	solution exercises Mindset about the subject	mentality		March3
	The method Standard	exam month the first from the chapter the second	mentality		March4
	The method Standard	Substitutes	mentality		April1
	The method Standard	Vowel changes and their types, vowel changes With the heart	General		April2
	The method Standard	Elision By deletion and transfer	General		April3
	The method Standard	Solve practical exercises on the topic	mentality		April4
	The method Standard	exam month the second from the chapter the second	mentality		May1
	The method Standard	Exams Final	mentality		2May
	The method Standard				3May

	The method Standard				
	Standard method				
	Standard method				
	Standard method				

Course evaluation .11

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

:The grade is distributed through several channels

Formative assessment through daily exams, observing and monitoring the student's -1 .performance in class discussions and interim assignments, and classroom assessment .This does not exceed 20% of the total grade

Diagnostic assessment through semester and final exams to issue pass and fail -2 ,judgments. This is worth 80% and is divided into (2) exams, two exams for each semester .to extract the annual effort before entering the final exams

Learning and teaching resources .12

Disbursement for Dr. Hatem Al-Dhamin	Required textbooks(Methodology, if (available
The enjoyable aspect of the conjugation(Ibn Asfour)Explanation of the Golden Fragments in Understanding the Speech of the Arabs(By Ibn Hisham al-Ansari)Meaning in conjugation(Muhammad Abdul ,(Khaliq Azima	Main References(Sources)
The refined approach to morphology by Dr. Hashim Taha Shalash and others And the fragrance of custom in the art of	Recommended supporting books and references(Scientific journals, reports....)

<p>morphology For Ahmed Al-Hamlawi, compiler of Arabic ,lessons, Mustafa Al-Ghalayini academic research on morphological topics and vocabulary of the second stage of the Arabic language .department</p>	
<p>Dr. Mohammed Saeed Al-Ghamdi's website Comprehensive Library / Website Journal of the Faculty of Arts in Qena / Website of the Faculty of Arabic Language, Al-Azhar .University</p>	<p>Electronic references, websites</p>

Course description template

1. Course Name
ancient texts–Phase Two
2. Course Code
Phase Two

3. Term/Year	
Year 2025-2026	
4. Date this description was prepared	
21/9/2025	
5. Available attendance formats	
<p>In-person classes + online classes on Google Classroom It will be a support class for the in-person class and will be linked b22mmkg According to the regulations and instructions of the Ministry of Higher Education and Scientific Research.</p>	
6. Total number of study hours / Total number of units	
2 hours per week = 60 Hour / Units 4 units	
7. Name of the course coordinator (if there is more than one, mention it)	
the name: or Dr. Samer Abbas Hussein amy1:Abbas.Samer@tu.edu.iq	
8. Course Objectives	
<p>* To enable female students to learn about the most prominent figures of ancient texts; including poets, orators, and writers.</p> <p>* To enable female students to understand the impact of Islam on the literature of this era.</p>	<p>Course objectives</p>

<p>* Introducing students to the role of literature and the writer.</p> <p>*Teaching female students about the impact of political, social and intellectual conditions on literature, both negatively and positively.</p> <p>*Developing poetic talent among female students, and training them in the method of reciting poetry or speeches.</p> <p>*Developing a sound literary sense and training literary taste that can judge the quality of texts without it.</p>	
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9. Teaching and learning strategies

<p>Applying diverse teaching methods, including:</p> <p style="padding-left: 40px;">The standard method (giving lectures).</p> <p style="padding-left: 40px;">Text formatting.</p> <p style="padding-left: 40px;">A method for solving problems.</p>	<p style="text-align: right;">strategy</p>
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10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
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Classroom performance and tests	Standard method, text method	Literature writer	General cognitive skills	6	September 3
Classroom performance and tests	Standard method, text method	Chapter on what people put in the wrong place	General cognitive skills	6	September 4
Classroom performance and tests	Standard method, text method	Music and modesty	General cognitive skills	6	October-1
Classroom performance and tests	Text method, standard method	The caravan	General cognitive skills	6	October-2
Classroom performance and tests	Text method, standard method	The funeral	Mental skills through memorizing and explaining texts	6	October-3
Classroom performance and tests	Standard method	Aisha	Mental skills through memorizing and explaining texts	6	October-4
Classroom performance and tests	Standard method	The poor and the needy	Mental skills through	6	November 2

			memorizing and explaining texts		
Classroom performance and tests	Standard method	The stingy, mean one	Mental skills through memorizing and explaining texts	6	November 3
Classroom performance and tests	Standard method and text method	Applications about word meanings	Practical skills through editing, saving, and explaining texts	6	November 4
Classroom performance and tests	Standard method	Interpretation of what comes in the dual form in common speech	Mental skills through explaining and memorizing texts	6	December 1
Classroom performance and tests	Text method and standard method	East and West	Mental skills through explaining and memorizing texts	6	December 2
Classroom performance and tests	Text method and standard method	Chapter on what is used in supplication in speech	Practical skills through text editing and delivery	6	December 3

Classroom performance and tests	Textual method and deductive method	Praise and thanks	General knowledge outputs	6	December 4
Classroom performance and tests	Text method and standard method	Forehead and forehead	Mental and cognitive skills	6	January 1
Spring break from 14/1/2024 to 28/1/2024					January 2
Classroom performance and tests	Standard method	The nation	Mental, cognitive, and perceptual skills	6	February 1
Classroom performance and tests	Standard method	The non-Arab and the foreigner	Mental, cognitive, and perceptual skills	6	February 2
Classroom performance and tests	The deductive method and the textual method	The Arab and the Bedouin	Emotional and moral skills, through which the student learns about the role of poets in public life	6	February 3
Classroom performance and tests	The deductive method and the textual method	Those named after beasts	Emotional and moral skills, through which the student learns about the	6	February 4

			role of poets in political life		
Classroom performance and tests	Standard method	Those named after vermin	Emotional and moral skills that reveal the role of poetry in defending Islam	6	March 1
Classroom performance and tests	Standard method and text method	Those named with attributes and others	Emotional and moral skills, through which the student learns about the role of poets in political life	6	March2
Classroom performance and tests	Standard method and text method	A chapter on the characteristics of people	Emotional and value-based skills, through which the student learns about the role of flirting in emotional life.	6	March3
Classroom performance and tests	Standard method and text method	A chapter on knowledge of the heavens, stars, times, and winds	-Emotional and value-based skills, through which the student learns about the role of	6	March 4

			flirting in emotional life.		
Classroom performance and tests	Standard method	Moon Houses	Mental and cognitive skills	6	April 1
Classroom performance and tests	Standard method	Al-Hilal	Mental and cognitive skills	6	April2
Classroom performance and tests	Standard method	Word meanings	Mental and cognitive skills	6	April3
Classroom performance and tests	Standard method	Tests	Mental and cognitive skills	6	April4
Classroom performance and tests	Standard method	review	Mental and cognitive skills	6	May 1
	Standard method	review		6	May 1

11. Course Evaluation

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

The grade is distributed through several channels:

- 1- Formative assessment through daily quizzes, observing and monitoring the student's performance in class discussions and homework assignments, and classroom assessment. This does not exceed 20% of the total grade.
- 2- Diagnostic assessment through semester and final exams to issue judgments of success and failure. This has a grade of 80% divided over (4) exams, two exams for each semester, to extract the annual effort before entering the final exams.

12. Learning and teaching resources

The Writer's Etiquette by Ibn Qutaybah	Required textbooks (methodology, if applicable)
The Diwan of Hassan ibn Thabit, the Diwan of Abdullah ibn Rawaha, the Diwan of Al-Hutay'a, the poetry of Mutammim ibn Nuwayra, the Diwan of Jarir/Al-Farazdaq/Al-Akhtal/the poetry of Al-Kumayt/the poetry of Ubaydullah ibn Qays Al-Ruqayyat/the Diwan of Umar ibn Abi Rabi'a/the Diwan of Jamil Buthayna	Main references (sources)

Iraqi academic scientific journals	Recommended supporting books and references (scientific journals, reports...)
Dr. Mohammed Saeed Al-Ghamdi's website. Comprehensive Library/Encyclopedia of Arabic Literature/Bibliotheca Alexandrina/Endowment Library/Faculty of Arabic Language website, Al-Azhar University. Website of the Faculty of Arabic Language at Al-Qarawiyyin University.	Electronic references, websites

Course description template

1. Course Name
General approaches and methods
2. Course Code
Phase Two
3. Term/Year
2025/2026
4. Date this description was prepared

21/9/2025

5. Available attendance formats

Classroom lectures

6. Total number of study hours

60 hours, total number of units (4)

7. Name of the course coordinator

M.M. Sari Ahmed Moussa

sura.ahmed@tu.edu.iq

Cognitive objectives -أ

A1- Enabling female students to acquire the greatest amount of scientific knowledge

A2-Enabling female students to understand professional ethics

A3-Enabling female students to acquire knowledge of the principles of teaching methods

A4-

A5-

A6-

B -Skills objectivespertaining toprogram

for1 –Enabling students to solve problems related to teaching methods

for2 –Practical application of teaching methods

for3 -

Teaching and learning methods

1. Providing students with the basics and additional topics

2. Applying theoretically studied topics to the practical level

3. Asking students to demonstrate some practical applications of teaching methods.

4. Explanation and clarification

5. Lecture Method

Evaluation methods

Daily and monthly exams -

Final exams -

Competitive scores for their daily participation -

Grades for attendance and punctuality in lectures -

C- Affective and value-based objectives.

A1-The students were able to identify the relationships between teaching methods.

Part 2-Skills that enable students to gain a precise understanding of teaching methods

Q3-

C4-

Teaching and learning methods

- Providing students with the fundamentals and additional topics related to previous learning outcomes to solve practical problems -
- Applying theoretically studied topics to a practical level -
- Students were asked to perform some practical exercises during lectures. -
- Discussion and lecturing method -

Evaluation methods

- Daily and monthly exams -
- Final exams -
- Competitive scores for their daily participation -
- Grades for attendance and punctuality in lectures -

dGeneral skillsandRehabilitationTransferred(skills)Others related to employability and development(Personal).

D1-Enabling female students to use the subject of teaching methods as a foundation for their benefit.

D2-Empowering female students to pass job interviews through their strong personalities

D3-Empowering female students to engage in continuous self-development after graduation

D4-

Teaching and learning methods

-The development of teaching curricula, in coordination with the committee of deans of colleges of education in Iraq, is communicated to us in writing from the Ministry.

- Sending female students for training by utilizing the practical application period in secondary schools

- Training female students in experiences that simulate real-life situations

Evaluation methods

- Daily quizzes with self-solving homework questions -
- Participation grades for competitive questions related to the course material -
- Specific grades for attendance and punctuality -

Program structure .١				
Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
---	2	Teaching methods		Third

Planning for personal development .٢	
Working effectively and actively within the group	1-
Time management and prioritization in an organized manner	2-
Admission standard (situation Regulations related to college admission or Institute) .٣	
Centralized / As per the requirements of the Ministry of Higher Education -	

Key sources of information about the program .ξ

- The university's central library and the college library -**
- The International Information Network (Internet) -**
- The curriculum prescribed for study, according to the syllabi approved by the Ministry. -**
- Accessing helpful resources -**

Curriculum Skills Plan

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

Learning outcomes required from the program

General skills and rehabilitation transferred (Other skills related to employability and personal development)				Affective and value-based objectives				Goals Skills expert training top program				Goals IDY				essential My choice	Course Name	Course code	Year / Level
D4	D3	D2	D1	Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	essential	Teaching methods	2015/2016	

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.;

College of Education for Girls	Educational institution .
Educational and psychological sciences	Sections scientific/ Center .
Teaching methods	Course Name/Code .
My theory only	Available forms of . attendance
annual	Semester/Year .
60 hours	Number of study . hours(The whole)
21/9/2025	Date this description was . prepared
Course Objectives .	
1. Providing students with theoretical information in the subject of teaching methods	
2. To provide female students with practical and theoretical information on how to approach the profession and build a strong professional personality for them.	

Outputs of the Decision Methods of teaching, learning, and assessment. \ .	
A- The Cognitive objectives	
A1-Introducing students to different teaching methods	
A2-Empowering female students on how to develop their scientific and professional skills	
	A3-
	A4-
	A5-
	A6-
B - Goals Skills pertaining to Decision.	
B1 -To equip students with the skills to apply different teaching methods	
	B2 -
	B3 -
	B4-
Teaching and learning methods	
Giving and delivering lectures to students through display screens and using the internet -	

Evaluation methods
<ul style="list-style-type: none"> -Conduct quick daily tests - Conducting monthly exams - Conducting final exams
C-Affective and value-based objectives
<p>A1-Enabling students to apply the information they have learned in teaching methods</p> <p>Part 2-Developing a sense of patriotism among female students to serve their community and country</p> <p>Q3-Instilling the concept of community service and the best way to deal with different segments of society</p> <p>C4- Developing the ethics of the teaching profession, given its high and noble value.</p>
Teaching and learning methods
<p>Giving theoretical lectures and applying the study practically -</p> <p>discussion -</p>
Evaluation methods
<p>Daily, monthly, and final quizzes -</p> <p>Reports and feedback from the student 2- -</p>

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

D1-Enabling female students to use the subject of teaching methods as a foundation for their benefit.

D2-Empowering female students to pass job interviews through their strong personalities

D3-Empowering female students to engage in continuous self-development after graduation

Course structure. 11					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Test	discussion	Teaching methods	Understanding teaching methods and aspects of the teaching process		

Infrastructure. 12	
General Teaching Methods Book	1. Required textbooks
	2. Main references (sources)
Journals of Educational and Psychological Sciences	a. Recommended books and references (Scientific journals, reports,...)
	b) Electronic references, websites.

Diverse sources for learning course topics	1-
familiarity with allWhat is new and innovative inTeaching methods,Reviewing published and unpublished research and studies in universities and journals	2-
Benefiting from the latest findings of experimental research	3-

Course description template

1. Course Name
Islamic literature–Second stage, section (B)
2. Course Code
3. Term/Year
Year2025 2026:
4. Date this description was prepared
2025/9/21
5. Available attendance formats
In-person classes + online classes onGoogle Classroom serves as a support classroom for in-person classes and is

linked <https://classroom.google.com/c/Njg2MjI5MTAzNTQ3?cjc=bldlavq> According to the regulations and instructions of the Ministry of Higher Education and Scientific Research.

6. Total number of study hours / Total number of units

3hours per week =90Hour / Units6units

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

the name: M.M. Rafal Ahmed AliAimeetorafal.ahmed@.tu.edu.iq

8. Course Objectives

- * To enable female students to learn about the most prominent figures of Islamic literature, including poets, orators, and writers.
- * To enable female students to understand the impact of Islam on the literature of this era.
- * Introducing female students to the role of literature in spreading Islam and its teachings.
- *Teaching female students about the impact of political, social and intellectual conditions on literature, both negatively and positively.
- *Developing poetic talent among female students, and training them in the method of reciting poetry or speeches.
- *Developing a sound literary sense and training literary taste that can judge the quality of texts without it.

Course objectives

9. Teaching and learning strategies

<p>Applying diverse teaching methods, including:</p> <p>The standard method (giving lectures).</p> <p style="text-align: center;">Text formatting.</p> <p>A method for solving problems.</p>	<p style="text-align: right;">strategy</p>
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10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week

Classroom performance and tests	The standard method, the text method	Defining the term Islamic literature	General cognitive skills	3	September 3
Classroom performance and tests	Standard method, text method	The state of poetry in the early Islamic era	General cognitive skills	3	September 4
Classroom performance and tests	Standard method, text method	The state of poetry in the early Islamic era	General cognitive skills	3	October-1
Classroom performance and tests	Text method, standard method	Poetry's trend towards religious commitment	General cognitive skills	3	October-2

Classroom performance and tests	Text method, standard method	A detailed study of the poetry of Hassan ibn Thabit	Mental skills through memorizing and explaining texts	3	October-3
Classroom performance and tests	Standard method	A detailed study of the poetry of Abdullah bin Rawaha	Mental skills through memorizing and explaining texts	3	October-4
Classroom performance and tests	Standard method	A detailed study of the poetry of Mutammim ibn Nuwayrah	Mental skills through memorizing and explaining texts	3	November 2
Classroom performance and tests	Standard method	A detailed study of Al-Hutay'ah's poetry	Mental skills through memorizing and explaining texts	3	November 3
Classroom performance and tests	Standard method and text method	New poetic themes; poetry of advocacy and doctrine	Practical skills through editing, saving, and explaining texts	3	November 4
Classroom performance and tests	Standard method	New poetic themes; poetry of jihad and Islamic conquests	Mental skills through explaining and memorizing texts	3	December 1
Classroom performance and tests	Text method and standard method	Ancient and modern poetic themes; praise and satire	Mental skills through explaining and memorizing texts	3	December 2

Classroom performance and tests	Text method and standard method	Ancient and modern poetic themes; elegy and love poetry	Practical skills through text editing and delivery		December 3
Classroom performance and tests	Textual method and deductive method	Oratory in the early days of Islam	General knowledge outputs	3	December 4
Classroom performance and tests	Text method and standard method	Letters in the early Islamic period	Mental and cognitive skills	3	January 1
19/1/2026: Spring break N5 /1/2026 until					January 2
Classroom performance and tests	Standard method	The spread of poetry in Islamic lands	Mental, cognitive, and perceptual skills	3	February 1
Classroom performance and tests	Standard method	Contradictory Poems and Their Most Famous Figure: Jarir	Mental, cognitive, and perceptual skills	3	February 2
Classroom performance and tests	The deductive method and the textual method	Political poetry; Umayyad poetry	Emotional and moral skills, through which the student learns about the role of poets in public life	3	February 3
Classroom performance and tests	The deductive method and the textual method	Kharijite poetry	Emotional and moral skills, through which the student	3	February 4

			learns about the role of poets in political life		
Classroom performance and tests	Standard method	Alawite poetry	Emotional and moral skills that reveal the role of poetry in defending Islam	3	March 1
Classroom performance and tests	Standard method and text method	Poetry of the Zubayrids	Emotional and moral skills, through which the student learns about the role of poets in political life	3	March2
Classroom performance and tests	Standard method and text method	Sensual love poetry; a study of the poetry of Umar ibn Abi Rabi'ah	Emotional and value-based skills, through which the student learns about the role of flirting in emotional life.	3	March3
Classroom performance and tests	Standard method and text method	Chaste love poetry; a study of the poetry of Jamil Buthaina	-Emotional and value-based skills, through which the student learns about the role of flirting in emotional life.	3	March 4

Classroom performance and tests	Standard method	Technical characteristics of Umayyad poetry	Mental and cognitive skills	3	April 1
Classroom performance and tests	Standard method	Technical characteristics of Umayyad poetry	Mental and cognitive skills	3	April2
Classroom performance and tests	Standard method	Prose in the Umayyad era	Mental and cognitive skills	3	April3
Classroom performance and tests	Standard method	Prose in the Umayyad era: its themes and characteristics	Mental and cognitive skills	3	April4
Classroom performance and tests	Standard method	Prose in the Umayyad era	Mental and cognitive skills	3	May 1
	Standard method	review		3	May 1
	Standard method	review		3	Mays2
Year end	End-of-year exams begin5/17				Mays4

11. Course Evaluation

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

The grade is distributed through several channels:

1- Formative assessment through daily quizzes, observing and monitoring the student's performance in class discussions and homework assignments, and classroom assessment. This does not exceed 20% of the total grade.

2- Diagnostic assessment through semester and final exams to issue judgments of success and failure. This has a grade of 80% divided over (4) exams, two exams for each semester, to extract the annual effort before entering the final exams.

12. Learning and teaching resources

<p>Dictations in Islamic Literature; Ibtisam Marhoon Al-Saffar The Islamic Era; Shawqi Daif</p>	<p>Required textbooks (methodology, if applicable)</p>
<p>The Diwan of Hassan ibn Thabit, the Diwan of Abdullah ibn Rawaha, the Diwan of Al-Hutay'a, the poetry of Mutammim ibn Nuwayra, the Diwan of Jarir/Al-Farazdaq/Al-Akhtal/the poetry of Al-Kumayt/the poetry of Ubaydullah ibn Qays Al-Ruqayyat/the Diwan of Umar ibn Abi Rabi'a/the Diwan of Jamil Buthayna</p>	<p>Main references (sources)</p>
<p>Islam and Poetry, Said al-Naqouri; Islam and Poetry; Sami Makki al-Ani/Literature in the Era of the Prophet and the Rightly Guided Caliphs;</p>	<p>Recommended supporting books and references (scientific journals, reports...)</p>

<p>Salah al-Din al-Hadi/Trends in Poetry in the Umayyad Era; Salah al-Din al-Hadi</p> <p>Academic research on the influence of Islam on poetry.</p>	
<p>Dr. Mohammed Saeed Al-Ghamdi's website.</p> <p>Comprehensive Library/Encyclopedia of Arabic Literature/Bibliotheca Alexandrina/Endowment Library/Faculty of Arabic Language website, Al-Azhar University.</p> <p>Website of the Faculty of Arabic Language at Al-Qarawiyyin University.</p>	<p>Electronic references, websites</p>

Course description template

	1.Course Name
	Phonetics and Arabic Lexicon
	2.Course code
	Phase Two
	3.the chapter/Year

Annual course
4.Date this description was prepared
10/1/2025
5.Available forms of attendance
In-person classroom lectures
6.Number of study hours(The whole) /Number of units(The whole)
56
7.Name of course coordinator(If more than one name is mentioned)
Name: Prof. Dr. Saleh Dheeb Saleh Email: Salih_theb@tu.edu.iq
8.Course objectives

<p>To introduce students to the meaning of a dictionary, the difference between it and a lexicon, the benefits of a dictionary, and its importance to linguistic studies in particular, and to introduce students to the different types of dictionaries...</p> <ul style="list-style-type: none"> ● Introducing students to the most prominent lexicographical schools.And the method of each dictionary in arranging theThe text contains words 	<p>Course objectives</p>
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that enable the student to easily use dictionaries to discover the meanings of words and compare what modern dictionaries have added to older ones by examining the most prominent modern dictionaries and their characteristics.

- Student introduction Meaning phonetics, the articulation and characteristics of sounds, the difference between the old and the new, as well as highlighting the phonetic efforts of ancient and modern phoneticians, providing them with the subtle differences in phonetic terminology, and applying this to different linguistic texts...

9. Teaching and learning strategies

1/AA memorization strategy such as creating mental links between course topics and using new terminology and keywords

2/A cognitive strategy such as receiving, sending, and analyzing information, and learning how to use different dictionaries

	<p>to extract the meanings of words and use them in the required text.</p> <p>3/The strategy of applying sounds, their articulation points, and their characteristics to different texts gives the student pronunciation skills and confidence in the accuracy of the acquired information..</p>
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10.Course structure:					
Evaluati on Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performanc e and tests	Text and lecture method	The meaning of a dictionary, its benefits, and its importance		2	September 3
Classroom performanc e and tests	Text and lecture method	The Origins of the Arabic Lexicon		2	September 4
Classroom performanc e and tests	Lecture	Linguistic treatises on the topics of the Arabist's books		2	October1

Classroom performance and tests	Lecture	Books on rare words and jurisprudence		2	October2
Classroom performance and tests	Lecture	First month exam		2	October3
Classroom performance and tests	Lecture	Lexicographical Schools: Al-Khalil School		2	OctoberFirst 4
Classroom performance and tests	Lecture	Ibn Duraid School		2	November1
Classroom performance and tests	Lecture	Al-Jawahiri School		2	November2
Classroom performance and tests	Lecture	Zamakhshari School		2	November3
Classroom performance and tests	Lecture	The Classified Stranger		2	November4
Classroom performance and tests	Lecture	Linguistics		2	December1
Classroom performance and tests	Lecture	Applied study		2	December2

Classroom performance and tests	Lecture	Features of modern dictionaries		2	December3
Classroom performance and tests	Lecture	Characteristics of modern dictionaries		2	December4
Classroom performance and tests	Lecture	Spring break		2	January1
Classroom performance and tests	Lecture	Spring break		2	January2
Classroom performance and tests	Lecture	The concept of phonetics and its subjects		2	January 3
Classroom performance and tests	Lecture	The efforts of ancient scholars in the science of soundAnd the modernists		2	January 4
classroom performance	Lecture	Sound and letter		2	February1
Classroom performance and tests	Lecture	The elements of sound, its functions and importance		2	February 2

Classroom performance and tests	Lecture	Silent and vocal sounds		2	February 3
Classroom performance and tests	Lecture	Types of mCut off and apply it		2	February 4
Classroom performance and tests	Lecture	Sound outputs		2	March 1
Classroom performance and tests	Lecture	Sound characteristics		2	March 2
Classroom performance and tests	Lecture	First month exam of the second semester		2	March 3
Classroom performance and tests	Lecture	Phonetic phenomena: Hamza, Ishmam, and Rawm		2	March 4
classroom performance	Lecture	Embezzlemen t and embezzlemen t		2	April 1
Classroom performance and tests	Lecture	Stress, pause, and meeting		2	April 2

		of two consonants			
Classroom performance and tests	Lecture	The connection between sound, the origin of language, and meaning		2	April 3
Classroom performance and tests	Lecture	Arabic voices and dialects		2	April 4
Classroom performance and tests	Lecture	Second month exam, second semester		2	May 1
Classroom performance and tests	Lecture	Final exams		2	May 2, 3, and 4

11. Course evaluation

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

Chapter One:

monthly written exam 20

Daily exam+Preparation 5

Chapter Two:

monthly written exam 20

Daily exam+Preparation 5

Final exam 50

12. Learning and teaching resources

Introduction to Arabic Phonetics: Ghanem Qaddouri Al-Hamd Stages of the Arabic Lexicon: Dr. Hazem Al-Hilli	Required textbooks (Methodology, if available)
Al-Ain / by Al-Khalil ibn Ahmad The Secret of Arabic Grammar / Al-Munsif/Ibn Jinni Linguistics/by Al-Tha'alibi The allocated/Ibn Sida	Main References (Sources)
The Arabic Lexicon: Its Origins and Development: Dr. Hussein Nassar linguistic sounds: Dr. Ibrahim Anis	Recommended supporting books and references (Scientific journals, Reports...)
Al-Aluka Network. Dr. Mohammed Saeed Al-Ghamdi's website. Website of the Faculty of Arabic Language, Al-Azhar University	Electronic references, Internet sites

Course description template

1. Course Name	
Educational guidance	
2. Course Code	
Phase Two	
3. Term/Year	
2025/2026	
4. Date this description was prepared	
10/1/2025	
5. Available attendance formats	
Classroom lectures	
6. Total number of study hours	
60 hours, total number of units (4)	
7. Name of the course coordinator	
M.M. Sari Ahmed Moussa	sura.ahmed@tu.edu.iq
8. Course Objectives	
The concept of guidance, its principles, foundations, fields, methods, and how to employ them in a way that achieves psychological, educational, and social harmony for students.	Course objectives

The role of the teacher as a mentor and –۲
educational advisor, and their role in helping the
student achieve psychological, educational, and
social adjustment.

Methods of collecting information, their –۳
importance, and the advantages and
disadvantages of each.

Guidance programs and their importance in –۴
addressing the problems faced by students.

Parents and teachers councils and their role in –۵
educational guidance.

Preparing a generation of female college –۶
graduates to teach in middle and high school
levels.

Providing female students with science and –۷
knowledge to meet the demands of life and
its development, and to benefit from
learning experiences and transfer them to
the environment, i.e., transferring the
impact of learning within the educational
institution and generalizing it to the
situations of the environment.

To provide female students with educational –۸
and psychological knowledge and teach
them modern principles, methods, and
topics that educational and psychological
guidance focuses on, as well as its theories
and educational applications in the learning
and teaching process.

To provide female students with –۹
psychological experiences and theories, as
well as the results of local and international
research and studies related to educational
and psychological counseling.

Training students in writing research –۱۰
papers and reports, and summarizing

theoretical and applied ideas in the field of developmental psychology.	
9. Teaching and learning strategies	
Giving the lecture -١ Discussion method -٢	strategy

	Course Name	Course code	Academic stage
Two hours per week	Educational guidance		Bachelor's Degree (Second Stage)

Course structure .۲

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Achievement tests	Lecture and discussion	Introduction and general idea Basic definitions of psychology Guidance	Educational and psychological sciences	2	September 3
Achievement tests	Lecture and discussion	The relationship between guidance and terminology The other	Educational and psychological sciences	2	September 4
Achievement tests	Lecture and discussion	brief historical overview the development of psychological counseling	Educational and psychological sciences	2	October First 1
Achievement tests	Lecture and discussion	practical objectives of guidance Educational Psychology	Educational and psychological sciences	2	October First 2
Achievement tests	Lecture and discussion	scientific objectives of guidance Educational Psychology	Educational and psychological sciences	2	October First 3
Achievement tests	Lecture and discussion	scientific objectives of guidance Educational Psychology	Educational and psychological sciences	2	October First 4
Achievement tests	Lecture and discussion	The relationship between guidance and science The other	Educational and psychological sciences	2	October Second 1

Achievement tests	ecture and discussion	lds of psychological counseling practical applications	ucational and psychological sciences	2	October Second 2
Achievement tests	ecture and discussion	ltiple choice questions True or false	ucational and psychological sciences	2	October Second 3
Achievement tests	ecture and discussion	rrricula and methods Psychological counseling	ucational and psychological sciences	2	October Second 4
Achievement tests	ecture and discussion	ethods of psychological counseling His methods	ucational and psychological sciences	2	Canon First 1
Achievement tests	ecture and discussion	Direct guidance indirect guidance	ucational and psychological sciences	2	Canon First 2
Achievement tests	ecture and discussion	ethods of psychological counseling methods: Optional guidance Behavioral guidance	ucational and psychological sciences	2	Canon First 3
Achievement tests	ecture and discussion	Play-based guidance Religious guidance	ucational and psychological sciences	2	Canon First 4
		Spring break		2	Canon Second 1
		Spring break		2	Canon Second 2
Achievement tests	ecture and discussion	e concept of the guidance program And how to build it	ucational and psychological sciences	2	Canon Second 3

Achievement tests	ecture and discussion	w the sessions work Guidance	ucational and psychological sciences	2	Canon Second 4
Achievement tests	ecture and discussion	resentation of some theories Psychological ounseling and its applications eldwork, Self-Theory	ucational and psychological sciences	2	bruary 1
Achievement tests	ecture and discussion	psychoanalytic theory	ucational and psychological sciences	2	bruary 2
Achievement tests	ecture and discussion	Behavioral theory	ucational and psychological sciences	2	bruary 3
Achievement tests	ecture and discussion	tional emotive theory	ucational and psychological sciences	2	bruary 4
Achievement tests	ecture and discussion	ormation gathering methods psychological counseling	ucational and psychological sciences	2	March 1
Achievement tests	ecture and discussion	Guidance interview Observation	ucational and psychological sciences	2	March 2
Achievement tests	ecture and discussion	Case study Cumulative record	ucational and psychological sciences	2	March 3
Achievement tests	ecture and discussion	Personal Biography	ucational and psychological sciences	2	March 4
Achievement tests	ecture and discussion	survey	ucational and psychological sciences	2	April 1

Achievement tests	ecture and discussion	overview of Educational guidance	ucational and psychological sciences	2	April 2
Achievement tests	ecture and discussion	e importance of guidance	ucational and psychological sciences	2	April 3
Achievement tests	ecture and discussion	e importance of guidance in school	ucational and psychological sciences	2	April 4
Achievement tests	ecture and discussion	General review	ucational and psychological sciences	2	May 1

11. Course Evaluation

50 marks for the annual coursework, with 25 marks allocated for each semester, divided as follows:

- 20 marks for the written exam
- 5 marks for the daily work, distributed between daily exams or reports
- 50 marks for the end-of-year exam

12. Learning and teaching resources

Educational Guidance Book The Family in Islam, by the martyr Muhammad Muhammad Sadiq al-Sadr	1- Books The scheduled Required
Educational philosophies–Educational meeting	A. Recommended books and references(Scientific journals, reports,....)

Educational and psychological websites/ College and University Website The relevant department wroteand its sources University Central Library	- - - -	b) Electronic references, websites....
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Course description template

1. Course Name
Islamic literature–Second stage, section (B)
2. Course Code
3. Term/Year
2025/2026
4. Date this description was prepared
10/1/2025
5. Available attendance formats
In-person classes + online classes onGoogle Classroom
6. Total number of study hours / Total number of units
3hours per week =90Hour / Units6units
7. Name of the course coordinator (if there is more than one, mention it)
Prof. Dr. Mohamed Saeed Hussein ms_husen@tu.edu.iq

8. Course Objectives

<ul style="list-style-type: none">* To enable female students to learn about the most prominent figures of Islamic literature, including poets, orators, and writers.* To enable female students to understand the impact of Islam on the literature of this era.* Introducing female students to the role of literature in spreading Islam and its teachings.*Teaching female students about the impact of political, social and intellectual conditions on literature, both negatively and positively.*Developing poetic talent among female students, and training them in the method of reciting poetry or speeches.*Developing a sound literary sense and training literary taste that can judge the quality of texts without it.	Course objectives
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9. Teaching and learning strategies

<p>Applying diverse teaching methods, including:</p> <p>The standard method (giving lectures).</p> <p>Text formatting.</p>	strategy
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A method for solving problems.

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week

Classroom performance and tests	The standard method, the text method	Defining the term Islamic literature	General cognitive skills	3	September 3
Classroom performance and tests	Standard method, text method	The state of poetry in the early Islamic era	General cognitive skills	3	September 4
Classroom performance and tests	Standard method, text method	The state of poetry in the early Islamic era	General cognitive skills	3	October-1
Classroom performance and tests	Text method, standard method	Poetry's trend towards religious commitment	General cognitive skills	3	October-2
Classroom performance and tests	Text method, standard method	A detailed study of the poetry of Hassan ibn Thabit	Mental skills through memorizing and explaining texts	3	October-3
Classroom performance and tests	Standard method	A detailed study of the poetry of Abdullah bin Rawaha	Mental skills through	3	October-4

			memorizing and explaining texts		
Classroom performance and tests	Standard method	A detailed study of the poetry of Mutammim ibn Nuwayrah	Mental skills through memorizing and explaining texts	3	November 2
Classroom performance and tests	Standard method	A detailed study of Al-Hutay'ah's poetry	Mental skills through memorizing and explaining texts	3	November 3
Classroom performance and tests	Standard method and text method	New poetic themes; poetry of advocacy and doctrine	Practical skills through editing, saving, and explaining texts	3	November 4
Classroom performance and tests	Standard method	New poetic themes; poetry of jihad and Islamic conquests	Mental skills through explaining and memorizing texts	3	December 1
Classroom performance and tests	Text method and standard method	Ancient and modern poetic themes; praise and satire	Mental skills through explaining and memorizing texts	3	December 2
Classroom performance and tests	Text method and standard method	Ancient and modern poetic themes; elegy and love poetry.	Practical skills through text editing and delivery		December 3

Classroom performance and tests	Textual method and deductive method	Oratory in the early days of Islam	General knowledge outputs	3	December 4
Classroom performance and tests	Text method and standard method	Letters in the early Islamic period	Mental and cognitive skills	3	January 1
Quarterly break					January 2
Classroom performance and tests	Standard method	The spread of poetry in Islam	Mental, cognitive, and perceptual skills	3	February 1
Classroom performance and tests	Standard method	Contradictory Poems and Their Most Famous Figure: Jarir	Mental, cognitive, and perceptual skills	3	February 2
Classroom performance and tests	The deductive method and the textual method	Political poetry; Umayyad poetry	Emotional and moral skills, through which the student learns about the role of poets in public life	3	February 3
Classroom performance and tests	The deductive method and the textual method	Kharijite poetry	Emotional and moral skills, through which the student learns about the role of poets in political life	3	February 4

Classroom performance and tests	Standard method	Alawite poetry	Emotional and moral skills that reveal the role of poetry in defending Islam	3	March 1
Classroom performance and tests	Standard method and text method	Poetry of the Zubayrids	Emotional and moral skills, through which the student learns about the role of poets in political life	3	March2
Classroom performance and tests	Standard method and text method	Sensual love poetry; a study of the poetry of Umar ibn Abi Rabi'ah	Emotional and value-based skills, through which the student learns about the role of flirting in emotional life.	3	March3
Classroom performance and tests	Standard method and text method	Chaste love poetry; a study of the poetry of Jamil Buthaina	-Emotional and value-based skills, through which the student learns about the role of flirting in emotional life.	3	March 4
Classroom performance and tests	Standard method	Technical characteristics of Umayyad poetry	Mental and cognitive skills	3	April 1

Classroom performance and tests	Standard method	Technical characteristics of Umayyad poetry	Mental and cognitive skills	3	April2
Classroom performance and tests	Standard method	Prose in the Umayyad era	Mental and cognitive skills	3	April3
Classroom performance and tests	Standard method	Prose in the Umayyad era: its themes and characteristics	Mental and cognitive skills	3	April4
Classroom performance and tests	Standard method	Prose in the Umayyad era	Mental and cognitive skills	3	May 1
	Standard method	review		3	May 1
	Standard method	review		3	Mays2
Year end	Final exams				Mays4

11. Course Evaluation

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

The grade is distributed through several channels:

1- Formative assessment through daily quizzes, observing and monitoring the student's performance in class discussions and homework assignments, and classroom assessment. This does not exceed 20% of the total grade.

2- Diagnostic assessment through semester and final exams to issue judgments of success and failure. This has a grade of 80% divided over (4) exams, two exams for each semester, to extract the annual effort before entering the final exams.

12. Learning and teaching resources

<p>Dictations in Islamic Literature; Ibtisam Marhoon Al-Saffar The Islamic Era; Shawqi Daif</p>	<p>Required textbooks (methodology, if applicable)</p>
<p>The Diwan of Hassan ibn Thabit, the Diwan of Abdullah ibn Rawaha, the Diwan of Al-Hutay'a, the poetry of Mutammim ibn Nuwayra, the Diwan of Jarir/Al-Farazdaq/Al-Akhtal/the poetry of Al-Kumayt/the poetry of Ubaydullah ibn Qays Al-Ruqayyat/the Diwan of Umar ibn Abi Rabi'a/the Diwan of Jamil Buthayna</p>	<p>Main references (sources)</p>
<p>Islam and Poetry, Said al-Naqouri; Islam and Poetry; Sami Makki al-Ani/Literature in the Era of the Prophet and the Rightly Guided Caliphs; Salah al-Din al-Hadi/Trends in Poetry in the Umayyad Era; Salah al-Din al-Hadi</p>	<p>Recommended supporting books and references (scientific journals, reports...)</p>

Academic research on the influence of Islam on poetry.	
<p>Dr. Mohammed Saeed Al-Ghamdi's website. Comprehensive Library/Encyclopedia of Arabic Literature/Bibliotheca Alexandrina/Endowment Library/Faculty of Arabic Language website, Al-Azhar University.</p> <p>Website of the Faculty of Arabic Language at Al-Qarawiyyin University.</p>	Electronic references, websites

Course description template

1. Course Name:

Arabic Rhetoric/Second Stage

2. Course code:

3. Term/Year:

2024-2025

4. Date this description was prepared:

1/10/2025

5. Available forms of attendance:

In-person classes + online classesclass room

6. Total number of study hours, total number of units

60 hours // 4 units

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

Name: Dr. Shaimaa Othman Mohammed Email:sh.mohammed@tu.edu.iq

8. Course Objectives

- Take a brief overview of the history of the emergence of Arabic rhetorical studies.** -
- Identifying the sources of Arabic rhetorical heritage and the most important Arab rhetoricians** -
- And to become familiar with the most important terms of Arabic rhetoric** -
- Determining the role of each rhetorical style in determining the meaning of the Qur'anic text, the poetic text, and the prose text.** -
- Identifying the points of beauty of expression in the Arabic language** -

Course objectives

To enable female students to become familiar with the styles of Arabic rhetoric and their literal and figurative meanings.	-
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9. Teaching and learning strategies

Applying available teaching methods Text-based method + Standard method + Problem-solving method	strategy
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10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	The standard method, the text method	A brief history of the origins of Arabic rhetoric		2	September 3

Classroom performance and exams	Standard method, text method	Arab rhetoricians and their most important works		2	September 4
Classroom performance and exams	Standard method, text method	The terms "statement" and "composition," the difference between them, and the two types of construction: imperative and non-imperative.		2	October1
Classroom performance and exams	Text method, standard method	The news: Definition of the term, types of news, purposes, literal and figurative meanings, and general applications.		2	October2
Classroom performance and exams	Text method, standard method	Imperative construction: The interrogative style - Definition of the term, interrogative pronouns and their particles and their meanings		2	OctoberFirst 3
Classroom performance and exams	Standard method	The literal and figurative meanings of questions and general applications		2	OctoberFirst 4
Classroom performance and exams	Standard method	The call to action defines the term, its purposes, and its literal and figurative meanings.		2	November1
Classroom performance and exams	Standard method	The imperative mood: Definition of the term, types of imperative mood, and literal and figurative meanings of the imperative.		2	November2

Classroom performance and exams	Standard method and text method	Wishing: Defining the term, its purposes, and its literal and figurative meanings.		2	November 3
Classroom performance and exams	Standard method	The prohibitive style involves defining the term, its purposes, and its literal and figurative meanings.		2	November 4
Classroom performance and exams	Text method and standard method	Applications for order creation		2	December 1
Classroom performance and exams	Text method and standard method	Non-imperative construction: its definition and methods		2	December 2
Classroom performance and exams	Textual method and deductive method	The style of praise and blame, and the style of exclamation.		2	December 3
Classroom performance and exams	Text method and standard method	Contract terms and the style of hope		2	December 4
Mid-year break					January 1
					January 2
Classroom performance and exams	Standard method	Section style		2	January 3
Classroom performance and exams	Standard method	Non-request construction applications		2	January 4
Classroom performance and exams	Standard method	Arabic semantics and sentence structure		2	February 1
Classroom performance and exams	The deductive method and the textual method	Methods of semantics		2	February 2

Classroom performance and exams	Standard method and text method	Brevity and equality		2	February 3
Classroom performance and exams	Standard method and text method	Types of brevity		2	February 4
		First exam			March 1
Classroom performance and exams	Standard method	Elaboration and its types		2	March 2
Classroom performance and exams	Standard method	Applications		2	March 3
Classroom performance and exams	Standard method	Separation and Connection		2	March 4
Classroom performance and exams	Text method and standard method	The palace		2	April 1
Classroom performance and exams	Standard method and text method	Deletion and mention		2	April 2
		Second semester exam		2	April 3
		General review			April 4

11. Course Evaluation

First semester: Grade = 25 (10 for the first exam + 10 for the second exam + 5 for daily exams)

Second semester: Grade 25 = (10 for the first exam + 10 for the second exam + 5 for daily exams)

Final exam: 50 marks

12. Learning and teaching resources

<p>The textbook for the course "Rhetoric and Application" by Dr. Ahmed Matloub</p> <p>The book "Al-Mufasssal fi Ulum al- Balaghah" by Dr. Issa Ali Al- Akoub</p>	<p>Required textbooks (methodology, if applicable)</p>
<p>Al-Idah by Al-Qazwini and Mukhtasar Al-Ma'ani by Al- Taftazani</p>	<p>Main references (sources)</p>
<p>Arabic rhetorical heritage books</p>	<p>Recommended supporting books and references (scientific journals, reports...)</p>
<p>Electronic libraries specializing in Arabic language and literature</p>	<p>Electronic references, websites</p>

Course description template

Course Name:the hairEnglish .١
Morphology
Course code: .٢
Phase Two
the chapter/Year:annual .٣
Annual course
Date this description was prepared .٤
10/1/2025
Available attendance formats: .٥
In-person classroom lectures
Number of study hours (total) / Number of units (total): .٦
56

Name of the course coordinator (if there is more than one, please mention it). .٧

m.Dr. Maryam Ali Ajil Al-Aymal:male@st.tu.edu.iq

Course objectives .٨

Explaining how a single word is composed by showing its weight, the number of its letters, its movements, and their order. .١

Explanation of the changes a word undergoes, whether through deletion, elision, transposition, or inversion, through the topic of vowel change and substitution. .٢

Statement on the pluralization of words of all kinds: the sound masculine plural, the sound feminine plural, and the broken plural of its two types: the plural of fewness and the plural of manyness, and a statement of their patterns from what is pluralized on each pattern of words. .٣

Distinguishing between the correct, defective, and shortened noun, the sign of each noun, the method of making them dual by pluralizing them, and the changes that occur to each noun. .٤

Teaching and learning strategies .٩

Memorization strategy such as creating mental links between course topics and using new terminology and keywords .١

Cognitive strategy such as receiving, sending, and analyzing information, recognizing how words are weighed, knowing the original and added letters, and what changes occur in them. .٢

The strategy of applying morphological lists to different words involving vowel changes, substitutions, diminutives, plurals, masculine and feminine forms gives the student strength and confidence in the accuracy of the acquired information. .٣

Course structure .١٠

Evaluation Method	Learning method	Unit or topic name	Learning outcomes	Hours	Week

			Required		
Classroom performance and exams	Standard method	the correct and incomplete name of the elongated form and its dual form		2	September3
Classroom performance and exams		the correct, defective, and lengthened nouns and their dual forms		2	September4
Classroom performance and exams	Standard method	the plural of the sound, defective, and elongated noun; the plural of the sound masculine noun.		2	October1
Classroom performance and exams				2	October2
Classroom performance and exams				2	October3
Classroom performance and exams	Standard method	the plural of the sound, defective, and elongated noun; the plural of the sound masculine noun.		2	October4
Classroom performance and exams				2	November1
Classroom performance and exams	Standard method	give practical exercises on the topic		2	November2
Classroom performance and exams				2	November3
Classroom performance and exams	Standard method	Broken plurals, plural of paucity		2	November4
Classroom performance and exams	Standard method			2	December1
Classroom performance and exams		Weights of the plural of paucity		2	December2
Classroom performance and exams		Weights of plural forms		2	December3

Classroom performance and exams	Standard method	Weights of plural forms	2	December3
			2	December4
Classroom performance and exams	Standard method	Weights of the total crushing	2	January 1+2
			2	January3
Classroom performance and exams	Standard method	ve practical exercises on the topic	2	January4
			2	January4
Classroom performance and exams	Standard method	ASecond month exam	2	February1
			2	February2
Classroom performance and exams	Standard method	duction:What was the weight(فعليل)	2	February3
			2	February4
Classroom performance and exams		Spring break	2	February4
			2	March1
Classroom performance and exams			2	March2
			2	March3
Classroom performance and exams	Standard method	duction:What was the weight(Fu'ayl)	2	March3
			2	March4
Classroom performance and exams	Standard method	duction:What was the weight(Fu'ay'il)	2	March4
			2	April1
Classroom performance and exams	Standard method	Reduction of the tart	2	April2
				April3
Classroom performance and exams	Standard method	Solving applied exercises		April3
				April4
Classroom performance and exams	Standard method	lineage through the heart		April4
				May1
Classroom performance and exams	Standard method	Proportions by deletion		May1
Classroom performance and exams	Standard method	e ratio by restoring the deleted element		
Classroom performance and exams	Standard method	Solving practical exercises		
Classroom performance and exams	Standard method	st month exam of the second semester		
		Substitutes		

Classroom performance and exams	Standard method	Heart defects			
	Standard method	Transposition(Accommodation)			
Classroom performance and exams	Standard method	Deletion			
	Standard method	second month exam, second semester			
Classroom performance and exams	Standard method	Final exams			
	Standard method				
Classroom performance and exams	Standard method				
	Standard method				
Classroom performance and exams	Standard method				
	Standard method				

Course evaluation .۱۱

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Learning and teaching resources .۱۲

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

Course description template

	1.Course Name
	Phonetics and Arabic Lexicon
	2.Course code
	Phase Two
	3.the chapter/Year
	Annual course

4. Date this description was prepared

10/1/2025

5. Available forms of attendance

In-person classroom lectures

6. Number of study hours(The whole) /Number of units(The whole)

56

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

Name: M.M. Raghad Abdul Karim Salloum Email: raqad.abd.kr@gmail.com

8. Course objectives

To introduce students to the meaning of a dictionary, the difference between it and a lexicon, the benefits of a dictionary, and its importance to linguistic studies in particular, and to introduce students to the different types of dictionaries...

- Introducing students to the most prominent lexicographical schools. And the method of each dictionary in arranging the text contains words that enable the student to easily use dictionaries to discover the meanings of words and compare what

Course objectives

modern dictionaries have added to older ones by examining the most prominent modern dictionaries and their characteristics.

..Student ●

introduction Meaning phonetics, the articulation and characteristics of sounds, the difference between the old and the new, as well as highlighting the phonetic efforts of ancient and modern phoneticians, providing them with the subtle differences in phonetic terminology, and applying this to different linguistic texts...

9. Teaching and learning strategies

1/AA memorization strategy such as creating mental links between course topics and using new terminology and keywords

2/A cognitive strategy such as receiving, sending, and analyzing information, and learning how to use different dictionaries to extract the meanings of words and use them in the required text.

	<p>3/The strategy of applying sounds, their articulation points, and their characteristics to different texts gives the student pronunciation skills and confidence in the accuracy of the acquired information..</p>
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10.Course structure:					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and tests	Text and lecture method	The meaning of a dictionary, its benefits, and its importance		2	September 3
Classroom performance and tests	Text and lecture method	The Origins of the Arabic Lexicon		2	September 4
Classroom performance and tests	Lecture	Linguistic treatises on the topics of the Arabist's books		2	October1
Classroom performance and tests	Lecture	Books on rare words and jurisprudence		2	October2

Classroom performance and tests	Lecture	First month exam		2	October3
Classroom performance and tests	Lecture	Lexicographical Schools: Al-Khalil School		2	OctoberFirst 4
Classroom performance and tests	Lecture	Ibn Duraid School		2	November1
Classroom performance and tests	Lecture	Al-Jawahiri School		2	November2
Classroom performance and tests	Lecture	Zamakhshari School		2	November3
Classroom performance and tests	Lecture	The Classified Stranger		2	November4
Classroom performance and tests	Lecture	Linguistics		2	December1
Classroom performance and tests	Lecture	Applied study		2	December2
Classroom performance and tests	Lecture	Features of modern dictionaries		2	December3

Classroom performance and tests	Lecture	Characteristics of modern dictionaries		2	December 4
Classroom performance and tests	Lecture	Spring break		2	January 1
Classroom performance and tests	Lecture	Spring break		2	January 2
Classroom performance and tests	Lecture	The concept of phonetics and its subjects		2	January 3
Classroom performance and tests	Lecture	The efforts of ancient scholars in the science of sound And the modernists		2	January 4
classroom performance	Lecture	Sound and letter		2	February 1
Classroom performance and tests	Lecture	The elements of sound, its functions and importance		2	February 2
Classroom performance and tests	Lecture	Silent and vocal sounds		2	February 3

Classroom performance and tests	Lecture	Types ofmCut off and apply it		2	February 4
Classroom performance and tests	Lecture	Sound outputs		2	March1
Classroom performance and tests	Lecture	Sound characteristics		2	March 2
Classroom performance and tests	Lecture	First month exam of the second semester		2	March 3
Classroom performance and tests	Lecture	Phonetic phenomena: Hamza, Ishmam, and Rawm		2	March 4
classroom performance	Lecture	Embezzlemen t and embezzlemen t		2	April 1
Classroom performance and tests	Lecture	Stress, pause, and meeting of two consonants		2	April 2

Classroom performance and tests	Lecture	The connection between sound, the origin of language, and meaning		2	April 3
Classroom performance and tests	Lecture	Arabic voices and dialects		2	April 4
Classroom performance and tests	Lecture	Second month exam, second semester		2	May 1
Classroom performance and tests	Lecture	Final exams		2	May 2, 3, and 4

11. Course evaluation

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

Chapter One:

monthly written exam 20

Daily exam + Preparation 5

Chapter Two:

monthly written exam20

Daily exam+Preparation5

Final exam50

12.Learning and teaching resources

Introduction to Arabic Phonetics: Ghanem Qaddouri Al-Hamd Stages of the Arabic Lexicon:Dr. Hazem Al-Hilli	Required textbooks(Methodology, if available)
Al-Ain / by Al-Khalil ibn Ahmad The Secret of Arabic Grammar / Al-Munsif/Ibn Jinni Linguistics/by Al-Tha'alibi The allocated/Ibn Sida	Main References(Sources)
The Arabic Lexicon: Its Origins and Development:Dr. Hussein Nassar linguistic sounds:Dr.Ibrahim Anis	Recommended supporting books and references(Scientific journals,Reports...)
Al-Aluka Network. Dr. Mohammed Saeed Al- Ghamdi's website. Website of the Faculty of Arabic Language, Al-Azhar University	Electronic references,Internet sites

1. Course Name	
Abbasid Prose - Third Stage	
2. Course Code	
3. Term/Year	
The year 2024_2025	
4. Date this description was prepared	
10/1/2025	
5. Available attendance formats	
In-person classes + online classes on Google Classroom It will be a support class for the in-person class, according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.	
6. Total number of study hours / Total number of units	
2 hours per week = 60 Hour / Units 4 units	
7. Name of the course coordinator (if there is more than one, mention it)	
Prof. Dr. Najla Abdul Hussein Alawi Email: najlaa.a.alewi@tu.edu.iq	
8. Course Objectives	
* To enable female students to learn about the most prominent figures of Abbasid prose; orators and writers.	Course objectives

<p>* To enable female students to understand the impact of Islam on the literature of this era.</p> <p>* Introducing students to the role of Abbasid prose.</p> <p>*Teaching female students about the impact of political, social and intellectual conditions on literature, both negatively and positively.</p> <p>*Developing the prose talent of female students, and accustoming them to the method of delivering speeches.</p> <p>*Developing a sound literary sense and training literary taste that can judge the quality of texts without it.</p>	
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9. Teaching and learning strategies

<p>Applying diverse teaching methods, including:</p> <p>The standard method (giving lectures).</p> <p>Text formatting.</p> <p>A method for solving problems.</p>	<p>strategy</p>
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10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
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Classroom performance and tests	Standard method, text method	The development of prose	General cognitive skills	2	September 3
Classroom performance and tests	Standard method, text method	The art of prose	General cognitive skills	2	September 4
Classroom performance and tests	Standard method, text method	stories	General cognitive skills	2	October-1
Classroom performance and tests	Text method, standard method	Prose of the works	General cognitive skills	2	October-2
Classroom performance and tests	Text method, standard method	Translator's prose	Mental skills through memorizing and explaining texts	2	October-3
Classroom performance and tests	Standard method	Omar ibn Bahr al-Jahiz's life	Mental skills through memorizing and explaining texts	2	October-4
Classroom performance and tests	Standard method	Sahl ibn Harun	Mental skills through memorizing and explaining texts	2	November 2

Classroom performance and tests	Standard method	Omar ibn Mas'adah	Mental skills through memorizing and explaining texts	2	November 3
Classroom performance and tests	Standard method and text method	Muhammad ibn Abd al-Malik al-Zayyat	Practical skills through editing, saving, and explaining texts	2	November 4
Classroom performance and tests	Standard method	Ibn Qutaybah	Mental skills through explaining and memorizing texts	2	December 1
Classroom performance and tests	Text method and standard method	Literature in the shadow of new environments	Mental skills through explaining and memorizing texts	2	December 2
Classroom performance and tests	Text method and standard method	Prose in the second Abbasid era	Practical skills through text editing and delivery	2	December 3
Classroom performance and tests	Textual method and deductive method	Towards the craft	General knowledge outputs	2	December 4
Classroom performance and tests	Text method and standard method	towards sending	Mental and cognitive skills	2	January 1
Spring break					January 2

Classroom performance and tests	Standard method	Abu al-Fadl ibn al-Amid	Mental, cognitive, and perceptual skills	2	February 1
Classroom performance and tests	Standard method	Abu Hayyan al-Tawhidi	Mental, cognitive, and perceptual skills	2	February 2
Classroom performance and tests	The deductive method and the textual method	Maqamat	Emotional and moral skills, through which the student learns about the role of poets in public life	2	February 3
Classroom performance and tests	The deductive method and the textual method	People of high standing	Emotional and moral skills, through which the student learns about the role of poets in political life	2	February 4
Classroom performance and tests	Standard method	Badi' al-Zaman al-Hamadani	Emotional and moral skills that reveal the role of poetry in defending Islam	2	March 1
Classroom performance and tests	Standard method and text method	Honorable Judge	Emotional and moral skills, through which the student	2	March 2

			learns about the role of poets in political life		
Classroom performance and tests	Standard method and text method	Biography of Imad al-Din al-Katib	Emotional and value-based skills, through which the student learns about the role of flirting in emotional life.	2	March3
Classroom performance and tests	Standard method and text method	The art of writing	-Emotional and value-based skills, through which the student learns about the role of flirting in emotional life.	2	March 4
Classroom performance and tests	Standard method	Speeches	Mental and cognitive skills	2	April 1
Classroom performance and tests	Standard method	debates	Mental and cognitive skills	2	April2
Classroom performance and tests	Standard method	artistic prose	Mental and cognitive skills	2	April3

Classroom performance and tests	Standard method	Sender	Mental and cognitive skills	2	April4
Classroom performance and tests	Standard method	review	Mental and cognitive skills	2	May 1
	Standard method	review		2	May 1

11. Course Evaluation

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

The grade is distributed through several channels:

1- Formative assessment through daily quizzes, observing and monitoring the student's performance in class discussions and homework assignments, and classroom assessment. This does not exceed 20% of the total grade.

2- Diagnostic assessment through semester and final exams to issue judgments of success and failure. This has a grade of 80% divided over (4) exams, two exams for each semester, to extract the annual effort before entering the final exams.

12. Learning and teaching resources

Prose in the Abbasid era
Dr. Nazim Rashid

Required textbooks (methodology, if applicable)

	Main references (sources)
Iraqi academic scientific journals	Recommended supporting books and references (scientific journals, reports...)
Dr. Mohammed Saeed Al-Ghamdi's website. Comprehensive Library/Encyclopedia of Arabic Literature/Bibliotheca Alexandrina/Endowment Library/Faculty of Arabic Language website, Al-Azhar University. Website of the Faculty of Arabic Language at Al-Qarawiyyin University.	Electronic references, websites

Course description template

1. Course Name
Abbasid Prose - Third Stage
2. Course Code
3. Term/Year
The year 2024_2025
4. Date this description was prepared
10/1/2025

5. Available attendance formats

In-person classes + online classes on Google Classroom It will be a support class for the in-person class, according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.

6. Total number of study hours / Total number of units

2 hours per week = 60 Hour / Units 4 units

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

Dr. Rana Munther Khudair

8. Course Objectives

- * To enable female students to learn about the most prominent figures of Abbasid prose; orators and writers.
- * To enable female students to understand the impact of Islam on the literature of this era.
 - * Introducing students to the role of Abbasid prose.
 - * Teaching female students about the impact of political, social and intellectual conditions on literature, both negatively and positively.
 - * Developing the prose talent of female students, and accustoming them to the method of delivering speeches.
 - * Developing a sound literary sense and training literary taste that can judge the quality of texts without it.

Course objectives

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9. Teaching and learning strategies

<p>Applying diverse teaching methods, including:</p> <p>The standard method (giving lectures).</p> <p>Text formatting.</p> <p>A method for solving problems.</p>	strategy
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10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week

Classroom performance and tests	Standard method, text method	The development of prose	General cognitive skills	2	September 3
Classroom performance and tests	Standard method, text method	The art of prose	General cognitive skills	2	September 4
Classroom performance and tests	Standard method, text method	stories	General cognitive skills	2	October-1

Classroom performance and tests	Text method, standard method	Prose of the works	General cognitive skills	2	October-2
Classroom performance and tests	Text method, standard method	Translator's prose	Mental skills through memorizing and explaining texts	2	October-3
Classroom performance and tests	Standard method	Omar ibn Bahr al-Jahiz's life	Mental skills through memorizing and explaining texts	2	October-4
Classroom performance and tests	Standard method	Sahl ibn Harun	Mental skills through memorizing and explaining texts	2	November 2
Classroom performance and tests	Standard method	Omar ibn Mas'adah	Mental skills through memorizing and explaining texts	2	November 3
Classroom performance and tests	Standard method and text method	Muhammad ibn Abd al-Malik al-Zayyat	Practical skills through editing, saving, and explaining texts	2	November 4
Classroom performance and tests	Standard method	Ibn Qutaybah	Mental skills through explaining and memorizing texts	2	December 1

Classroom performance and tests	Text method and standard method	Literature in the shadow of new environments	Mental skills through explaining and memorizing texts	2	December 2
Classroom performance and tests	Text method and standard method	Prose in the second Abbasid era	Practical skills through text editing and delivery	2	December 3
Classroom performance and tests	Textual method and deductive method	Towards the craft	General knowledge outputs	2	December 4
Classroom performance and tests	Text method and standard method	towards sending	Mental and cognitive skills	2	January 1
Spring break					January 2
Classroom performance and tests	Standard method	Abu al-Fadl ibn al-Amid	Mental, cognitive, and perceptual skills	2	February 1
Classroom performance and tests	Standard method	Abu Hayyan al-Tawhidi	Mental, cognitive, and perceptual skills	2	February 2
Classroom performance and tests	The deductive method and the textual method	Maqamat	Emotional and moral skills, through which the student learns about the role of poets in public life	2	February 3

Classroom performance and tests	The deductive method and the textual method	People of high standing	Emotional and moral skills, through which the student learns about the role of poets in political life	2	February 4
Classroom performance and tests	Standard method	Badi' al-Zaman al-Hamadani	Emotional and moral skills that reveal the role of poetry in defending Islam	2	March 1
Classroom performance and tests	Standard method and text method	Honorable Judge	Emotional and moral skills, through which the student learns about the role of poets in political life	2	March2
Classroom performance and tests	Standard method and text method	Biography of Imad al-Din al-Katib	Emotional and value-based skills, through which the student learns about the role of flirting in emotional life.	2	March3

Classroom performance and tests	Standard method and text method	The art of writing	-Emotional and value-based skills, through which the student learns about the role of flirting in emotional life.	2	March 4
Classroom performance and tests	Standard method	Speeches	Mental and cognitive skills	2	April 1
Classroom performance and tests	Standard method	debates	Mental and cognitive skills	2	April2
Classroom performance and tests	Standard method	artistic prose	Mental and cognitive skills	2	April3
Classroom performance and tests	Standard method	Sender	Mental and cognitive skills	2	April4
Classroom performance and tests	Standard method	review	Mental and cognitive skills	2	May 1
	Standard method	review		2	May 1

11. Course Evaluation

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

The grade is distributed through several channels:

- 1- Formative assessment through daily quizzes, observing and monitoring the student's performance in class discussions and homework assignments, and classroom assessment. This does not exceed 20% of the total grade.
- 2- Diagnostic assessment through semester and final exams to issue judgments of success and failure. This has a grade of 80% divided over (4) exams, two exams for each semester, to extract the annual effort before entering the final exams.

12. Learning and teaching resources

Prose in the Abbasid era Dr. Nazim Rashid	Required textbooks (methodology, if applicable)
	Main references (sources)
Iraqi academic scientific journals	Recommended supporting books and references (scientific journals, reports...)
Dr. Mohammed Saeed Al-Ghamdi's website. Comprehensive Library/Encyclopedia of Arabic Literature/Bibliotheca Alexandrina/Endowment Library/Faculty of Arabic Language website, Al-Azhar University.	Electronic references, websites

Website of the Faculty of Arabic
Language at Al-Qarawiyyin
University.

Course description template

1. Course Name
Abbasid Literature / Third Stage
2. Course Code
3. Term/Year
202-20256
4. Date this description was prepared
10/1/2025
5. Available attendance formats
Class attendance
6. Total number of study hours / Total number of units
Hours per week = 45 hours / Total number of units / 4
7. Name of the course coordinator (if there is more than one, mention it)
Dr. Hadeel Thamer Ibrahim

8. Course Objectives

<p>Enabling female students to learn about the most prominent poets of literature in the Abbasid era.</p> <p>To enable students to understand the impact of linguistic and rhetorical features on each word spoken and used while reading poems</p> <p>Introducing students to the poetic themes that have shown innovation in terms of the quality of word usage.</p> <p>Teaching students every word and term that affects literature, both negatively and positively.</p>	<p>Course objectives</p>
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9. Teaching and learning strategies

<p>Teaching and learning strategies and methods adopted in the implementation of the program in general.</p>	<p>strategy</p>
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10. Course structure:

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
<p>Classroom performance and tests</p> <p>Classroom performance and tests</p>	<p>a lecture</p> <p>Standard method</p> <p>Standard Method</p> <p>Lecture</p>	<p>identification female students In the ages Abbasia The four with statement Most important What distinguishes</p>		<p>3</p> <p>3</p>	<p>September (3)</p> <p>September (4)</p>

Classroom performance and tests	Standard Method Lecture	And what passed With him all era male Factors Culture in the hair Abbasid with Reasons boom the hair in The era Abbasid male Purposes Poetry Delusional What distinguishes With him all purpose capillary in The era Abbasid identification female students With the most prominent Poets in The era Abbasid in century the second Hijri He mentioned Poets century the		3	October (1)
Classroom performance and tests	Standard Method Lecture			3	October(2)
Classroom performance and tests	Standard Method Lecture			3	October (3)
Classroom performance and tests	Standard Method Lecture			3	October (4)
Classroom performance and tests	a lecture			3	November (1)
Classroom performance and tests	a lecture			3	November (2)
Classroom performance and tests	a lecture			3	November (3)
Classroom performance and tests	a lecture			3	November (4)
				3	December (1)

Classroom performance and tests	a lecture	third Hijri in The era	3	December (2)
	a lecture	Abbasid male Poets		
		century	3	December (3)
Classroom performance and tests	a lecture	Fourth Hijri in The era		
Classroom performance and tests	a lecture	Abbasid the hair	3	December (4)
Classroom performance and tests	a lecture	National a description		
		nature		
Classroom performance and tests	a lecture	the hair Sufi introduction	3	January (1)
		in study The era		
Classroom performance and tests	a lecture	politically		January (2)
		Factors		
		boom		
		Culture	3	January (3)
		Purposes		
Classroom performance and tests	a lecture	Poetry The new one		
		spinning		
		praise	3	January (4)
Classroom performance and tests	a lecture	Description		
		Wisdom		
		Effects		
		Foreign		
		Ministry		
	a lecture	Poets	3	February (1)
		Abu Nawas		
		Abu Okay		
		Al-		
Classroom performance and tests	a lecture	Mutanabbi		February (2)
		Al-Buhturi	3	
		Properties		
		Artistic		

classroom performance and tests	a lecture	Properties objectivity		3	February (3)
		Evolution in words and the direction about Craft		3	February (4)
Classroom performance and tests	a lecture	review		3	March (1)
	a lecture	Exams Final Exams Final			
Classroom performance and tests	a lecture			3	March (2)
	a lecture			3	March (3)
Classroom performance and tests	a lecture			3	March (4)
	a lecture				
classroom performance and tests	a lecture			3	Anisan (1)
	a lecture			3	Forgetting (2)

Classroom performance and tests	a lecture			3	April (3)
Classroom performance and tests	a lecture			3	April (4)
Classroom performance and tests	a lecture			3	May (1)
	a lecture				May (2)
Classroom performance and tests					May (3)
classroom performance and tests					
Classroom performance and tests.					

Classroom performance and tests					
Classroom performance and tests.					

11. Course Evaluation

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

12. Learning and teaching resources

Abbasid Literature: Shawqi Daif Literature in the Abbasid Era: Nazim Rashid	Required textbooks (methodology, if applicable)
History of Arabic Literature: Hanna Fakhoury History of Arabic Poetry: Muhammad Najib History of Arabic Literature: Jurji Zaydan	Main references (sources)

Trends in Arabic poetry in the second century AH: Muhammad Mustafa Hadara	Recommended supporting books and references (scientific journals, reports...)
Website of M.M. Rasha Mudhar Abdul Qader, College of Education for Girls	Electronic references, websites

Course description template

1. Course Name
Andalusian Literature / Third Stage
2. Course Code
3. Term/Year
Annual course
4. Date this description was prepared
21/9/2025
5. Available attendance formats
In-person classroom lectures
6. Total number of study hours / Total number of units
60

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

Name: M.M. Duaa Basem Rokan Email: Duaa.basim@tu.edu.iq

8. Course Objectives

- .. A1- The student should be able to master the rules of the Arabic language in grammar, morphology, spelling and expression. •
- A2- The student should be able to apply the rules of the Arabic language in various linguistic uses. •
- A3- The student should be familiar with all aspects of Arabic literature (pre-Islamic, Islamic, Umayyad, Abbasid, Andalusian, modern and contemporary) and the most prominent poets of each period and the most important literary texts in it, both poetry and prose. •
- A4- The student should be familiar with all schools of literary criticism throughout the ages. •
- A5- The student should be familiar with the sciences of the Holy Quran (rules of recitation, interpretation, Hadith and its terminology and related matters). •
- A6- The student should learn modern technical skills in language study.. •
- •
- •

Course objectives

9. Teaching and learning strategies

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Summer performance and exams	Giving a lecture	An overview of Andalusian literature, the conquest, and the history of Islam in Andalusia.		2	September 3
Summer performance and exams	Giving a lecture	Sources for the study of Andalusian literature / The efforts of Orientalists		2	September 4
Summer performance and exams	Giving a lecture	Sources for the study of Andalusian literature / Arab efforts		2	October 1
Summer performance and exams	Giving a lecture	The Book of Morocco in the Adornment of Morocco		2	October 2
Summer performance and exams	Giving a lecture	Literature in the Umayyad era		2	October 3
Summer performance and exams	Giving a lecture	The writer Abd al-Rahman al-Dakhil		2	October 4
Summer performance and exams	Giving a lecture	Yahya Ghazal		2	November 1

Summer performance and exams	Giving a lecture	Prose: Its Themes and Characteristics		2	November2
Summer performance and exams	Giving a lecture	Midterm exam		2	November3
Summer performance and exams	Giving a lecture	Literature in the era of the sects and the Almoravids		2	November4
Summer performance and exams	Giving a lecture	Poetry themes: Elegy, asceticism and mysticism		2	December 1
					Spring break
Summer performance and exams	Giving a lecture	Letters in the Age of Sects			December 4
Summer performance and exams	Giving a lecture	Literature in the Almohad Era / Ibn Sahl and Al-Ishbili		2	February 1
Summer performance and exams	Giving a lecture	Renewal in Andalusian Muwashshah Literature		2	February 2
Summer performance and exams	Giving a lecture	Muwashshahat		2	February 3
Summer performance and exams	Giving a lecture	Opposition		2	February 4
Summer performance and exams	Giving a lecture	Prose during the Almoravid era		2	March 1

Summer performance and exams	Giving a lecture	Poetry lamenting cities and kingdoms		2	March 2
Summer performance and exams	Giving a lecture	Poetry of alienation and longing		2	March 3
		Midterm exam		2	March 4
Summer performance and exams	Giving a lecture	The influence of Andalusian literature on European literature		2	April 1
Summer performance and exams	Giving a lecture	The influence of Arabic on the Spanish language		2	April 2
Summer performance and exams	Giving a lecture	The influence of the Arabic story on the European story		2	April 3
Summer performance and exams	Giving a lecture	The influence of Arabic poetry on European poetry		2	May 1
Summer performance and exams	Giving a lecture	Examples from Andalusian poetry collections and anthologies		2	May 2

11. Course Evaluation

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

12. Learning and teaching resources

Andalusian Literature from the Conquest to the Fall of Granada / Munjid Mustafa Bahjat; Studies in Andalusian Literature / Sami Makki Al-Ani; History of Arabic Literature / Shawqi Daif; The Era

Required textbooks (methodology, if applicable)

of States and Emirates; Arabic
Literature in Andalusia / Abdulaziz
Issa

Course description template

1. Course Name
Abbasid Literature / Third Stage
2. Course Code
3. Term/Year
202-20256
4. Date this description was prepared
10/1/2025
5. Available attendance formats
Class attendance
6. Total number of study hours / Total number of units
Hours per week = 45 hours / Total number of units / 4
7. Name of the course coordinator (if there is more than one, mention it)
M.M. Mustafa Ismail Yassin

8. Course Objectives

<p>Enabling female students to learn about the most prominent poets of literature in the Abbasid era.</p> <p>To enable students to understand the impact of linguistic and rhetorical features on each word spoken and used while reading poems</p> <p>Introducing students to the poetic themes that have shown innovation in terms of the quality of word usage.</p> <p>Teaching students every word and term that affects literature, both negatively and positively.</p>	<p>Course objectives</p>
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9. Teaching and learning strategies

<p>Teaching and learning strategies and methods adopted in the implementation of the program in general.</p>	<p>strategy</p>
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10. Course structure:

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and tests	a lecture Standard method	identification female students In the ages Abbasia The four with statement		3	September (3)
Classroom performance and tests	Standard Method Lecture	Most important What distinguishes And what		3	September (4)
				3	October (1)

Classroom performance and tests	Standard Method Lecture	passed With him all era male Factors Culture in the hair Abbasid with Reasons boom the hair in The era Abbasid male Purposes Poetry Delusional What distinguishes With him all purpose capillary in The era Abbasid identification female students With the most prominent Poets in The era Abbasid in century the second Hijri He mentioned Poets century the third Hijri in			3	October(2)
Classroom performance and tests	Standard Method Lecture	hair in The era Abbasid male Purposes Poetry Delusional What distinguishes With him all purpose capillary in The era Abbasid identification female students With the most prominent Poets in The era Abbasid in century the second Hijri He mentioned Poets century the third Hijri in			3	October (3)
Classroom performance and tests	Standard Method Lecture	What distinguishes With him all purpose capillary in The era Abbasid identification female students With the most prominent Poets in The era Abbasid in century the second Hijri He mentioned Poets century the third Hijri in			3	October (4)
Classroom performance and tests	a lecture	The era Abbasid identification female students With the most prominent Poets in The era Abbasid in century the second Hijri He mentioned Poets century the third Hijri in			3	November (1)
Classroom performance and tests	a lecture	With the most prominent Poets in The era Abbasid in century the second Hijri He mentioned Poets century the third Hijri in			3	November (2)
Classroom performance and tests	a lecture	Poets in The era Abbasid in century the second Hijri He mentioned Poets century the third Hijri in			3	November (3)
Classroom performance and tests	a lecture	in century the second Hijri He mentioned Poets century the third Hijri in			3	November (4)
Classroom performance and tests		mentioned Poets century the third Hijri in			3	December (1)
Classroom performance and tests		century the third Hijri in			3	December (2)

Classroom performance and tests	a lecture	The era			
Classroom performance and tests	a lecture	Abbasid male Poets century		3	December (3)
Classroom performance and tests	a lecture	Fourth Hijri in The era			
Classroom performance and tests	a lecture	Abbasid the hair National		3	December (4)
Classroom performance and tests	a lecture	a description nature		3	January (1)
Classroom performance and tests	a lecture	the hair Sufi introduction in study The era			January (2)
Classroom performance and tests	a lecture	politically Factors boom			
Classroom performance and tests	a lecture	Culture Purposes Poetry The new one spinning praise		3	January (3)
Classroom performance and tests	a lecture	Description Wisdom Effects Foreign Ministry Poets		3	January (4)
Classroom performance and tests	a lecture	Abu Nawas Abu Okay Al-Mutanabbi Al-Buhturi Properties Artistic			February (1)
Classroom performance and tests	a lecture			3	February (2)

classroom performance and tests	a lecture	Properties objectivity		3	February (3)
		Evolution in words and the direction		3	February (4)
Classroom performance and tests	a lecture	about Craft		3	March (1)
	a lecture	review Exams Final			
		Exams Final		3	March (2)
Classroom performance and tests	a lecture				
				3	March (3)
Classroom performance and tests	a lecture				
				3	March (4)
Classroom performance and tests	a lecture				
				3	Anisan (1)
classroom performance and tests	a lecture				
				3	Forgetting (2)
Classroom performance and tests	a lecture				
					April (3)

Classroom performance and tests	a lecture			3	April (4)
Classroom performance and tests				3	May (1)
Classroom performance and tests	a lecture			3	May (2)
Classroom performance and tests	a lecture				May (3)
classroom performance and tests					
Classroom performance and tests.					
Classroom performance and tests					

Classroom performance and tests.					
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11. Course Evaluation

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

12. Learning and teaching resources

Abbasid Literature: Shawqi Daif Literature in the Abbasid Era: Nazim Rashid	Required textbooks (methodology, if applicable)
History of Arabic Literature: Hanna Fakhoury History of Arabic Poetry: Muhammad Najib History of Arabic Literature: Jurji Zaydan	Main references (sources)
Trends in Arabic poetry in the second century AH: Muhammad Mustafa Hadara	Recommended supporting books and references (scientific journals, reports...)

Website of M.M. Rasha Mudhar Abdul Qader, College of Education for Girls	Electronic references, websites
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Course description template

1. Course Name
Abbasid Literature / Third Stage
2. Course Code
3. Term/Year
202-20256
4. Date this description was prepared
10/1/2025
5. Available attendance formats
Class attendance
6. Total number of study hours / Total number of units
Hours per week = 45 hours / Total number of units / 4
7. Name of the course coordinator (if there is more than one, mention it)
Dr. Hatem Karim Hassan

8. Course Objectives

<p>Enabling female students to learn about the most prominent poets of literature in the Abbasid era.</p> <p>To enable students to understand the impact of linguistic and rhetorical features on each word spoken and used while reading poems</p> <p>Introducing students to the poetic themes that have shown innovation in terms of the quality of word usage.</p> <p>Teaching students every word and term that affects literature, both negatively and positively.</p>	<p>Course objectives</p>
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9. Teaching and learning strategies

<p>Teaching and learning strategies and methods adopted in the implementation of the program in general.</p>	<p>strategy</p>
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10. Course structure:

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
<p>Classroom performance and tests</p> <p>Classroom performance and tests</p>	<p>a lecture</p> <p>Standard method</p> <p>Standard Method</p> <p>Lecture</p>	<p>identification female students In the ages Abbasia The four with statement Most important What distinguishes</p>		<p>3</p> <p>3</p>	<p>September (3)</p> <p>September (4)</p>

Classroom performance and tests	Standard Method Lecture	And what passed With him all era male Factors Culture in the hair Abbasid with Reasons boom the hair in The era Abbasid male Purposes Poetry Delusional What distinguishes With him all purpose capillary in The era Abbasid identification female students With the most prominent Poets in The era Abbasid in century the second Hijri He mentioned Poets century the		3	October (1)
Classroom performance and tests	Standard Method Lecture			3	October(2)
Classroom performance and tests	Standard Method Lecture			3	October (3)
Classroom performance and tests	Standard Method Lecture			3	October (4)
Classroom performance and tests	a lecture			3	November (1)
Classroom performance and tests	a lecture			3	November (2)
Classroom performance and tests	a lecture			3	November (3)
Classroom performance and tests	a lecture			3	November (4)
				3	December (1)

Classroom performance and tests	a lecture	third Hijri in The era	3	December (2)
	a lecture	Abbasid male Poets		
		century	3	December (3)
Classroom performance and tests	a lecture	Fourth Hijri in The era		
Classroom performance and tests	a lecture	Abbasid the hair	3	December (4)
Classroom performance and tests	a lecture	National a description		
		nature		
Classroom performance and tests	a lecture	the hair Sufi introduction	3	January (1)
		in study The era		
Classroom performance and tests	a lecture	politically		January (2)
		Factors		
		boom		
		Culture	3	January (3)
		Purposes		
Classroom performance and tests	a lecture	Poetry The new one		
		spinning		
		praise	3	January (4)
Classroom performance and tests	a lecture	Description		
		Wisdom		
		Effects		
		Foreign		
		Ministry		
	a lecture	Poets	3	February (1)
		Abu Nawas		
		Abu Okay		
		Al-		
Classroom performance and tests	a lecture	Mutanabbi		February (2)
		Al-Buhturi	3	
		Properties		
		Artistic		

classroom performance and tests	a lecture	Properties objectivity		3	February (3)
		Evolution in words and the direction about Craft			3
Classroom performance and tests	a lecture	review		3	March (1)
	a lecture	Exams Final Exams Final			
Classroom performance and tests	a lecture			3	March (2)
Classroom performance and tests	a lecture			3	March (3)
Classroom performance and tests	a lecture			3	March (4)
Classroom performance and tests	a lecture			3	Anisan (1)
classroom performance and tests	a lecture			3	Forgetting (2)

Classroom performance and tests	a lecture			3	April (3)
Classroom performance and tests	a lecture			3	April (4)
Classroom performance and tests	a lecture			3	May (1)
	a lecture				May (2)
Classroom performance and tests					May (3)
classroom performance and tests					
Classroom performance and tests.					

Classroom performance and tests					
Classroom performance and tests.					

11. Course Evaluation

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

12. Learning and teaching resources

Abbasid Literature: Shawqi Daif Literature in the Abbasid Era: Nazim Rashid	Required textbooks (methodology, if applicable)
History of Arabic Literature: Hanna Fakhoury History of Arabic Poetry: Muhammad Najib History of Arabic Literature: Jurji Zaydan	Main references (sources)

Trends in Arabic poetry in the second century AH: Muhammad Mustafa Hadara	Recommended supporting books and references (scientific journals, reports...)
Website of M.M. Rasha Mudhar Abdul Qader, College of Education for Girls	Electronic references, websites

Course description template

Course Title: English Poetry .١	studyArabic Text analysis material
Course code: .٢	Analysis of the Qur'anic text/Third grade/A.d.Mona Adnan Ghani
Semester/Year: Annual .٣	Annual schedule
Date this description was prepared .٤	10/1/2025
Available attendance formats: .٥	classroom lectures/With an electronic classroomGoogle Classroom, according to the instructions of the Ministry of Higher Education and Scientific Research
Number of study hours (total) / Number of units (total): .٦	45 hours
Name of the course coordinator (if there is more than one, please mention it). .٧	
Course objectives .٨	

	<p>1- Providing the Ministry of Education with specialized staff to teach the subject of Arabic language in high schools.</p>
<p>2- To enable female students to become familiar with the rules of the Arabic language (its grammar and morphology), and its rhetorical and stylistic arts, and to enable them to understand the Qur'anic text and grasp the meaning of the expression in it, and to recite it correctly.</p>	
	<p>3- To raise awareness among female students about the eloquence and miraculous nature of the Qur'anic text in its expressive, grammatical, and morphological aspects, and to enable them to understand the meaning of the Qur'anic text by understanding the styles of the Arabs in their speech at the level of vocabulary and structures.</p>
<p>4- To enhance students' awareness of the horizons of linguistic culture, both ancient and modern, and to equip them with diverse linguistic and writing skills.</p>	

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	
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Online classroom performance and exams	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses1-3		2	September3
Online classroom performance and exams	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses3-7		2	September4
Online classroom performance and exams	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses7-10		2	October1
Online classroom performance and exams	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses10-13		2	October2

Online classroom performance and exams	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses13-16		2	October3
Online classroom performance and exams	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses16-20		2	October4
Online classroom performance and exams	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses20-22		2	November1
Online classroom performance and exams	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses22-24		2	November2

Online classroom performance and exams	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses24-26		2	November 3
Online classroom performance and exams	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses26-28		2	November 4
Classroom performance and exams	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses28-30		2	December 1
Online classroom performance and exams	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses30-33		2	December 2

Online classroom performance and exams	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses33-36		2	December 3
Online classroom performance and exams	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses36-38		2	December 4
Online classroom performance and exams	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses40-38		2	January1
Spring break					
Online classroom performance and exams	Text methodThe inductive and brainstor	Surah An-Nur/verses40-42		2	January4

	ming methods				
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses42-45		2	Febr uary1
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses45-47		2	Febr uary2
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses47-49		2	Febr uary 3
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses49-51		2	Febr uary4

	ming methods				
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses51-53		2	Marc h1
Electronic classroom performan ce	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses53-55		2	Marc h2
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses53-55		2	Marc h3
Online classroom performan ce and exams	Text methodTh e inductive and brainstor	Surah An- Nur/verses54-55		2	Marc h4

	ming methods				
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses55-56		2	April 1
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses56-58		2	April 2
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses60-58		2	April 3
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses60-64		2	April 4

	ming methods				
-	-	Final exam		-	Mays 1
Course evaluation					.9
<p>Formative assessment (daily exams (oral and written), classroom discussion, homework and follow-up, classroom assessment).</p> <p>-Diagnostic assessment (term and final exams to determine pass/fail status)</p>					
Learning and teaching resources					.1
<p>ctures prepared from a collection interpretations and books on ur'anic language and expression .</p>		<p>Required textbooks (methodology, if applicable)</p>			
<p>The Illuminating - Interpretation/Wahba Al- Zahlawi Al-Nasafi's Interpretation/Hafiz - al-Din al-Nasafi Interpretation of Liberation and - Enlightenment/Tahar Ben Achour Analysis of the Qur'anic - text/d.Kasid Al-Zaidi ur'anic expression/d.Fadel Al-Samarrai</p>		<p>Main references (sources)</p>			
<p>eses, dissertations, and academic search papers that have dealt with rah Al-Kahf through linguistic study and textual analysis.</p>		<p>Recommended supporting books and references (scientific journals, reports...)</p>			
<p>mDr. Mohammed Saeed Al-Ghamdi signed.</p>		<p>Electronic references, websites</p>			

Website of the Faculty of Arabic Language, Al-Azhar University.	
Website of the Faculty of Arabic Language at Al-Qarawiyyin University.	

Online classroom performance and exams	Text method The inductive and brainstorming methods	Surah An-Nur/verses30-33		2	December 2
Online classroom performance and exams	Text method The inductive and brainstorming methods	Surah An-Nur/verses33-36		2	December 3

Course description template

1. Course Name
Methodology of literary research–Phase Three
2. Course Code
3. Term/Year
Year 2025-2026
4. Date this description was prepared
2025/10/1
5. Available attendance formats
Attendance of pinAccording to the regulations and instructions of the Ministry of Higher Education and Scientific Research.
6. Total number of study hours / Total number of units
2hours per week =60Hour / Units4units
7. Name of the course coordinator (if there is more than one, mention it)
the name: mDr.Yassine Mzioun Musleh Amil: Muslehyaseen@tu.edu.iq
8. Course Objectives

* To enable female students to understand the fundamentals of research methodology, to grasp how to convey genuine methodological knowledge, and to distinguish between sources and references through library borrowing.

Course objectives

9. Teaching and learning strategies

Applying diverse teaching methods, including:

The standard method (giving lectures).

Text formatting.

A method for solving problems.

strategy

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week

Classroom performance and tests	The standard method, the text method	Methodology of literary research	Introduction to Research Methodology	2	September 3
Classroom performance and tests	Standard method, text method	Characteristics of scientific research	The curriculum, its importance, and its skills	2	September 4
Classroom performance and tests	Standard method, text method	Scientific research plan	Choosing a topic	2	October-1
Classroom performance and tests	Text method, standard method	Collecting the material	Sources and references	2	October-2
Classroom performance and tests	Text method, standard method	Unifying the draft	The draft and its first reading	2	October-3
Classroom performance and tests	Standard method	Final reading before printing	Reading it for the sake of research unity	2	October-4
Classroom performance and tests	Standard method	Introduction upon reaching	The ovary	2	November 2

		the heart of the research			
Classroom performance and tests	Standard method	Index of sources and references	The second ovary	2	November 3
Classroom performance and tests	Standard method and text method	typewriter	From printing to the printing press	2	November 4
Classroom performance and tests	Standard method	Literary research and research principles	Applications in research writing	2	December 1
Classroom performance and tests	Text method and standard method	The library, past and present	History of the Arabic Library	2	December 2
Classroom performance and tests	Text method and standard method	The library and its development	Library activity	2	December 3
Classroom performance and tests	Textual method and deductive method	A description of famous Arabic libraries	Definition of the most prominent Arab libraries	2	December 4

Classroom performance and tests	Text method and standard method	The evolution of the modern library	Modern Library	2	January 1
Spring break					January 2
Classroom performance and tests	Standard method	Indexes	Classification Priorities	2	February 1
Classroom performance and tests	Standard method	Subject Unit	Office supplies	2	February 2
Classroom performance and tests	The deductive method and the textual method	ancient manuscripts	patrols	2	February 3
Classroom performance and tests	Libraries	How to get the book	Sources of literary study	2	February 4
Classroom performance and tests	Standard method	How to borrow it from the library	Grammar and morphology books	2	March 1

Classroom performance and tests	Standard method and text method	The value of Arab heritage	Sources of Arab Heritage	2	March2
Classroom performance and tests	Standard method and text method	Language Index	Linguistic composition in its early stages	2	March3
Classroom performance and tests	Standard method and text method	Method of rearranging letter positions	Arabic dictionaries	2	March 4
Classroom performance and tests	Standard method	First of the way	Method of the first and last letters	2	April 1
Classroom performance and tests	Standard method	Summary in knowing things	Dictionaries of Meanings	2	April2
Classroom performance and tests	Standard method	Investigation: Language and Terminology	The concept of investigation	2	April3
Classroom performance and tests	Standard method	Investigative scientists	Detectives' trick	2	April4

Classroom performance and tests	Standard method	Copying	How to investigate	2	May 1
	Standard method	review		2	May 1

11. Course Evaluation

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

The grade is distributed through several channels:

1- Formative assessment through daily quizzes, observing and monitoring the student's performance in class discussions and homework assignments, and classroom assessment. This does not exceed 20% of the total grade.

2- Diagnostic assessment through semester and final exams to issue judgments of success and failure. This has a grade of 80% divided over (4) exams, two exams for each semester, to extract the annual effort before entering the final exams.

12. Learning and teaching resources	
The methodology of literary research by Ali Jawad Al-Tahir	Required textbooks (methodology, if applicable)
	Main references (sources)
Iraqi academic scientific journals	Recommended supporting books and references (scientific journals, reports...)
Dr. Mohammed Saeed Al-Ghamdi's website. Comprehensive Library/Encyclopedia of Arabic Literature/Bibliotheca Alexandrina/Endowment Library/Faculty of Arabic Language website, Al-Azhar University. Website of the Faculty of Arabic Language at Al-Qarawiyyin University.	Electronic references, websites

Course description template

1. Course Name
Methodology of literary research–Phase Three

2. Course Code**3. Term/Year**

Year 2025-2026

4. Date this description was prepared

2025/10/1

5. Available attendance formats

Attendance of pin According to the regulations and instructions of the
Ministry of Higher Education and Scientific Research.

6. Total number of study hours / Total number of units**2hours per week =60Hour / Units4units****7. Name of the course coordinator (if there is more than one, mention it)**

Dr. Manar Nabil Ahmed

8. Course Objectives

* To enable female students to understand the fundamentals of research methodology, to grasp how to convey genuine methodological knowledge, and to distinguish between sources and references through library borrowing.

Course objectives

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9. Teaching and learning strategies

<p>Applying diverse teaching methods, including: The standard method (giving lectures). Text formatting. A method for solving problems.</p>	<p>strategy</p>
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10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week

Classroom performance and tests	The standard method, the text method	Methodology of literary research	Introduction to Research Methodology	2	September 3
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Classroom performance and tests	Standard method, text method	Characteristics of scientific research	The curriculum, its importance, and its skills	2	September 4
Classroom performance and tests	Standard method, text method	Scientific research plan	Choosing a topic	2	October-1
Classroom performance and tests	Text method, standard method	Collecting the material	Sources and references	2	October-2
Classroom performance and tests	Text method, standard method	Unifying the draft	The draft and its first reading	2	October-3
Classroom performance and tests	Standard method	Final reading before printing	Reading it for the sake of research unity	2	October-4
Classroom performance and tests	Standard method	Introduction upon reaching the heart of the research	The ovary	2	November 2
Classroom performance and tests	Standard method	Index of sources and references	The second ovary	2	November 3

Classroom performance and tests	Standard method and text method	typewriter	From printing to the printing press	2	November 4
Classroom performance and tests	Standard method	Literary research and research principles	Applications in research writing	2	December 1
Classroom performance and tests	Text method and standard method	The library, past and present	History of the Arabic Library	2	December 2
Classroom performance and tests	Text method and standard method	The library and its development	Library activity	2	December 3
Classroom performance and tests	Textual method and deductive method	A description of famous Arabic libraries	Definition of the most prominent Arab libraries	2	December 4
Classroom performance and tests	Text method and standard method	The evolution of the modern library	Modern Library	2	January 1

Spring break					January 2
Classroom performance and tests	Standard method	Indexes	Classification Priorities	2	February 1
Classroom performance and tests	Standard method	Subject Unit	Office supplies	2	February 2
Classroom performance and tests	The deductive method and the textual method	ancient manuscripts	patrols	2	February 3
Classroom performance and tests	Libraries	How to get the book	Sources of literary study	2	February 4
Classroom performance and tests	Standard method	How to borrow it from the library	Grammar and morphology books	2	March 1
Classroom performance and tests	Standard method and text method	The value of Arab heritage	Sources of Arab Heritage	2	March 2

Classroom performance and tests	Standard method and text method	Language Index	Linguistic composition in its early stages	2	March3
Classroom performance and tests	Standard method and text method	Method of rearranging letter positions	Arabic dictionaries	2	March 4
Classroom performance and tests	Standard method	First of the way	Method of the first and last letters	2	April 1
Classroom performance and tests	Standard method	Summary in knowing things	Dictionaries of Meanings	2	April2
Classroom performance and tests	Standard method	Investigation: Language and Terminology	The concept of investigation	2	April3
Classroom performance and tests	Standard method	Investigative scientists	Detectives' trick	2	April4
Classroom performance and tests	Standard method	Copying	How to investigate	2	May 1
	Standard method	review		2	May 1

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11. Course Evaluation

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

The grade is distributed through several channels:

1- Formative assessment through daily quizzes, observing and monitoring the student's performance in class discussions and homework assignments, and classroom assessment. This does not exceed 20% of the total grade.

2- Diagnostic assessment through semester and final exams to issue judgments of success and failure. This has a grade of 80% divided over (4) exams, two exams for each semester, to extract the annual effort before entering the final exams.

12. Learning and teaching resources

The methodology of literary research by Ali Jawad Al-Tahir

Required textbooks (methodology, if applicable)

Main references (sources)

Iraqi academic scientific journals	Recommended supporting books and references (scientific journals, reports...)
<p>Dr. Mohammed Saeed Al-Ghamdi's website.</p> <p>Comprehensive Library/Encyclopedia of Arabic Literature/Bibliotheca Alexandrina/Endowment Library/Faculty of Arabic Language website, Al-Azhar University.</p> <p>Website of the Faculty of Arabic Language at Al-Qarawiyyin University.</p>	Electronic references, websites

Course description template

Course Title: English Poetry .١١
studyArabic Text analysis material
Course code: .١٢
Analysis of the Qur'anic text/Third grade/ Prof. Dr. Hussein Ali Taha
Semester/Year: Annual .١٣
Annual schedule
Date this description was prepared .١٤

10/1/2025

Available attendance formats: .١٥

classroom lectures/With an electronic classroom Google Classroom, according to the instructions of the Ministry of Higher Education and Scientific Research

Number of study hours (total) / Number of units (total): .١٦

45 hours

Name of the course coordinator (if there is more than one, please mention it). .١٧

Course objectives .١٨

1- Providing the Ministry of Education with specialized staff to teach the subject of Arabic language in high schools.

2- To enable female students to become familiar with the rules of the Arabic language (its grammar and morphology), and its rhetorical and stylistic arts, and to enable them to understand the Qur'anic text and grasp the meaning of the expression in it, and to recite it correctly.

3- To raise awareness among female students about the eloquence and miraculous nature of the Qur'anic text in its expressive, grammatical, and morphological aspects, and to enable them to understand the meaning of the Qur'anic text by understanding the styles of the Arabs in their speech at the level of vocabulary and structures.

4- To enhance students' awareness of the horizons of linguistic culture, both ancient and modern, and to equip them with diverse linguistic and writing skills.

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	
Online classroom performance and exams	Text method The inductive and brainstorming methods	Surah An-Nur/verses1-3		2	September3
Online classroom performance and exams	Text method The inductive and brainstorming methods	Surah An-Nur/verses3-7		2	September4
Online classroom performance and exams	Text method The inductive and brainstorming methods	Surah An-Nur/verses7-10		2	October1

	ming methods				
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses10-13		2	Octo ber2
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses13-16		2	Octo ber3
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses16-20		2	Octo ber4
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses20-22		2	Nove mber 1

	ming methods				
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses22-24		2	Novem ber 2
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses24-26		2	Novem ber 3
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses26-28		2	Novem ber 4
Classroom performan ce and exams	Text methodTh e inductive and brainstor	Surah An- Nur/verses28-30		2	Dece mber 1

	ming methods				
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses30-33		2	Dece mber 2
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses33-36		2	Dece mber 3
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses36-38		2	Dece mber 4
Online classroom performan ce and exams	Text methodTh e inductive and brainstor	Surah An- Nur/verses40-38		2	Janu ary1

	ming methods				
Spring break					
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses40-42		2	Janu ary4
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses42-45		2	Febr uary1
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses45-47		2	Febr uary2
Online classroom performan ce and exams	Text methodTh e inductive and	Surah An- Nur/verses47-49		2	Febr uary 3

	brainstorming methods				
Online classroom performance and exams	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses49-51		2	February4
Online classroom performance and exams	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses51-53		2	March1
Electronic classroom performance	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses53-55		2	March2
Online classroom performance and exams	Text methodThe inductive and brainstorming methods	Surah An-Nur/verses53-55		2	March3

	ming methods				
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses54-55		2	Marc h4
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses55-56		2	April 1
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses56-58		2	April 2
Online classroom performan ce and exams	Text methodTh e inductive and brainstor	Surah An- Nur/verses60-58		2	April 3

	ming methods				
Online classroom performan ce and exams	Text methodTh e inductive and brainstor ming methods	Surah An- Nur/verses60-64		2	April 4
-	-	Final exam		-	Mays 1

Course evaluation .19

Formative assessment (daily exams (oral and written), classroom discussion, homework and follow-up, classroom assessment).
-Diagnostic assessment (term and final exams to determine pass/fail status)

Learning and teaching resources .20

ctures prepared from a collection interpretations and books on ur'anic language and expression .	Required textbooks (methodology, if applicable)
The Illuminating - Interpretation/Wahba Al- Zahlawi Al-Nasafi's Interpretation/Hafiz - al-Din al-Nasafi Interpretation of Liberation and - Enlightenment/Tahar Ben Achour Analysis of the Qur'anic - text/d.Kasid Al-Zaidi uranic expression/d.Fadel Al-Samarrai	Main references (sources)

eses, dissertations, and academic search papers that have dealt with Surah Al-Kahf through linguistic study and textual analysis.	Recommended supporting books and references (scientific journals, reports...)
mDr. Mohammed Saeed Al-Ghamdi signed. Website of the Faculty of Arabic Language, Al-Azhar University. Website of the Faculty of Arabic Language at Al-Qarawiyyin University.	Electronic references, websites

Online classroom performance and exams	Text method The inductive and brainstorming methods	Surah An-Nur/verses30-33		2	December 2
Online classroom performance and exams	Text method The inductive and brainstorming methods	Surah An-Nur/verses33-36		2	December 3

	ming methods				
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Course description template

1. Course Name
Andalusian Literature / Third Stage
2. Course Code
3. Term/Year
2025-2026
4. Date this description was prepared
2025/10/1
5. Available attendance formats
In-person and online
6. Total number of study hours / Total number of units
Two hours per week
7. Name of the course coordinator (if there is more than one, mention it)
Name: Dr. Ibtihal Abdul Karim Email: ebtihal.faisal@tu.edu.iq
8. Course Objectives

<ul style="list-style-type: none"> - Training female students to analyze prose texts And poetry <p>Introducing students to prominent writers and poets</p> <ul style="list-style-type: none"> - Enabling female students to learn the art of prose <p>-It aims to prepare academically qualified teachers to teach Andalusian literature in middle and high schools, capable of contributing to building society.</p> <ul style="list-style-type: none"> - Students' knowledge of the characteristics of each art form <p>Affective and value-based objectives</p> <ul style="list-style-type: none"> -Understanding the aesthetics of language in its methods of conveying meaning -eRaising students' awareness of the value of Andalusian literature <p>-The students grew up loving Andalusian literature</p>	<p>Course objectives</p>
<p>9. Teaching and learning strategies</p>	
<p>Daily tests–Homework–Classroom calendar</p> <p>Personal assessment of midterm and final exams</p>	<p>strategy</p>

10. Course Structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Giving a lecture	An overview of Andalusian literature, the conquest, and the history of Islam in Andalusia.		2	September 3
Classroom performance and exams	Giving a lecture	Sources for the study of Andalusian literature / The efforts of Orientalists		2	September 4
Classroom performance and exams	Giving a lecture	Sources for the study of Andalusian literature / Arab efforts		2	October 1
Classroom performance and exams	Giving a lecture	The Book of Morocco in the Adornment of Morocco		2	October 2
Classroom performance and exams	Giving a lecture	Literature in the Umayyad era		2	October 3
Classroom performance and exams	Giving a lecture	The writer Abd al-Rahman al-Dakhil		2	October 4

Classroom performance and exams	Giving a lecture	Yahya Al-Ghazal		2	November 1
Classroom performance and exams	Giving a lecture	Prose: Its Themes and Characteristics		2	November 2
	Giving a lecture	Midterm exam			November 3
Classroom performance and exams	Giving a lecture	Literature in the era of the sects and the Almoravids		2	November 4
Classroom performance and exams	Giving a lecture	Poetry themes: Elegy, asceticism and mysticism		2	December 1
					Spring break
Classroom performance and exams	Giving a lecture	Letters in the Age of Sects		2	December 4
Classroom performance and exams	Giving a lecture	Literature in the Almohad Era / Ibn Sahl al-Ishbili		2	February 1
		Renewal in Andalusian Muwashshah Literature		2	February 2
Classroom performance and exams	Giving a lecture	Muwashshahat		2	February 3

Classroom performance and exams	Giving a lecture	Opposition		2	February 4
Classroom performance and exams	Giving a lecture	Prose during the Almoravid era			March 1
Classroom performance and exams	Giving a lecture	Poetry lamenting cities and kingdoms		2	March 2
Classroom performance and exams	Giving a lecture	Poetry of alienation and longing		2	March 3
		Midterm exam		2	March 4
Classroom performance and exams	Giving a lecture	The influence of Andalusian literature on European literature		2	April 1
Classroom performance and exams	Giving a lecture	The influence of Arabic on the Spanish language		2	April 2
Classroom performance and exams	Giving a lecture	The influence of the Arabic story on the European story		2	Nissan3
Classroom performance and exams	Giving a lecture	The influence of Arabic poetry on European poetry		2	May

Classroom performance and exams	Giving a lecture	Examples from Andalusian poetry collections and anthologies		2	May
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11. Course Evaluation

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

12. Learning and teaching resources

<p>Andalusian Literature from the Conquest to the Fall of Granada / Munjid Mustafa Bahjat</p> <p>Studies in Andalusian Literature / Sami Makki Al-Ani</p> <p>History of Arabic Literature / Shawqi Daif</p> <p>The era of states and emirates Arabic Literature in Andalusia / Abdul Aziz Issa</p>	<p>Required textbooks (methodology, if applicable)</p>
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<p>Al-Ihata fi Akhbar Gharnata / Al-Maqqari</p> <p>Al-Hillah Al-Sayra' / Ibn Al-Abbar</p> <p>The Spark of the Quoted / Al-Hamidi</p> <p>Articles–Poetry collections–Literary books encompass all critical sources that have dealt with the arts of literature, both poetry and prose.</p>	Main references (sources)
Journal of Andalusian Studies	Recommended supporting books and references (scientific journals, reports...)
<p>Program link on the internet</p> <p>Training courses</p>	Electronic references, websites

10. Course Objectives

- Understanding the grammatical rules of the course vocabulary
- Training female students in correct grammatical reading skills
- Enabling female students to appreciate diverse literary texts by mastering their grammatical rules and structure.

10.1. Teaching Methods

Delivering classroom lectures, text-based teaching, and problem-solving

10.2. Course Content

Evaluation Method	Learning method	Unit or topic name
		Course vocabulary
		General review of previous year's vocabulary
Classroom performance and exams	Standard method, text method	prepositions
Classroom performance and exams	Standard method, text method	prepositions
Classroom performance and exams	Standard method, text method	prepositions
Classroom performance and exams	Text method, standard method	Addition
Classroom performance and exams	Text method, standard method	Addition

Classroom performance and exams	Standard method	Added to the first-person singular pronoun
Classroom performance and exams	Standard method	Source application
Classroom performance and exams	Standard method	The active participle and the use of the active participle
Classroom performance and exams	Standard method and text method	Monthly exam Source Buildings
Classroom performance and exams	Standard method	Source Buildings
Classroom performance and exams	Text method and standard method	Source Buildings
Classroom performance and exams	Text method and standard method

Classroom performance and exams	Textual method and deductive method	I do the preference	
Classroom performance and exams	Text method and standard method	Second exam for the first semester	

Classroom performance and exams	Standard method	adjective
Classroom performance and exams	The deductive method and the textual method	adjective
Classroom performance and exams	The deductive method and the textual method	Emphasis
classroom performance	Standard method	Compassion
Classroom performance and exams	Standard method and text method	Review and Applications
Classroom performance and exams	Standard method and text method	First month exam for the second semester

Classroom performance and exams	Standard method and text method	Coordination
Classroom performance and exams	Standard method	substitute
Classroom performance and exams	Standard method	substitute
Classroom performance and exams	Standard method	review
		Second exam
		General review

11. Course Evaluation

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

12. Learning and teaching resources

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

Course description template

Evaluation Method	Learning method	Unit or topic name
		Course vocabulary
		General review of previous year's vocabulary
Classroom performance and exams	Standard method, text method	prepositions
Classroom performance and exams	Standard method, text method	prepositions
Classroom performance and exams	Standard method, text method	prepositions
Classroom performance and exams	Text method, standard method	Addition
Classroom performance and exams	Text method, standard method	Addition
Classroom performance and exams	Standard method	Added to the first-person singular pronoun
Classroom performance and exams	Standard method	Source application
Classroom performance and exams	Standard method	The active participle and the use of the active participle
Classroom performance and exams	Standard method and text method	Monthly exam Source Buildings
Classroom performance and exams	Standard method	Source Buildings
Classroom performance and exams	Text method and standard method	Source Buildings

			Classroom performance and exams	Text method and standard method
Classroom performance and exams	Textual method and deductive method	I do the preference			
Classroom performance and exams	Text method and standard method	Second exam for the first semester			
			Classroom performance and exams	Standard method	adjective
			Classroom performance and exams	The deductive method and the textual method	adjective
			Classroom performance and exams	The deductive method and the textual method	Emphasis
			classroom performance	Standard method	Compassion
			Classroom performance and exams	Standard method and text method	Review and Applications
			Classroom performance and exams	Standard method and text method	First month exam for the second semester
			Classroom performance and exams	Standard method and text method	Coordination
			Classroom performance and exams	Standard method	substitute
			Classroom performance and exams	Standard method	substitute
			Classroom performance and exams	Standard method	review
					Second exam
					General review

11. Course Evaluation

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

12. Learning and teaching resources

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

History of Arabic Literature (The First and Second Abbasid Eras), Shawqi Daif, Dhu al-Qurba Publications, 2nd Edition, 1427 AH.	• Required textbooks (methodology, if applicable)
History of Arabic Literature, Omar Farroukh, Dar Al-Ilm Lil-Malayin, 1972 AD.	• Main references (sources)
The History of al-Tabari, by Abu Ja`far Muhammad ibn Jarir al-Tabari, Dar al-Ma`rif, Egypt, 1960 AD.	• Recommended supporting books and references (scientific journals, reports...)
The main point regarding the merits of poetryIts literature and criticism, by Ibn Rashiq al-Qayrawani (d. 456 AH), edited by Muhammad Muhyi al-Din Abd al-Hamid, 2nd edition, al-Sa'adah Press, Egypt, 1955 CE	• Electronic references, websites
Yatimat al-Dar fi Mahasin Ahl al-'Asr, by Abu Mansur 'Abd al-Malik ibn Muhammad ibn Isma'il al-Tha'alibi (d. 429 AH), edited by Muhammad Muhyi al-Din 'Abd al-Hamid, 2nd edition, Al-Sa'adah Press, Egypt, 1956 CE	
inAbbasid Poetry: Vision and Art, by Dr. Ezz El-Din Ismail, 1st edition, Dar Al-Maaref, Egypt, 1980 AD	

Introduction to Arabic poetry in the early •
Abbasid era, Dr. Hussein Atwan, Dar Al-Maaref,
Egypt, 1974 AD.

History of Arabic Literature, Ahmad •
Hasan al-Zayyat, Al-Risalah Press, Egypt, 1955

Literature in the Ayyubid Era, •
Muhammad Zaghoul Salam, Dar Al-Maaref,
Egypt, 1968 AD.

Course description template

1. Course Name
Ancient Arabic criticism
2. Course Code
3. Term/Year
2025-2026

4. Date this description was prepared	
10/1/2025	
5. Available attendance formats	
Classroom attendance - electronic description Google Classroom will be a support class for the in-person class, with an attendance code ueazxav, according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.	
6. Total number of study hours / Total number of units	
3 hours per week = 90 hours / Number of units: 6 units	
7. Name of the course coordinator (if there is more than one, mention it)	
Name: Dr. Wissam Saud Hussein Email: wesamalazawy@tu.edu.iq	
8. Course Objectives	
<ul style="list-style-type: none"> - The student should be able to apply the rules of the Arabic language in various linguistic uses. - The student should be familiar with all aspects of Arabic literature (pre-Islamic, Islamic, Umayyad, Abbasid, Andalusian, modern and contemporary) and the most prominent poets of each period and the literary texts in it, both poetry and prose. - The student should be familiar with all schools of literary criticism throughout the ages. 	Course objectives
9. Teaching and learning strategies	
<p>Applying teaching methods Measurement and evaluation of scientific material, including:</p> <ul style="list-style-type: none"> - The standard method (giving lectures) - And the method of the text <ul style="list-style-type: none"> - Problem solving 	strategy
10. Course Structure	

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Introductory lecture and presentation of the material's sources and references		3	September, week four
Classroom performance and exams	Standard method	Clarifying the curriculum's vocabulary and providing students with sources and references for the subject.		3	October, first week
Classroom performance and exams	Standard method	Introduction to Criticism		3	October, Week 2
Classroom performance and exams	Standard method	The emergence of Arabic criticism		3	October, Week 3
Classroom performance and exams	Standard method	Criticism in pre-Islamic times		3	October, Week 4
Classroom performance and exams	Standard method	Criticism in the early Islamic era		3	November, first week
Classroom performance and exams	Standard method	Criticism in the Umayyad era		3	November, Week 2
Classroom performance and exams	Standard method	Criticism in the Abbasid era		3	November, Week 3

Classroom performance and exams	Standard method	The influence of advanced linguists on literary criticism		3	November, Week 4
Classroom performance and exams	Standard method	First exam, first semester		3	December, first week
Classroom performance and exams	Standard method	The theory of social classes according to Ibn Sallam al-Jumahi		3	December, Week 2
Classroom performance and exams	Standard method	The issue of wording and meaning according to Al-Jahiz		3	December, Week 3
Classroom performance and exams	Standard method	The issue of wording and meaning according to Ibn Qutaybah		3	December, Week 4
-----	-----	-----	Spring break	3	January, Week 1
-----	-----	-----	Spring break	3	January, Week 2
Classroom performance and exams	Standard method	The issue of word and meaning in Arabic poetry			January, Week 3
Classroom performance and exams	Standard method	The issue of rhetoric according to Ibn al-Mu'tazz		3	January, Week 4

Classroom performance and exams	Standard method	Material review		3	February, first week
Classroom performance and exams	Standard method	The pillar of poetry and the conflict between the old and the new			February, second week
Classroom performance and exams	Standard method	Al-Amidi's approach to balancing		3	February, third week
classroom performance	Standard method	The issue of plagiarism in Arabic poetry		3	February, Week 4
Classroom performance and exams	Standard method	Hazem Al-Qartajani		3	March, first week
Classroom performance and exams	Standard method	Ibn Tabataba and the process of poetic creation		3	March, second week
Classroom performance and exams	Standard method	Qudama ibn Ja'far and the Greek influence		3	March, third week
Classroom performance and exams	Standard method	First exam, second semester		3	March, week four
Classroom performance and exams	Standard method	Al-Marzouki and the pillar of poetry		3	April, first week
Classroom performance and exams	Standard method	The pillar of poetry according to al-Amidi and al-Marzuqi		3	April, Week 2

Classroom performance and exams	Standard method	Al-Jurjani's theory of systems		3	April, Week 3
Classroom performance and exams	Standard method	Ibn Rashiq al-Qayrawani and the integrated view of poetry		3	April, Week 4

11. Course Evaluation

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

12. Learning and teaching resources

Lectures on the History of Criticism among the Arabs, by Ibtisam Marhoon Al-Saffar and Nasser Halawi, Publications of the Ministry of Higher Education and Scientific Research - University of Baghdad, Second Edition.	Required textbooks (methodology, if applicable)
- A History of Literary Criticism, Ihsan Abbas, Beirut 1971. - The History of Literary Criticism among the Arabs, Taha Ibrahim Abdullah, Dar Al-Hikma, Beirut,	Main references (sources)

<p>Lebanon, 1937. - The History of Arabic Criticism, Muhammad Zaghoul Salam, Dar Al-Maaref, 1964.</p>	
<p>-A reading of the book (Lectures on the History of Criticism among the Arabs) by Abdullah Bir, Civil Dialogue. - To see the aesthetic in ancient Arabic criticism, Ahmed Ali Abdel-Aati, International University of Madinah Journal, 2021 AD.</p>	<p>Recommended supporting books and references (scientific journals, reports...)</p>
<p>All e-learning platforms and websites such as: Dr. Mohammed Saeed Al-Ghamdi's website Arabic Language Department at Al-Azhar University</p>	<p>Electronic references, websites</p>

Course description template

Course Name: .۳

Comparative Literature, Fourth Stage

Course code: .٤

the chapter/Year:annual .٥

2025-2026

Date this description was prepared .٦

10/1/2025

Available forms of attendance: .٧

Classroom attendance combined with online attendance will be a supplementary class to the in-person class. Class code:fvbn3to

Number of study hours (total) / Number of units (total): .٨

2. The total number is 60 hours.

Name of the course coordinator (if there is more than one, please mention it). .٩

M. Mustafa Muzahim MustafaEmail Mustafa.mzahim@tu.edu.iq

Course objectives .١٠

- To enable female students to learn about the most prominent figures in comparative literature andTo identify the most important sources of Islamic culture and the extent of their influence on other literatures
 - After receiving this material, the recipient will be aware of and knowledgeable about the most important schools and approaches in comparative literature.
- e ability to distinguish between literary ences such as criticism, aesthetics, and nparative literature as a science of literature.

Teaching and learning strategies .١١

Applying diverse teaching methods

	(The standard method is giving lectures) student-based approach and problem-solving method
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Course structure .۱۲

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
classroom performance	text method	roduction to Comparative Literature attempt to define comparative literature	General educational skills	2	September
classroom performance	text method	e Origins of Comparative Literature, Part 1	General educational skills	2	September 3, 2014
Classroom performance	text method	e Origins of Comparative Literature, Part 2	General educational skills	2	10 October

and tests					
classroom performance	Text method	Comparative Literature Methods	General Educational skills	2	November
classroom performance	Problem-solving method	French school	General Educational skills	2	November
classroom performance	Lecture delivery method and mental skills	American School	General Educational skills	2	October
classroom performance	Lecture methods and mental skills	Socialist school	General Educational skills	2	October
classroom performance	Problem-solving method	the purpose of comparative literature	General Educational skills	2	October
classroom	Lecture delivery method	the comparative researcher's tools	General Educational skills	2	October

performance					
classroom performance	Lecture method	Applications: The Hellenistic Influence Roman Civilization	General educational skills	2	October
classroom performance	Lecture method	trak's influence in the West Shakespeare: Influence and Being Influenced	General educational skills	2	December
				Spring break	December
				Spring break	Canon the first

classroom performance	Lecture method	the influence of the East on the German poet Goethe	General educational skills	2	December
classroom performance	Lecture methods and mental skills	Western influences in Tolstoy	General educational skills	2	February
Classroom performance	Lecture method	Cleopatra's image between East and West	General educational skills	2	February
					February
					February
					March
					March
				2	March
				2	March

Classroom performance and tests	Lecture methods and mental skills		General educational skills	2	1April
Classroom performance and tests	Lecture methods and mental skills		General educational skills	2	2April
Classroom performance and tests	Lecture methods and mental skills		General educational skills	2	3April
Classroom performance and tests	Lecture methods and mental skills		General educational skills	2	4April
				End-of-year exams	1May
Course evaluation					.۱۳

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

The grade is distributed through several channels:

1- Formative assessment through daily quizzes, observing and monitoring the student's performance in class discussions and homework assignments, and classroom assessment.

This does not exceed 20% of the total grade.

2- Diagnostic assessment through semester and final exams to issue judgments of success and failure. This has a grade of 80% divided over (4) exams, two exams for each semester, to extract the annual effort before entering the final exams.

Learning and teaching resources .\ ٤	
Comparative literature, vanTighm, 1) Translated by Sami Al-Durubi, Dar Al-Fikr Al-Arabi, 1st edition, (n.d.)	Required textbooks (methodology, if applicable)
Comparative Literature, 2) Muhammad Ghunaimi Hilal, Dar Nahdat Misr, 3rd edition, 1977	
Comparative Literature by Daoud (١) Salloum, Al-Mukhtar Publishing Foundation, 1st Edition, 2012	Main references (sources)
Comparative Literature, 1) FransoisGuillard, translated by Henri Zoghaib, Oueidat Publications, 2nd edition, 1988	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

Course description template

Course Name: .١٥
Modern Criticism
Course code: .١٦
the chapter/Year:annual .١٧
annual

Date this description was prepared .١٨	
10/1/2025	
Available forms of attendance: .١٩	
My presence	
Number of study hours (total) / Number of units (total): .٢٠	
Number of hours: 3 Number of units: 6	
Name of the course coordinator (if there is more than one, please .٢١ mention it).	
Prof. Dr. Liqaa Nouzha Suleiman M.M. Ru'a Adnan Abdullah	
Course objectives .٢٢	
	roducing students to cash Modern Arabic and its most important schools and monetaryThe phenomenon that merged in the modern era, and understanding the reasons for its emergence and development.
Teaching and learning strategies .٢٣	
	The standard method (giving lectures). Text formatting.
Course structure .٢٤	

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
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Course structure . ' 3

Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Common critical terms in modern criticism (art, literature, aesthetics)		3	September 3
Classroom performance and exams	Standard method	Common critical terms in modern criticism (art, literature, aesthetics)		3	September 4
Classroom performance and exams	Standard method	Elements of a literary work (emotion, imagination, idea, style, image)		3	October 1
Classroom performance and exams	Standard method	Elements of a literary work (emotion, imagination, idea, style, image)		3	October 2
Classroom performance	Standard method	Elements of a literary work (emotion,		3	October 3

nce and exams		imagination, idea, style, image)			
Classroom performance and exams	Standard method	Applied study (elements of a literary work)		3	October 4
Classroom performance and exams	Standard method	The relationship between literature and society (the theory of art for art's sake, and art for society)		3	November 1
Classroom performance and exams	Standard method	Literary schools (Classical, Romantic, Realist, Symbolist, Surrealist)		3	November 2
Classroom performance and exams	Standard method	Literary schools (Classical, Romantic, Realist, Symbolist, Surrealist)		3	November 3
Classroom performance and exams	Standard method	Literary schools (Classical, Romantic, Realist,		3	November 4

		Symbolist, Surrealist)			
Classroom performance and exams	Standard method	Literary schools (Classical, Romantic, Realist, Symbolist, Surrealist)		3	December 1
Classroom performance and exams	Standard method	Literary schools (Classical, Romantic, Realist, Symbolist, Surrealist)		3	December 2
Classroom performance and exams	Standard method	Critical theory and the meaning of criticism		3	December 3
Classroom performance and exams	Standard method	Literary Genre Theory: The Difference Between Poetry and Prose (Lyrical, Epic, Dramatic Poetry)		3	December 4
		Mid-year break		3	January 1
		Mid-year break		3	January 2

Classroom performance and exams	Standard method	Literary Genre Theory: The Difference Between Poetry and Prose (Lyrical, Epic, Dramatic Poetry)		3	January 3
Classroom performance and exams	Standard method	Literary Genre Theory: The Difference Between Poetry and Prose (Lyrical, Epic, Dramatic, Didactic)		3	January 4
Classroom performance and exams	Standard method	Literary Genre Theory: The Difference Between Poetry and Prose (Lyrical, Epic, Dramatic, Didactic)		3	February 1
classroom performance	Standard method	Types of prose (story, play, essay)		3	February 2

classroom performance	Standard method	application		3	February 3
Classroom performance and exams	Standard method	application		3	February 4
Classroom performance and exams	Standard method	application		3	March 1
Classroom performance and exams	Standard method	application		3	March 2
Classroom performance and exams	Standard method	application		3	March 3
Classroom performance and exams	Standard method	application		3	March 4
Classroom performance and exams	Standard method	Types of prose (story, play, essay)		3	April 1

Classroom performance and exams	Standard method	Critical approaches: impressionistic, historical, social, psychological			April 2
Classroom performance and exams	Standard method	Critical approaches: impressionistic, historical, social, psychological			April 3
—	Problem-solving method	General review		3	April 4
—	—	Final exams		—	May 1, 2, and 3

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Course evaluation .٢٥

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Learning and teaching resources .٢٦

Modern Literary Criticism: Principles and Applications, Dr. Faiq Mustafa and Dr. Abdul-Ridha Ali, Publications of the Ministry of Higher Education and Scientific Research - University of Mosul, Second Edition.

Required textbooks (methodology, if applicable)

<p>Introduction to Modern Criticism, 1- Ali Jawad Al-Taher.</p> <p>Modern Literary Criticism, Dr. 2- Muhammad Ghunaimi Hilal.</p> <p>Literature and its arts, by Ezz El- 3- Din Ismail.</p>	<p>Main references (sources)</p>
<p>Criticism Literary – study and -1 application , Kamal It originated</p> <p>ctionary Terminology Literature , -2 Magdi Gift.</p> <p>Any research or magazine It cares</p> <p>Study Topics The scheduled</p>	<p>Recommended supporting books and references (scientific journals, reports...)</p>
	<p>Electronic references, websites</p>

Course description template

Course Name: .٢٧
Modern poetry, fourth stage
Course code: .٢٨
the chapter/Year:annual .٢٩
2025-2026
Date this description was prepared .٣٠
10/1/2025
Available forms of attendance: .٣١
classroom attendance combined with online attendance will be a supplementary class to the in-person class: Class Codexl4kegl
Number of study hours (total) / Number of units (total): .٣٢

2. The total number is 60 hours.

Name of the course coordinator (if there is more than one, please mention it). ٣٣

M.M. Nour Abdel Hamid Suleiman

Email Noor.Suleiman@tu.edu.iq

Course objectives ٣٤

enable female students to learn about the most prominent figures in modern literature.

enable female students to understand the impact of Renaissance on poetry and how it contributed to enriching literature and poetry in particular.

Teaching and learning strategies ٣٥

Applying diverse teaching methods

(The standard method is giving lectures)

student-based approach and problem-solving method

Course structure ٣٦

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
classroom performance	text method	poetry in the 19th century before the Renaissance)	General educational skills	2	September 3

classroom performance	text method	etry in the nineteenth centuryR	General educational skills	2	September 3, 2014
Classroom performance and tests	text method	modern and contemporary	General educational skills	2	October 1
classroom performance	text method	modern and contemporary	General educational skills	2	November 2
classroom performance	Problem-solving method	Biology School	General educational skills	2	November 3
classroom performance	Lecture delivery method and mental skills	School of Revival: Mahmoud Sami Al-Baroudi	General educational skills	2	October 4
classroom	Lecture methods and mental skills	the School of Biology: Ahmed Shawqi	General educational skills	2	October 1

performance					
classroom performance	Problem-solving method	the School of Al-Zahawi and Ma'ruf al-Rusafi	General educational skills	2	October 2
classroom performance	Lecture delivery method	Al-Mahjar School	General educational skills	2	October 3
classroom performance	Lecture method	the School of the displaced: Poetic Models	General educational skills	2	October 4
classroom performance	Lecture method	Diwan Group	General educational skills	2	December 1
				Spring break from	December 2
				Spring break	December 3 the first

classroom performance	Lecture method	the Diwan Group: Al-qad and Muhammad Shukri	General educational skills	2	December 4
classroom performance	Lecture methods and mental skills	Apollo School	General educational skills	2	February 1
Classroom performance	Lecture method	Apollo School	General educational skills	2	February 2
					February 3
					February 4
					March 1
					March 2
				2	March 3
				2	March 4
Classroom	Lecture methods and mental skills	the reverse school (pioneering)	General educational skills	2	April 1

performance and tests					
Classroom performance and tests	Lecture methods and mental skills	Free Verse School: Nazik Al-Malaika	General educational skills	2	April 2
Classroom performance and tests	Lecture methods and mental skills	Free Verse School: Badr Shakir al-Sayyab	General educational skills	2	April 3
Classroom performance and tests	Lecture methods and mental skills	Free Verse School: Buland al-Haydari	General educational skills	2	April 4
				End-of-year exams	May 1
Course evaluation					.۳۷

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

The grade is distributed through several channels:

1- Formative assessment through daily quizzes, observing and monitoring the student's performance in class discussions and homework assignments, and classroom assessment.

This does not exceed 20% of the total grade.

2- Diagnostic assessment through semester and final exams to issue judgments of success and failure. This has a grade of 80% divided over (4) exams, two exams for each semester, to extract the annual effort before entering the final exams.

Learning and teaching resources ٣٨.	
Modern Literature: Poetry and Prose, by Faiq Mustafa and Dr. Salem Al-Hamdani. 1st Edition. Mosul, 1988	Required textbooks (methodology, if applicable)
Contemporary Arabic Poetry: Its Issues and Phenomena, by Dr. Ezz El-Din Ismail	Main references (sources)
Modern Arabic Poetry by Masoud Al-Atwi	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.;

Tikrit University / College of Education for Girls	Educational institution
Arabic Language Department	Section scientific/ Center
Modern Arabic Prose / Fourth Stage A.M. Ahlam Amel Hazza	Course Name/Code
Classroom lectures	Available forms of attendance
Annual course	Semester/Year
64 hours	Number of study hours(The whole)
10/1/2025	Date this description was prepared
Course Objectives	
Introducing students to Narrative elements, their definition, and detailed identification.	
Developing students' ability to analyze, explain, and interpret literary works in order to appreciate them correctly and judge them objectively and fairly.	

Introducing students to the forms of prose and its development in the modern era.
A study of the different stages that prose has gone through in the modern era.
To become familiar with different genres such as essays, speeches, short stories, novels, and travel literature.

Outputs of the Decision Methods of teaching, learning, and assessment. ١٥
<p style="text-align: right;">Cognitive objectives ١٥</p> <p>A1- After receiving this material, students will have a broad knowledge of poetry in the modern era, represented by the most important terms, schools and literary trends.</p> <p>A2- Identifying the most important schools of thought and a student of modern literature, represented by the study of biology, The Diaspora School Free verse (metered verse): and the Diwan Group Apollo School This gives pioneering and terminology, and its most important poets the student the ability to analyze texts and understand the images and metaphors they contain, especially when studying high-level poetic models, particularly in the modern era.</p> <p>A3- The ability to appreciate and analyze literary texts to reveal their modern characteristics.</p>
<p style="text-align: center;">B - The skills-related objectives of the course.</p> <p>B1 -Understanding the elements of art and beauty in literary texts and applying them to poetic and prose texts from Arabic literature.</p> <p>B2 -Knowledge of the most important modern literary schools and the ability to analyze texts.</p> <p>B3- Communication through the text with which the student interacts as a horizon of communication between the three parties of the creative process: the creator, the text, and the recipient.</p>
Teaching and learning methods
<p>The standard method (giving lectures).</p> <p>Text formatting.</p>

Evaluation methods

Formative assessment through daily exams, observing and monitoring the student's performance in classroom discussions and homework, and classroom assessment.

_ Diagnostic assessment through semester and final exams to issue pass and fail judgments.

C- Affective and value-based objectives

A1-Raising female students to love the Arabic language, and to understand that it is a miraculous language in which the miracle of the Holy Quran was performed.

-Part 2-Knowing how to write words correctly and knowing the punctuation marks.

Q3-To awaken students' awareness of the importance of writing words correctly, by elevating creative products to higher levels of maturity and completeness.

Teaching and learning methods

- Providing psychological motivation to achieve emotional goals.
- Presenting the material with its civilizational dimensions, which instills in the students an awareness of the importance of rhetoric in human civilization and universal culture.

Evaluation methods

More than one method is used in assessment to ensure comprehensiveness:
Firstly, the standard essay method through which the student's ideas about affective and value-based goals are understood.
Secondly, the objective testing method, which consists of short-answer tests such as multiple choice, fill-in-the-blanks, and true/false.

d - General and transferable skills (other related skills).With employability and personal development.

D1-The ability to analyze poetic texts and to know their meters and the poetic forms they are composed in.

D2-Preserving poetic texts and understanding their civilizational, artistic, and cultural importance as a science of a people who had no science more accurate than it.

the.١٦					
Evaluation Method	Teaching method		Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method		Narrative, the concept of narrative	2	September Week 3
Classroom performance and exams	Standard method		Narrative mechanisms in literary texts	2	September Week 4
Classroom performance and exams	Standard method		Narrative elements	2	October 1
Classroom performance and exams	Standard method		Personality	2	2
Classroom performance and exams	Standard method		Conflict, Place, Time, Description	2	3
Classroom performance and exams	Standard method		The story, the artistic structure in the story	2	4
Classroom performance and exams	Standard method		The elements of the story, Mahmoud Taymour, Mohamed Ahmed El-Sayed	2	November 1
Classroom performance and exams	Standard method		Zakaria Tamer, Mohamed	2	2

performance and exams			Khodair, Ahmed Khalaf		
Classroom performance and exams	Standard method		The novel: Factors that led to the emergence and spread of the novel	2	3
Classroom performance and exams	Standard method		Narrative styles, elements of the novel and its artistic structure	2	4
Classroom performance and exams	Standard method		Characters, the novel's distinctive features compared to other art forms, Naguib Mahfouz	2	December 1
Classroom performance and exams	Standard method		Hussain's gift, the playwright, the origins of theater among the Arabs and its stages	2	2
Classroom performance and exams	Standard method		Stages of the play, the unity of the play in the past and present	2	3
Classroom performance and exams	Standard method		Elements of theatrical work, parts of a theatrical work, types of plays	2	4
Classroom performance and exams	Standard method		The themes of the play, the effects the play has on the audience	2	January 1

Classroom performance and exams	Standard method		Elements of the play: Mawun al-Naqqash, Tawfiq al-Hakim, Saadallah Wannous	2	2
Classroom performance and exams	Standard method		Biography	2	3
Classroom performance and exams	Standard method		Differences between autobiography and biography	2	4
Classroom performance and exams	Standard method		Mikhail Naimy, Abbas Mahmoud Al-Aqqad, Fadwa Toukan	2	February 1
Classroom performance and exams	Standard method		Article	2	2
Classroom performance and exams	Standard method		The elements that make up an article	2	3
classroom performance	Standard method		Elements of a successful essay, types of literary essays, Mustafa Lutfi al-Manfaluti	2	4
Classroom performance and exams	Standard method		Subjective essay, objective essay, story analysis	2	April 3

Classroom performance and exams	Standard method		Subjective-Objective Essay	2	April 4
		Final exams			Mays

Infrastructure. ١٧

Lectures compiled from several sources	1. Required textbooks
1- Narrative Theory, by Abdullah Ibrahim. 2- The Arabic Narrative, by: Saeed Yaqteen. 3- Postmodern Narrative, by Ahmed Al-Zoghbi	2. Main references (sources)
	a. Recommended books and references (Scientific journals, reports,...)
	b) Electronic references, websites.

Curriculum Development Plan. ١٨

<p>Despite the important information contained in the curriculum for Modern Arabic Prose, some aspects of it need to be rewritten. Topics that were superficial in their approach and presentation. It lacksmHe decided to focus heavily on practical models necessary to solidify the theoretical material for the students.</p>	-١ -٢
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Course description template

1. Course Name
Arabic linguistics, fourth stage
2. Course Code

3. Term/Year	
2025-2026	
4. Date this description was prepared	
10/1/2025	
5. Available attendance formats	
<p>In-person classes + online classes on Google Classroom serves as a support classroom for in-person classes and is linked kei5w2 According to the regulations and instructions of the Ministry of Higher Education and Scientific Research.</p>	
6. Total number of study hours / Total number of units	
Two hours per week = 60 hours / Units: 4 units	
7. Name of the course coordinator (if there is more than one, mention it)	
Name: Prof. Dr. Mona Adnan Ghani Email: munaghani72@yahoo.com	
8. Course Objectives	
<p>Studying the Arabic language as a -\ means of studying Arab culture and linguistic thought.</p> <p>Defining the position of the Arabic -\ language historically and linguistically among other ancient and modern languages, and knowing its linguistic family and its position among the Semitic languages.</p> <p>Understanding the characteristics -\ of the Arabic language that enabled it to occupy a</p>	<p>Course Objectives</p>

<p>distinguished position among languages.</p> <p>Understanding the means of -ﺉ growth of the Arabic language, the development of its vocabulary, and the methods of generating it to keep pace with renewed civilizational needs.</p> <p>Understanding the challenges -ﻮ facing standard Arabic language and Arabic script, and ways to address them.</p> <p>Enabling female students to learn -ﻛ the correct pronunciation methods for Arabic sounds in light of their articulation points and characteristics.</p> <p>Introducing students to the most -ﻲ important efforts and writings of scholars in the jurisprudence of the Arabic language, both ancient and modern.</p>	
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9. Teaching and learning strategies

<p>To awaken students' awareness of - the value of the Arabic language and its vital role in serving the religion, as it is the language of the Qur'an, which has achieved its miraculous nature and expressed the sublimity of its ideas and meanings.</p>	<p>strategy</p>
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Recognizing that the Arabic language is a fundamental pillar in the renaissance of the Arab nation and the development of its peoples.

Taking pride in the Arabic language and introducing its rich history and the aesthetics of expression in its styles, structures and words.

This is achieved through the application of diverse teaching methods, most notably:

- The standard method (giving lectures).
- Text method.
- Problem-solving method.
- **Brainstorming method.**

10. Course structure:

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and tests	Text and lecture method	Linguistic terms: language, linguistics, philology, dialect,	Understanding the concept of each term	2	September -3

		speech, tongue.			
Classroom performanc e and tests	Text and lecture method	Sources for the study of philology	Distinguishing between linguistic texts in the overall sources of the Arabic language	2	September 4
Classroom performanc e and tests	Lecture	The difference between philology and linguistics	Understanding the difference between them	2	October-1
Classroom performanc e and tests	Lecture	Theories of the Origin of Language	Distinguishing between theories	2	October-2
Classroom performanc e and tests	Lecture	language families	Knowledge of language families	2	October-3
Classroom performanc e and tests	Lecture	Semitic Languages Departments	Knowing the origin from which Arabic arose	2	October-4
Classroom performanc e and tests	Lecture	Characteristic s of Semitic languages	Understanding the characteristics of Arabic	2	November 2

Classroom performance and tests	Lecture	Classical Arabic and colloquial Arabic	Distinguishing between formal and colloquial Arabic	2	November 3
Classroom performance and tests	Lecture	Factors in the emergence of dialects	Understanding the factors that led to the emergence of language	2	November 4
Classroom performance and tests	Lecture	Arabic dialects and their names	Knowing the names of dialects	2	December 1
Classroom performance and tests	Lecture	Hijazi dialect and Tamim	Getting acquainted with the most prominent Arabic dialects	2	December 2
Classroom performance and tests	Lecture	Characteristics of the Arabic language and factors contributing to its growth	Understanding the characteristics of Arabic that distinguish it from other languages	2	December 3
Classroom performance and tests	Lecture	minor derivation	Understanding the characteristics of Arabic that distinguish it	2	December 4

			from other languages		
Classroom performance and tests	Lecture	The major and greatest derivation and carving	Understanding the characteristics of Arabic that distinguish it from other languages	2	January 1
Spring break					January 2
Classroom performance and tests	Lecture	Synonymy	Understanding the characteristics of Arabic that distinguish it from other languages	2	February 1
Classroom performance and tests	Lecture	Subscription	Understanding the characteristics of Arabic that distinguish it from other languages	2	February 2
The application period is (45) days, from 18/2/2024 to 1/4/2024					February 3
Classroom performance and tests	Lecture	Contradiction	Understanding the characteristics of Arabic that	2	April 1

			distinguish it from other languages		
Classroom performance and tests	Lecture	Grammar	Understanding the characteristics of Arabic that distinguish it from other languages	2	April 2
Classroom performance and tests	Lecture	Arabicized and foreign words	Understanding the relationship between Arabic and other languages	2	April 3
Classroom performance and tests	Lecture	The origins of Arabic script and attempts to change the Arabic letter	Understanding the history of Arabic calligraphy and the challenges it faces	2	April 4
Classroom performance and tests	Lecture	Hearing and analogy	Understanding the origins of Arabic in language acquisition	2	May 1
Classroom performance and tests	Lecture	General review	Understanding the basics of each subject.	2	May 2

11. Course Evaluation

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

The grade is distributed through several channels:

1- Formative assessment through daily quizzes, observing and monitoring the student's performance in class discussions and homework assignments, and classroom assessment. This does not exceed 20% of the total grade.

2- Diagnostic assessment through semester and final exams to issue judgments of success and failure. This has a grade of 80% divided over (4) exams, two exams for each semester, to extract the annual effort before entering the final exams.

12. Learning and teaching resources

Linguistics / Dr. Hatem Al-Dhamin Arabic Linguistics by Dr. Kasid Al-Zaidi	Required textbooks (methodology, if applicable)
Characteristics / Ibn Jinni - Al-Sahibi fi Fiqh al-Lughah wa - Sunan al-Arab fi Kalamha / Ibn Faris The Dedicated One / Ibn Sidah - Al-Muzhir fi Ulum al-Lughah al- - Arabiyyah wa Anwa'iha / Al- Suyuti.	Main references (sources)
Chapters in Linguistics / Dr. - Ramadan Abdel-Tawab Linguistics / Dr. Emile Badi' - Ya'qub.	Recommended supporting books and references (scientific journals, reports...)

Various e-learning platforms such as:

- Al-Aluka Network.

- Zad Academy.

**- Dr. Mohammed Saeed Al-Ghamdi's
website.**

**- Website of the Faculty of Arabic Language,
Al-Azhar University.**

Electronic references, websites

Course description template

1. Course Name	
Measurement and Evaluation	
2. Course Code	
Phase Four	
3. Term/Year	
2026 / 2025	
4. Date this description was prepared	
2025/10/1	
5. Available attendance formats	
Classroom lectures	
6. Total number of study hours	
60 hours Number of units (total) 4	
7. Name of the course coordinator	
M.M. Farid Daher	
8. Course Objectives	
<p>The curriculum aims to prepare female –١١ students for the teaching profession by introducing them to</p> <p style="text-align: center;">–a– Numerous concepts and terms, including:</p> <p style="text-align: center;">Measurement, testing and evaluation</p>	<p>Course objectives</p>

-b- Types of achievement tests, how to formulate them, their advantages and disadvantages

9. Teaching and learning strategies

Giving the lecture -३
Discussion method and -४
interrogation

strategy

Course structure .۳۹

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
classroom performance and exams	discussion and interrogation	overview of development and Measurement		2	September 3
classroom performance and exams	discussion and interrogation	concepts of evaluation and measurement the test and the relationship between them		2	September 4
classroom performance and exams	discussion and interrogation	the importance of evaluation and measurement the educational process		2	October First 1
classroom performance and exams	discussion and interrogation	types of educational assessment		2	October First 2
classroom performance and exams	discussion and interrogation	Standard calendar		2	October First 3

performance and exams					
classroom performance and exams	discussion and interrogation	Narrated calendar		2	October First 4
classroom performance and exams	discussion and interrogation	Achievement tests which the teacher puts in		2	October Second 1
classroom performance and exams	discussion and interrogation	Test map		2	October Second 2
classroom performance and exams	discussion and interrogation	Essay tests		2	October Second 3
classroom performance	discussion and interrogation	Tests with answers Short		2	October Second 4

and exams					
classroom performance and exams	discussion and terrogation	Performance tests		2	Canon First 1
classroom performance and exams	discussion and terrogation	Objective tests		2	Canon First 2
classroom performance and exams	discussion and terrogation	Objective tests		2	Canon First 3
classroom performance and exams	discussion and terrogation	Test item analysis And improving it		2	Canon First 4
		Spring break			Canon Second 1
		Spring break			Canon Second 2

classroom performance and exams	discussion and interrogation	Ease of use factor		2	February 1
classroom performance and exams	discussion and interrogation	Test experience		2	February 2
classroom performance and exams	discussion and interrogation	Discrimination factor		2	February 3
classroom performance and exams	discussion and interrogation	Mod test specifications		2	February 4
					Application duration e 45-year-old day
classroom performance	discussion and interrogation	Steadfastness		2	April 3

and exams					
classroom performance and exams	discussion and interrogation	jectivity and comprehensiveness		2	April 4
classroom performance and exams	discussion and interrogation	proving some methods Non-test calendar		2	May 1

11. Course Evaluation

50 marks for the annual coursework, with 25 marks allocated for each semester, divided as follows:

- 20 marks for the written exam
- 5 marks for the daily work, distributed between daily exams or reports
- 50 marks for the end-of-year exam

12. Learning and teaching resources

Calendar and Measurement, by Mustafa Mahmoud Al-Imam and others	1- Books The scheduled Required
Assessment and Measurement in Education and Psychology, Sami Melhem, 2000	Main references (sources)
http://www.alkutubcafe.com/book/83rjar.html	b) Electronic references, websites....

Course description template

Course Title: English Poetry ٢١
studyArabic Linguistics material

Course code: .٢٢
Arabic Linguistics / Fourth Stage
Semester/Year: Annual .٢٣
Annual schedule
Date this description was prepared .٢٤
10/1/2025
Available attendance formats: .٢٥
classroom lectures/With an electronic classroom Google Classroom, according to the instructions of the Ministry of Higher Education and Scientific Research
Number of study hours (total) / Number of units (total): .٢٦
45 hours
Name of the course coordinator (if there is more than one, please .٢٧ mention it).
Prof. Dr. Mona Adnan Ghani

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	
Classroom performance and tests	Text and lecture method	Linguistic terminology: Language, dialect, speech, tongue, word.		4	September -3
Classroom performance and tests	Text and lecture method	Sources for the study of philology		4	September 4

Classroom performance and tests	Lecture	The difference between philology and linguistics, and their importance.		4	October-1
Classroom performance and tests	Lecture	Theories of the Origin of Language		4	October-2
Classroom performance and tests	Lecture	Semitic languages and their branches		4	October-3
Classroom performance and tests	Lecture	Characteristics of Semitic languages		4	October-4
Classroom performance and tests	Lecture	Semitic language families		4	November 1
Classroom performance and tests	Lecture	Arabic language departments		4	November 2
Classroom performance and tests	Lecture	Sounds of the Arabic language / Exits		4	November 3
Classroom performance	Lecture	Sounds of the Arabic language /		4	November 4

ce and tests		qualities			
Classroom performance and tests	Lecture	Dialects / Factors of their emergence		4	December 1
		Spring break		4	December 2
				4	December 3
Classroom performance and tests	Lecture	Characteristics of the Arabic language and factors contributing to its growth		4	December 4
Classroom performance and tests	Lecture	Derivation and its types The big and the biggest		4	January 1
Classroom performance and tests	Lecture	Minor derivation and its importance		4	January 2
Classroom performance and tests	Lecture	Arabic dialect names		4	January 3

Classroom performance and tests	Lecture	Hijazi dialect and Tamim dialect		4	January 4
Classroom performance and tests	Lecture	Sculpture		4	February 1
Classroom performance and tests	Lecture	Grammar		4	February 2
Classroom performance and tests	Lecture	Synonymy		4	February 3
Classroom performance and tests	Lecture	Contradiction		4	February 4
Classroom performance and tests	Lecture	verbal participation		4	March 3
Classroom performance and tests	Lecture	Arabicized and foreign		4	March 4

Classroom performance and tests	Lecture	The suitability of Arabic letters to their meanings		4	April 1
Classroom performance and tests	Lecture	Measurement and improvisation		4	April 2
Classroom performance and tests	Lecture	General review		4	April 3
Classroom performance and tests	Lecture	General review		4	April 4
Online classroom performance and exams	Text method The inductive and brainstorming methods	Surah Al-Kahf/verses 78-80		2	April 4
-	-	Final exam		-	Mays 1

Course evaluation ٢٨

Formative assessment (daily exams (oral and written), classroom discussion, homework and follow-up, classroom assessment).

-Diagnostic assessment (term and final exams to determine pass/fail status)

Learning and teaching resources .٢٩	
<p>Linguistics/d.Hatem Saleh Al-Dhamen</p> <p>Arabic linguistics/d.Kasid Al-Zaidi</p>	Required textbooks (methodology, if applicable)
<p>Al-Sahibi in the - jurisprudence of language and the customs of the Arabs in their speech/Ahmad ibn Faris</p> <p>Characteristics by Ibn Jinni - Dedicated to Ibn Sidah - The Arabized to the Jawaliqi - Al-Muzhir fi Ulum al-Arabiyya - by Al-Suyuti</p>	Main references (sources)
<p>Linguistics/d.Ali Abdul - Wahid Wafi</p> <p>Chapters in - Linguistics/d.Ramadan Abdel-Tawab</p> <p>Semitic linguistics/Carl - Brockelmann</p>	Recommended supporting books and references (scientific journals, reports...)
<p>Various e-learning websites such as Al-Mustafa Library and our Arabic Library forums.</p> <p>Dr. Mohammed Saeed Al-Ghamdi's website.</p> <p>Website of the Faculty of Arabic Language, Al-Azhar University.</p> <p>Website of the Faculty of Arabic Language at Al-Qarawiyyin University.</p>	Electronic references, websites

Course description template

1. Course Name
Arabic grammar and its simplification methods for the fourth stage
2. Course Code
3. Term/Year
2025-2026
4. Date this description was prepared
10/1/2025 As updated based on the Ministry of Higher Education and Scientific Research's letter No. J/A423 dated 1/25/2024
5. Available attendance formats
In-person classes + online classes on Google Classroom It will be a support class for the in-person class and will be linked keit5w2 According to the regulations and instructions of the Ministry of Higher Education and Scientific Research.
6. Total number of study hours / Total number of units
4 hours per week = 120 hours / Units: 8 units
7. Name of the course coordinator (if there is more than one, mention it)
Name: Prof. Dr. Maimouna Awni Salim Email: dm_saleem@tu.edu.iq
8. Course Objectives

<p>*To enable female students to master the rules of the Arabic language at the grammatical level, enabling them to distinguish between right and wrong in different texts, and to use Arabic language styles correctly and appropriately to the context of the discourse.</p> <p>*Introducing students to the most prominent grammar scholars and the most famous works on grammar, both ancient and modern, and comparing what the modern scholars added to the ancient ones.</p> <p>*Developing thinking and analytical skills to enable them to analyze, utilize, and parse texts correctly.</p> <p>*To provide students with the subtle differences in various grammatical uses and their impact on conveying meaning.</p> <p>Self-development skills that enable students to compete with others.</p>	<p>Course objectives</p>
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9. Teaching and learning strategies

<p>Applying diverse teaching methods, including:</p> <p>The standard method (giving lectures).</p> <p>Text formatting.</p> <p>Problem-solving method. -</p>	<p>strategy</p>
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10. Course structure:The study began on21/9/2025And it ends on17/5/2026Final exam start date

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
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Classroom performance and tests	Text and lecture method	Grammar terms and vocabulary	General cognitive skills	4	September 3
Classroom performance and tests	Text and lecture method	Grammar terms and vocabulary	General cognitive skills	4	September 4
Classroom performance and tests	Lecture	The vocative and its categories	Mental skills through explaining and parsing texts	4	October 1
Classroom performance and tests	Lecture	The modifiers of the vocative and nouns that are not required in the vocative case	Mental skills through explaining and parsing texts	4	October 2
Classroom performance and tests	Lecture	Marginalization and scarring	Mental skills through explaining and parsing texts	4	October 3
Classroom performance and tests	Lecture	Relief and specialization	Mental skills through explaining and parsing texts	4	October 4
Classroom performance and tests	Lecture	The indeclinable	Mental skills through explaining and parsing texts	4	November 1

Classroom performance and tests	Lecture	The indeclinable	Mental skills through explaining and parsing texts	4	November 2
Classroom performance and tests	Lecture	Raising and lowering the present tense verb	Practical skills through grammatical editing and parsing of texts	4	November 3
Classroom performance and tests	Lecture	Jussive mood of the imperfect verb	Mental skills through explaining and parsing texts	4	December 1
Classroom performance and tests	Lecture	Tools that govern two verbs	Mental skills through explaining and parsing texts	4	December 2
Classroom performance and tests	Lecture	Number gender (masculine and feminine)	Practical skills through adjusting the numbers and their rules	4	December 3
Classroom performance and tests	Lecture	Simplifying grammar and its schools The origins of grammar and its founders	Mental and cognitive skills	4	December 4

Classroom performance and tests	Lecture	Grammatical disagreement between the two schools	Mental, cognitive, and perceptual skills	4	January 1
Spring break from 18/1/2026 For the purpose 31/1/2026					January 2
Classroom performance and tests	Lecture	Basra, the book by Sibawayh, and Al-Muqtadab by Al-Mubarrad, and examples from them.	Affective and ethical skills, through which the student learns about the role of Basra scholars in establishing rules.	4	January 3
Classroom performance and tests	Lecture	Al-Kufa, Al-Farra', and the book "Meanings of the Qur'an" with evidence from it.	Affective and ethical skills, through which the student learns about the role of Kufa scholars in simplifying grammar.	4	January 4
Classroom performance and tests	Lecture	The disagreement between the two schools, along with	Emotional and value-based skills that enable the student to identify the reasons for the		February 1

		some of their issues.	conflict between the two schools.		
Classroom performance and tests	Lecture	The disagreement between the two schools, along with issues from both, and the Baghdad school and the detailed explanation of the text by Ibn Ya'ish	Emotional and value-based skills through which the student identifies the reasons for the disagreement between the two schools and discusses the efforts of scholars and their role in the emergence of the Baghdad school.		February2
The application period is (45) days from 18/2/2026 For the purpose 7/4/2026					
Classroom performance and tests	Lecture	Andalusia and the book "Refutation of the Grammarians" by Ibn Mada'	Emotional and value-based skills, through which the student learns about the role of Andalusian scholars in the causes of the	4	April3

			revolution, in the Eastern style.		
Classroom performance and tests	Lecture	Egypt and Mughni al-Labib by Ibn Hisham and Al-Ashmuni's commentary with supporting evidence	Affective and ethical skills, through which the student learns about the role of Egyptian scholars and the role of Ibn Hisham in establishing the rules of grammar.	4	April4

11. Course Evaluation

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

The grade is distributed through several channels:

1-Formative assessment through daily exams, observing and monitoring the student's performance in classroom discussions and homework, and classroom assessment. This does not exceed 20% of the total score.

2- Diagnostic assessment through midterm and final exams to determine pass and fail This grade is 80%, divided into (4) exams, two exams for each semester, to calculate the annual grade before entering the final exams.

12. Learning and teaching resources

Ibn Aqil's explanation of Ibn Malik's Alfiyya, edited by Sheikh Muhyiddin Abdul Hamid (Manhaji), and the book	Required textbooks (methodology, if applicable)
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<p>Arabic Grammar and its Simplification Methods by Dr. Mujahid Jijan Al-Dulaimi, Dr. Muhammad Saleh Al-Tikriti, and Dr. A'id Karim.</p>	
<p>-Comprehensive Grammar – Abbas Hassan</p> <p>- Meanings of Grammar – Dr. Fadel Al-Samarrai.</p> <p>-Lessons in Grammatical Schools, Dr. Abdo Al-Rajhi</p> <p>- Introduction to the book "The Light of the Seeker to the Clearest Paths" by Muhammad Abdul Aziz Al-Najjar</p>	<p>Main references (sources)</p>
<p>-The efforts of ancient and modern linguists in simplifying grammar, by researchers Wagdi Muhammad Ahmad and others, a study published in the Arab Journal of Science and Research Publication, 2016</p> <p>-Simplifying Arabic Grammar: A Comparative Descriptive Study between Classical and Modern Scholars, PhD Thesis, 2019</p>	<p>Recommended supporting books and references (scientific journals, reports...)</p>
<p>Various e-learning platforms such as:</p> <p>Al-Mustafa Library</p> <p>- Our Arabic Library Forums.</p> <p>Dr. Mohammed Saeed Al-Ghamdi's website.</p> <p>Website of the Faculty of Arabic Language, Al-Azhar University.</p>	<p>Electronic references, websites</p>

**Website of the Faculty of Arabic Language at
Al-Qarawiyyin University.**