



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: 18/9 / 2024

File filling date: 18/9/2024

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

the signature : 

the date: . 22/9/2024

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: 18/9/2024


Authentication of the Dean
أ.م.د. صباح عبد الحسین العبدی
مديرة الكلية للدراسات

Academic program description form

University name: University: Tikrit.

College/Institute: College Education for girls

Scientific Department: Department Arabic

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

Name of final degree: Bachelor's degree in Arabic

Academic system: annual

Description preparation date: 18/9/2024

File filling date: 18/9/2024

the signature : the signature :

Name of department head: Mr. Dr. Meeting Nozhat Suleiman Name of scientific assistant: Mr. Dr. Ashraf
Gamal Mahmoud

the date: 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 date

the signature

Authentication of the Dean

1. Program vision

Remember to see the program as stated in the university prospectus and website.

2. Program message

Remember to see the program as stated in the university's bulletin and website.

3. Program objectives

4. Programmatic accreditation

Does the program have program accreditation? From which side?

5. Other external influences

Is there a sponsor? Of program?

Research activities, observation and application in secondary school

6. Program structure

| Comments | percentage | Study unit | Number of courses | Program structure |
|----------|------------|------------|-------------------|-------------------------|
| | | | | Enterprise requirements |
| | | | | College requirements |
| | | | | Department |

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|--|--|--|--|--------------------|
| | | | | requirements |
| | | | | summer training |
| | | | | Other |

*Notes may include whether the course is core or elective.

| 7. Program description | | | | |
|------------------------|--------------------|---------------------------------|--------------------------|------------------|
| Credit hours | | Name of the course or course | Course or course code | Year/level |
| Practical | theoretical | | | |
| | theoretical | Ancient texts | | 2024-2025 |

| 8. Expected learning outcomes of the program | |
|--|---------------------|
| Knowledge | |
| Statement of learning outcomes 1 | Learning outcomes 1 |
| Skills | |
| Statement of learning outcomes 2 | Learning outcomes 2 |
| Statement of learning outcomes 3 | Learning outcomes 3 |
| Value | |
| Statement of learning outcomes 4 | Learning outcomes 4 |
| Statement of learning outcomes 5 | Learning outcomes 5 |

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|--|-------|-------------------------------------|-----------------------|---------|------------------------|
| 9. Teaching and learning strategies | | | | | |
| Teaching and learning strategies and methods adopted in implementing the program in general. | | | | | |
| 10. Evaluation methods | | | | | |
| Implementing it in all stages of the program in general. | | | | | |
| 11. The teaching staff | | | | | |
| Faculty members | | | | | |
| Preparing the teaching staff | | Requirements/skills (if any) | Specialization | | Scientific rank |
| Lecturer | Angel | | private | general | |
| | Angel | Training rounds | literature | Arabic | M.D. millimeter. |

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| Professional development |
| Orienting new faculty members |
| Briefly describes the process used to orient new, visiting, full-time, and part-time faculty at the institution and department levels. |
| Professional development for faculty members |
| Briefly describe the academic and professional development plan and arrangements for faculty members such as teaching and learning strategies, assessment of learning |

outcomes, professional development, etc.

12. Acceptance criterion

(Developing regulations related to admission to the college or institute, whether central admission or others mentioned)

13. The most important sources of information about the program

Remember briefly.

14. Program development plan

| Learning outcomes required from the programme | | | | | | | | | | | | | | | |
|---|--------|--------|--------|--------|--------|--------|--------|-----------|--------|--------|--------|-----------------------------------|----------------------|--------------------|----------------|
| Value | | | | Skills | | | | Knowledge | | | | Essenti al or optional ? | Cours e Name | Cours e Code | Year/lev el |
| C 4 | C 3 | C 2 | C 1 | B 4 | B 3 | B 2 | B 1 | A 4 | A 3 | A 2 | A 1 | Basic | Ancie nt texts | | 2024- 2025 |
| | | | | | | | | | | | | | | | |
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*Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Course description form

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|---|
| 1. Course name |
| Ancient texts-The second phase |
| 2. Course code |
| |
| 3. Semester/year |
| Year 2024-2025 |
| 4. The date this description was prepared |
| 18/9/2024 |
| 5. Available forms of attendance |
| Attend my class + electronic class on google classroom It will be a supporting class for the in-person class and with a link b22mmkg According to the controls and instructions of the Ministry of Higher Education and Scientific Research. |
| 6. Number of study hours (total) / number of units (total) |
| 2Hours per week =60Hours/units4units |
| 7. Name of the course administrator (if more than one name is mentioned) |
| the name:M.Dr.Samer Abbas Hussein amy1:Abbas.Samer@tu.edu.iq |
| 8. Course objectives |

| | |
|---|---------------------------------|
| <ul style="list-style-type: none"> * Enabling students to know the most prominent figures in ancient texts. Of poets, preachers and writers. * Enabling female students to know the impact of Islam on the literature of this era. * Introducing students to the role of literature as a writer. *Teaching female students about the positive and negative impact of political, social and intellectual conditions on literature. *Developing students’ poetic talent and accustoming them to the method of reciting poetry or speeches. *Developing sound literary sense and training literary taste that can judge the quality of texts without it. | Objectives of the study subject |
|---|---------------------------------|

9. Teaching and learning strategies

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|---|--------------|
| <p>Applying various teaching methods, including:</p> <p style="padding-left: 40px;">The standard method (giving lectures).</p> <p style="padding-left: 40px;">_ Text method.</p> <p>Method of solving problems.</p> | The strategy |
|---|--------------|

10. Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
|-------------------|-----------------|---------------------------|----------------------------|-------|----------|
| | | | | | |

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|-------------------|------------------------------|-------------------|--------------------------|---|-------------|
| Class performance | Standard method, text method | Literature writer | General cognitive skills | 6 | September 3 |
|-------------------|------------------------------|-------------------|--------------------------|---|-------------|

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|------------------------------------|---------------------------------|---|--|---|-------------|
| and tests | | | | | |
| Class performance and tests | Standard method, text method | Chapter on what people put in the wrong place | General cognitive skills | 6 | September 4 |
| Class performance and tests | Standard method, text method | Joy and decency | General cognitive skills | 6 | October-1 |
| Class performance and tests | Text method, standard method | The caravan | General cognitive skills | 6 | October-2 |
| Class performance and tests | Text method, standard method | The funeral | Mental skills through memorizing and explaining texts | 6 | October-3 |
| Class performance and tests | Standard method | A living | Mental skills through memorizing and explaining texts | 6 | October-4 |
| Class performance and tests | Standard method | The poor and needy | Mental skills through memorizing and explaining texts | 6 | November 2 |
| Class performance and tests | Standard method | The mean miser | Mental skills through memorizing and explaining texts | 6 | November 3 |
| Class performance and tests | Standard method and text method | Applications about the meanings of words | Practical skills through adjusting, memorizing and explaining texts | 6 | November 4 |
| Class performance | Standard method | Interpretation of what came from dual in | Mental skills through | 6 | December 1 |

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|--|--|--|--|----------|-------------------|
| and tests | | the usage of speech | explaining and memorizing texts | | |
| Class performance and tests | Text method and standard method | The East and the West | Mental skills through explaining and memorizing texts | 6 | December 2 |
| Class performance and tests | Text method and standard method | Chapter on the supplications he uses in speech | Practical skills through writing and reciting texts | 6 | December 3 |
| Class performance and tests | Text method and deductive method | Praise and thanks | General cognitive outcomes | 6 | December 4 |
| Class performance and tests | Text method and standard method | Forehead and forehead | Mental and cognitive skills | 6 | January 1 |
| Spring break from 1/14/2024 until 1/28/2024 | | | | | January 2 |
| Class performance and tests | Standard method | The religion | Mental, cognitive and perceptual skills | 6 | February 1 |
| Class performance and tests | Standard method | The non-Arab and the non-Arab | Mental, cognitive and perceptual skills | 6 | February 2 |
| Class performance and tests | The deductive method and the text method | And the Arab and the Bedouin | Emotional and value-based skills, through which the student learns about the role of poets in public life | 6 | February 3 |
| Class performance and tests | The deductive method and the text method | Those called by the names of lions | Emotional and value-based skills, through | 6 | February 4 |

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|------------------------------------|---------------------------------|--|---|----------|----------------|
| | | | which the student learns about the role of poets in political life | | |
| Class performance and tests | Standard method | Those who are called by the names of vermin | Emotional and moral skills through which the role of poetry in defending Islam is demonstrated | 6 | March 1 |
| Class performance and tests | Standard method and text method | Those who are called by attributes and others | Emotional and value-based skills, through which the student learns about the role of poets in political life | 6 | March2 |
| Class performance and tests | Standard method and text method | Chapter on the characteristics of people | Emotional and value-based skills, through which the student learns about the role of flirtation in emotional life | 6 | March3 |
| Class performance and tests | Standard method and text method | A door to knowledge about the sky, the stars, times, and the winds | -Emotional and value-based skills, through which the student learns about the role of flirtation in emotional life | 6 | March 4 |

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|-----------------------------|-----------------|----------------|-----------------------------|---|---------|
| Class performance and tests | Standard method | Moon houses | Mental and cognitive skills | 6 | April 1 |
| Class performance and tests | Standard method | Crescent moon | Mental and cognitive skills | 6 | April2 |
| Class performance and tests | Standard method | Word's meaning | Mental and cognitive skills | 6 | April3 |
| Class performance and tests | Standard method | Tests | Mental and cognitive skills | 6 | April4 |
| Class performance and tests | Standard method | Review | Mental and cognitive skills | 6 | May 1 |
| | Standard method | Review | | 6 | May 1 |
| | | | | | |

11. Course evaluation

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

The degree is distributed through several channels:

1- Formative (formative) assessment through daily exams, observing and following up on the student's performance in class discussions and homework assignments, and classroom evaluation. This grade does not exceed 20% of the

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| total. | |
| 2- Diagnostic evaluation of the semester and final exams to issue judgments of success and failure. This grade is 80% and is divided into (4) exams for each semester, two exams, to extract the annual endeavor before entering the final exams. | |
| 12. Learning and teaching resources | |
| Literature of the Writer by Ibn Qutaybah | Required textbooks (methodology, if any) |
| The collection of Hassan bin Thabit, the collection of Abdullah bin Rawaha, the collection of Al-Hutai'ah, the poetry of Tamмам bin Nuwayra, the collection of Jarir/Al-Farazdaq/Al-Akhtal / the poetry of Al-Kumait / the poetry of Ubaidullah bin Qais Al-Ruqayat / the collection of Omar bin Abi Rabia / the collection of Jamil Buthaina | Main references (sources) |
| Iraqi academic scientific journals | Recommended supporting books and references (scientific journals, reports...) |
| Dr. Muhammad Saeed Al-Ghamdi's website. Comprehensive Library / Encyclopedia of Arabic Literature / Library of Alexandria / Endowment Library / Website of the Faculty of Arabic Language, Al-Azhar University. Website of the Faculty of Arabic | Electronic references, Internet sites |

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| Language at Al-Qarawiyyin University. | |
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Course Description Form

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| 1. Course name |
| General Arabic |
| 2. Course code |
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| 3. Semester/Year |
| Annual course |
| 4. Date this description was prepared |
| 18/9/2024 |
| 5. Available forms of attendance |
| In-person classroom lectures |
| 6. Number of study hours (total) / Number of units (total) |
| 60 |

7. Name of the course supervisor (if more than one name is mentioned)

Name: M.M. Roaa Adnan Abdullah Email:Ruaa.adnan@tu.edu.iq

8. Course objectives

Subject 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- That the student is familiar with all the literature of the Arabic language (pre-Islamic, Islamic, Umayyad, Abbasid, Andalusian, modern and contemporary) and the most prominent poets of each stage and the most important literary texts in it, both poetry and prose. •
- A4- That the student is familiar with all schools of literary criticism throughout the ages. •
- A5- That the student is familiar with the sciences of the Holy Qur'an (rules of recitation, interpretation, hadith and its terminology and what is related to it). •
- A6- The student learns modern technical skills in studying the language... •
- •
- •

9. Teaching and learning strategies

Strategy

10. Course Structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The week |
|--|------------------------|--|-----------------------------------|----------------|--------------------|
| Classroom performance and exams | The lecture | Introducing students to the most prominent grammatical, linguistic, morphological and literary applications (memorizing Surat Ad-Duha, analyzing the Qur'anic text) | | 3 | September 3 |
| Classroom performance and exams | The lecture | Introducing students to the most prominent poets throughout the ages (Ibn al-Mu'tazz, description of nature, Abu Bakr al-Sanubari, and Abdul Mohsen al-Kadhimi) | | 3 | September 4 |
| Classroom performance and exams | The lecture | Introducing students to the rules of writing the soft alif, open taa and connected taa | | 3 | October 1 |

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|--|--------------------|---|--|----------|-------------------|
| Classroom performance and exams | The lecture | Conditional style | | 3 | October 2, |
| Classroom performance and exams | The lecture | Verbs that take two objects | | 3 | October 3 |
| Classroom performance and exams | The lecture | Explanation of writing the letters Dhad and Tha | | 3 | October 4 |
| Classroom performance and exams | The lecture | Assigning verbs to pronouns | | 3 | November 1 |
| Classroom performance and exams | The lecture | Derivatives (active participle) formulation and action | | 3 | November 2 |
| Classroom performance and exams | The lecture | (Passive participle) formulation and action | | 3 | November 3 |
| Classroom performance and exams | The lecture | Adjective Form and Function | | 3 | November 4 |
| Classroom performance and exams | The lecture | The play, its origins and characteristics | | 3 | December 1 |
| Classroom performance and exams | The lecture | Article, article features, article types | | 3 | December 2 |
| Classroom performance and exams | The lecture | exclamation style | | 3 | December 3 |
| Classroom performance and exams | The lecture | Defective noun, dual and plural | | | December 4 |
| | | vacation | | 3 | January 1 |
| | | vacation | | 3 | January 2 |

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|--|--------------------|---|--|----------|-------------------|
| Classroom performance and exams | The lecture | shortened noun | | 3 | January 3 |
| Classroom performance and exams | The lecture | Extended noun | | 3 | January 4 |
| Classroom performance and exams | The lecture | Speech - Types of sentences | | 3 | February 1 |
| Classroom performance and exams | The lecture | Parts of speech | | 3 | February 2 |
| Classroom performance and exams | The lecture | Subject and predicate | | 3 | February 3 |
| Classroom performance and exams | The lecture | Cases in which news must be presented | | 3 | February 4 |
| Classroom performance and exams | The lecture | Types of news (singular sentence and quasi-sentence) | | 3 | March 1 |
| Classroom performance and exams | The lecture | Broken in positions | | 3 | March 2 |
| Classroom performance and exams | The lecture | Open positions | | 3 | March 3 |
| Classroom performance and exams | The lecture | Rules for writing the letter “qadā” and “ḍād” | | 3 | March 4 |
| Classroom performance and exams | The lecture | A poem from the poetry of expulsion by Abu Nawas | | 3 | April 1 |
| Classroom performance | The lecture | In the literature of | | 3 | April 2 |

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| and exams | | oratory, the sermon of the Messenger (may God bless him and grant him peace) | | | |
| Classroom performance and exams | The lecture | Masculine and feminine number | | 3 | April 3 |
| | | General review | | | April 4 |
| | | Final exams | | | May 1 |
| | | Final exams | | | May 2 |
| | | | | | |
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| 11. Course Evaluation | |
| The grade is distributed out of 100 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 | |
| General Arabic for non-specialty | Required textbooks (methodology if any) |

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| sections: Sabah Ali Suleiman | |
| General Arabic for non-specialized departments (Tikrit University - Habib Ahmed Al-Azzawi) - General Arabic for non-specialized departments: Amin Abdul Qader Hassan | Main References (Sources) |
| | Recommended supporting books and references (scientific journals, reports...) |
| Our Arabic Library Forums - - | Electronic references, websites |

Course Description Form

| |
|--|
| 1. Course name |
| General Arabic |
| 2. Course code |
| |
| 3. Semester/Year |
| Annual course |
| 4. Date this description was prepared |
| 10\11\2024 |
| 5. Available forms of attendance |
| In-person classroom lectures |
| 6. Number of study hours (total) / Number of units (total) |
| 60 |
| 7. Name of the course supervisor (if more than one name is mentioned) |

8. Course objectives

| | |
|--|---------------------------|
| <p>.. A1- The student should be able to master the rules of the Arabic language in grammar, morphology, spelling and expression. ●</p> <p>A2- The student should be able to apply the rules of the Arabic language in various linguistic uses. ●</p> <p>A3- That the student is familiar with all the literature of the Arabic language (pre-Islamic, Islamic, Umayyad, Abbasid, Andalusian, modern and contemporary) and the most prominent poets of each stage and the most important literary texts in it, both poetry and prose. ●</p> <p>A4- That the student is familiar with all schools of literary criticism throughout the ages. ●</p> <p>A5- That the student is familiar with the sciences of the Holy Qur'an (rules of recitation, interpretation, hadith and its terminology and what is related to it). ●</p> <p>A6- The student learns modern technical skills in studying the language... ●</p> <p>.... ●</p> <p>.... ●</p> | <p>Subject objectives</p> |
|--|---------------------------|

9. Teaching and learning strategies

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|--|----------|
| | Strategy |
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10. Course Structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The week |
|--|------------------------|--|------------------------------------|----------------|-------------------|
| Classroom performance and exams | The lecture | Introducing students to the most prominent grammatical, linguistic, morphological and literary applications (memorizing Surat Al-Kahf with analysis of the Qur'anic text) | Mental and cognitive skills | 2 | November 2 |
| | | Introducing students to the most prominent poets throughout the ages (Amr ibn Kulthum, Abu Tayeb al-Mutanabbi | | | November 3 |
| Classroom performance and exams | The lecture | Introducing students to the most prominent poets throughout the ages: Shaab Buan, Muhammad Mahdi Al-Jawahiri | Mental and cognitive skills | 2 | November 4 |
| Classroom performance | The lecture | Introducing students to | Mental and cognitive | 2 | December 1 |

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|--|--------------------|--|------------------------------------|----------|-------------------|
| and exams | | (hamzat al-wasl and hamzat al-qata', the middle hamza, and the extreme hamza) | skills | | |
| Classroom performance and exams | The lecture | Punctuation marks of all types and their locations | Mental and cognitive skills | 2 | December 2 |
| Classroom performance and exams | The lecture | Explanation of writing the open and connected taa | Mental and cognitive skills | 2 | December 3 |
| Classroom performance and exams | The lecture | Explanation of writing the letters Dhad and Tha | Mental and cognitive skills | 2 | December 4 |
| Classroom performance and exams | The lecture | Exchange balance | Mental and cognitive skills | 2 | January 1 |
| Classroom performance and exams | The lecture | Its doors more tri-quadruple | Mental and cognitive skills | 2 | Kakon II 2 |
| Classroom performance and exams | The lecture | The deleted trilateral verb | Mental and cognitive skills | 2 | January 3 |
| Classroom performance and exams | The lecture | The doors of the simple trilateral verb | Mental and cognitive skills | 2 | January 4 |
| Classroom performance and exams | The lecture | Verb-like letters | Mental and cognitive skills | 2 | February 1 |
| Classroom performance and exams | The lecture | Kan and its sisters - their meanings | Mental and cognitive skills | 2 | February 2 |
| Classroom performance | The lecture | The doors of the simple | Mental and cognitive | 2 | February 3 |

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|--|--------------------|---|------------------------------------|----------|-------------------|
| and exams | | trilateral verb | skills | | |
| Classroom performance and exams | The lecture | Defective, shortened and extended nouns, dual and plural | Mental and cognitive skills | | February 4 |
| | | vacation | | 2 | March 1 |
| Classroom performance and exams | The lecture | Correct verb - Weak verb | Mental and cognitive skills | 2 | |
| Classroom performance and exams | The lecture | Derivatives (active participle)- participle | Mental and cognitive skills | 2 | March 2 |
| Classroom performance and exams | The lecture | Subject - Subject Conditions - Subject Deputy | Mental and cognitive skills | 2 | March 3 |
| Classroom performance and exams | The lecture | Speech - Types of sentences | Mental and cognitive skills | 2 | March 4 |
| Classroom performance and exams | The lecture | Parts of speech | Mental and cognitive skills | 2 | April 1 |
| Classroom performance and exams | The lecture | Subject and predicate | Mental and cognitive skills | 2 | April 2 |
| Classroom performance and exams | The lecture | Cases in which news must be presented | Mental and cognitive skills | 2 | April 3 |
| Classroom performance and exams | The lecture | Types of news (singular sentence and quasi-sentence) | Mental and cognitive skills | 2 | April 4 |
| Classroom performance and exams | The lecture | Broken in positions | Mental and cognitive skills | 2 | May 1 |

| | | | | | |
|--|--------------------|--|------------------------------------|----------|--------------|
| Classroom performance and exams | The lecture | Open positions | Mental and cognitive skills | 2 | May 2 |
| Classroom performance and exams | The lecture | Masculine and feminine number | Mental and cognitive skills | 2 | May 3 |
| Classroom performance and exams | The lecture | Surah Ad-Duha memorization and interpretation | Mental and cognitive skills | 2 | May 4 |

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|--|--------------------|--|------------------------------------|----------|---------------|
| Classroom performance and exams | The lecture | Objects in Arabic grammar / Object / Absolute Object | Mental and cognitive skills | 2 | June 1 |
| Classroom performance and exams | The lecture | The object of the verb (adverbs of time and place) The object with it | Mental and cognitive skills | 2 | June 2 |
| Classroom performance and exams | The lecture | The name of the instrument, its types and weights | Mental and cognitive skills | 2 | June 3 |
| Classroom performance and exams | The lecture | Final exams | Mental and cognitive skills | 2 | June 4 |

11. Course Evaluation

The grade is distributed out of 100 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

| | |
|--|---|
| General Arabic for non-specialty sections: Sabah Ali Suleiman | Required textbooks (methodology if any) |
| General Arabic for non-specialized departments (Tikrit University - Habib Ahmed Al-Azzawi) - General Arabic for non-specialized departments: Amin Abdul Qader Hassan | Main References (Sources) |
| | Recommended supporting books and references (scientific journals, reports...) |
| Our Arabic Library Forums - | Electronic references, websites |

Course Description Form

| |
|---|
| 1. : Course name |
| Abbasid literature |
| 2. :Course code |
| AD |
| 3. :Chapter/Year |
| Annual |
| 4. : Date this description was prepared |
| ٢٠٢٤/١٨/٩ |
| 5. Available attendance forms: |

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|--|
| Mandatory attendance |
| 6. :Number of study hours (total) / Number of units (total) hours per week ٢ |
| 7. Name of the course administrator (if more than one name is mentioned) Dr. Hatem Karim Hussein |
| 8. Course objectives |
| <p>-١ Introducing the student to the nature of the Abbasid era from the political, social and literary perspectives.</p> <p>-٢ Explaining the impact of Arabic literature (poetry) in the Abbasid era, and the stages of development and prosperity at the hands of many poets whose names shone in that extended period of time (AH - ٦٥٦ AH ١٣٢).</p> <p>-٣ The most prominent developments that occurred in Arabic literature due to the cultural and civilizational mixing between peoples and nations, which led to the creation of many poetic themes that do not exist before that period of time.</p> <p>-٤ Revealing the most prominent aspects of development and innovation in the meters and rhymes of poetry.</p> <p>-٥ Identifying the most prominent poets who had a great impact on Arabic poetry in that era.</p> |
| 9. Teaching and learning strategies |
| <p>:Interactive lectures</p> <ul style="list-style-type: none"> • Providing a detailed explanation of the literary and historical concepts related to Abbasid literature • Involving students in discussions to link theoretical content to literary reality <p>:Text analysis .٢</p> <ul style="list-style-type: none"> • Study selected examples of Abbasid poetry and prose • Focus on applying literary criticism tools to analyze texts from multiple angles (linguistic, intellectual, cultural) <p>:Project-based learning .٣</p> <ul style="list-style-type: none"> • Assigning students to prepare short research papers or analytical projects on the effects of external influences on Abbasid literature • Organize presentations to discuss research findings with colleagues |

:Inquiry-based learning .ξ

- Encouraging students to ask questions and explore the relationship between Abbasid literature and social and political conditions
- Directing class discussions towards discovering new dimensions of literary texts

:Cultural visits .ο

- Visit libraries or cultural centers that contain manuscripts or sources related to Abbasid literature
- Organizing events to discuss the Abbasid heritage in a modern literary context

:E-learning .ϕ

- Use educational platforms to provide additional content, such as videos, scientific articles, and literary texts
- Organizing electronic discussion forums to enhance interaction between students and professors

:Brainstorming and discussion sessions .ν

- Encouraging students to think creatively and search for multiple interpretations of literary events of the Abbasid era
- Use group discussion sessions to analyze literary or philosophical issues related to the material

:Formative assessment .^

- Use short exercises and interactive tests to track student progress and identify areas for improvement

10. Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The week |
|--|---|---|--|---------|----------|
| Intellectual deductive questions from the topic that | Presentation discussion, , application, analysis and interpretation | Introduction to political life in the Abbasid era | Highlighting the nature of life in the Abbasid era from a political, social and literary | ٢ | ١ |

| | | | | | |
|---|---|---|---|---|----|
| demonstrate the students' understanding of the .material | n | | perspective | | |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation n | Introduction to social life in the Abbasid era | Highlighting the nature of social life that prevailed in that era and explaining the extent to which it was reflected in the upbringing of poets and how their poems were .composed | ٢ | ٢ |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation n | New topics that appeared in the Abbasid era Poetry of brotherhood) and friendship, and (description of nature | Revealing the most prominent new and innovative poetic themes of that era, such as educational poetry, Sufism, philosophical .poetry, and others | ٢ | ١٠ |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation n | New topics poetry description of) diseases and pests, hunting and expulsion poetry, poetry of (anecdotes | Explaining the nature of these topics and highlighting their manifestations with poetic evidence | ٢ | ١١ |
| Intellectual deductive | Presentation discussion, , | New topics (humor, didactic poetry, Sufi | Explaining the nature of these | ٢ | ١٢ |

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|---|---|--|--|---|----|
| questions from the topic that demonstrate the students' understanding of the .material | application, analysis and interpretation | poetry, moral (idealism | topics and highlighting their manifestations with poetic evidence | | |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation | New topics poetry congratulations,) entertainment poetry, philosophical poetry, complaining about (time | Explaining the nature of these topics and highlighting their manifestations with poetic evidence | ٢ | ١٣ |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation | Renewal in weights Abbasid poetry | Statement of the manifestations of development and innovation in the meters of Abbasid poetry | ٢ | ١٤ |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation | Innovation in the rhymes of Abbasid poetry | Statement of the manifestations of development and innovation in the rhymes of Abbasid poetry | ٢ | ١٥ |

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|---|---|--|--|---|----|
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation | Poets' flags (Bashar ibn Burd) | A study of his life and a statement of the social and cultural impact of his poetry | ٢ | ١٦ |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation | Topics of Bashar Ibn Burd's poetry | Highlighting the most prominent poetic arts that distinguished his poetry (praise, elegy, love poetry, (.satire, pride, etc | ٢ | ١٧ |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation | Analysis of a poem by the poet Bashar Ibn Burd (artistic analysis) | Analyzing one of Bashar Ibn Burd's poems artistically and highlighting its strengths and weaknesses (in terms of wording, structure, style, (and imagery | ٢ | ١٨ |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the | Presentation discussion, , application, analysis and interpretation | Abu Nawas (his life (and poetry | Highlighting his biography in terms of his name, lineage, upbringing and artistic productions | ٢ | ١٩ |

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| .material | | | | | |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation | Poetry positions of From the Abu Nawas introduction to the Arabic poem | Showing the trends of poetry in Abu Nawas and revealing the poetic purposes included in each trend | ٢ | ٢٠ |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation | Abu Tamмам: A Study of His Life and Poetry | A study of his biography, including his name, lineage, upbringing and .death | ٢ | ٢١ |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation | Characteristics of Abu Tamмам's poetry | A statement of the features that distinguish Abu Tamмам's poetry from other poets | ٢ | ٢٢ |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation | The purposes of poetry according to Abu Tamмам | A presentation of the most important subjects that Abu Tamмам played on its strings, including (praise, elegy, reproach, | ٢ | ٢٣ |

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|---|---|--|--|---|----|
| understanding of the .material | | | (.apology, etc | | |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation | Analysis of a poem by the poet Abu Tammam (artistic analysis) | A poem by Abu Tammam is selected and its creativity and beauty are .presented | ٢ | ٢٤ |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation | Al-Buhturi: A Study of His Life and Poetry | Learn about the nature of Al-Buhturi's life, the stages of his culture, and its impact on his .poetry | ٢ | ٢٥ |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation | His poetry topics | A presentation of the most important topics in which he composed poetry (praise, love) poetry, (.description, etc | ٢ | ٢٦ |
| Intellectual deductive questions from the topic that | Presentation discussion, , application, analysis and interpretation | Analysis of a poem by Al-Buhturi (technical (analysis | The poem is presented and explained in detail, then the creative aspects in | ٢ | ٢٧ |

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|---|---|---|---|---|----|
| demonstrate the students' understanding of the .material | n | | .it are shown | | |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation | Abu Al-Atahiya: A Study in His Life and Poetry | A study of the poet's life, culture, stage of his poetry, and the most important poetic themes in which he .composed | ٢ | ٢٨ |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation | Al-Mutanabbi: A Study of His Life and Poetry | Learn about the poet's life, culture, stage of his poetry, and the most important poetic themes in which he composed | ٢ | ٢٩ |
| Intellectual deductive questions from the topic that demonstrate the students' understanding of the .material | Presentation discussion, , application, analysis and interpretation | Analysis of a poem by Al-Mutanabbi (Technical analysis) | A famous selection of Al-Mutanabbi's poems and a statement of the areas of creativity through the artistic analysis of the text | ٢ | ٣٠ |

11. Course Evaluation

12. Learning and teaching resources

| | |
|---|---|
| <ul style="list-style-type: none"> • History of Arabic Literature (The First and Second Abbasid Eras), Shawqi Dayf, Dhu al-Qurba .Publications, ٢nd ed., ١٤٢٧ AH • History of Arabic Literature, Omar .Farroukh, Dar Al-Ilm Lil-Malayin, ١٩٧٢ AD • Al-Tabari's History, by Abu Jaafar Muhammad bin Jarir al-Tabari, Dar al-Maaref, .Egypt, ١٩٦٠ AD • Al-Umdah in the Beauties of Poetry, its Etiquette and Criticism, Ibn Rasheeq Al-Qayrawani (d. ٤٥٦ AH), edited by: Muhammad Muhyi Al-Din Abdul Hamid, ٢nd ed., Al-Saada Press, Egypt, ١٩٥٥ AD • The Orphan of the House in the Virtues of the People of the Age, by Abu Mansour Abdul-Malik bin Muhammad bin Ismail al-Tha'alibi (d. AH), edited by: Muhammad Muhyi al-Din ٤٢٩ Abdul-Hamid, ٢nd ed., Al-Sa'ada Press, Egypt, AD ١٩٥٦ • In Abbasid Poetry: Vision and Art, Dr. Ezz El-Din Ismail, ١st ed., Dar Al-Maaref, Egypt, ١٩٨٠ AD • Introduction to the Arabic poem in the first Abbasid era, Dr. Hussein Atwan, Dar Al-Maaref, .Egypt, ١٩٧٤ AD • History of Arabic Literature, Ahmed Hassan Al-Zayat, Al-Risala Press, Egypt, ١٩٥٥ AD • Literature in the Ayyubid Era, Muhammad .Zaghoul Salam, Dar Al-Maaref, Egypt, ١٩٦٨ AD | <p>Required textbooks (methodology if any)</p> <p>Main References (Sources)</p> <p>Recommended supporting books and references (scientific journals, reports, etc.)</p> <p>Electronic references, websites</p> <p>.....</p> <p>.....</p> <p>.....</p> |
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Course Description Form

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| Course Name:1. |
| Analysis of the quranic text |
| Course Code:2. |
| Semester / Year:3. |
| 2024/2025 |
| Description Preparation Date:4. |
| 18/9/2024 |
| 5. Available Attendance Forms: |
| <p>1. Physical attendance in class Online class on Google Classroom (class code: keit5w2) in accordance with the guidelines and instructions of the Ministry of Higher Education and Scientific Research</p> |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| =45 hours |
| 7. Course administrator's name (mention all, if more than one name) |
| <p>Name: Prof. Dr. Muna Adnan Gheni</p> <p style="text-align: right;">Email M.alq u reshy @tu.e du.iq</p> |
| 8. Course Objectives |

| | |
|---|--|
| <p style="text-align: center;">Course Objectives</p> | <p>Cognitive Objectives</p> <ol style="list-style-type: none"> 1- To enable the student to understand the Quranic text intended for analysis in a good understanding in light of the books of interpretation, the meanings of the Quran, the vocabulary of the Quran, and the books of eloquence and miracle. 2- To enable the student to apply the rules of Arabic grammar, its syntax, and its eloquence in the Quranic text, and to grasp its rulings in it 3- To understand the contextual indications and the significance of Islamic words and the reasons for the revelation of the Quranic texts to clarify the circumstances and conditions surrounding the Quranic text 4- To understand the linguistic meanings of verbal and nominal sentences, semantic letters, morphological forms, and grammatical methods to explain their impact on understanding the Quranic text <p style="text-align: center;">To familiarize the student with the dialects of the Arabs and the Quranic readings and the phenomena of synonymy, connotation</p> |
| <p>9. Teaching and Learning Strategies</p> | |
| <p>Strategy</p> | |

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Assessment method |
|---------------------------|--------------|-------------------------------------|-----------------------------|-----------------------------|--|
| September 3 rd | 2 | Diverse cognitive and mental skills | Surah Al-Noor, Verses 1-3 | Text Method, Lecture Method | Classroom Performance and examinations |
| September 4 th | 2 | Diverse cognitive and mental skills | Surah Al-Noor Verses 3-7 | Text Method, Lecture Method | Classroom Performance and examinations |
| October 1 st | 2 | Diverse cognitive and mental skills | Surah Al-Noor Verses 7-10 | Lecture Method | Classroom Performance and examinations |
| October 2 nd | 2 | Diverse cognitive and mental skills | Surah Al-Noor Verses 10-13 | Lecture Method | Classroom Performance and examinations |
| October 3 rd | 2 | Diverse cognitive and mental skills | Surah Al-Noor Verses 13-16 | Lecture Method | Classroom Performance and examinations |

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|--------------------------|---|-------------------------------------|-----------------------------|----------------|--|
| October 4 th | 2 | Diverse cognitive and mental skills | Surah Al-Noor, Verses 16-20 | Lecture Method | Classroom Performance and examinations |
| November 1 st | 2 | Diverse cognitive and mental skills | Surah Al-Noor, Verses 20-22 | Lecture Method | Classroom Performance and examinations |
| November 2 nd | 2 | Diverse cognitive and mental skills | Surah Al-Noor, Verses 22-24 | Lecture Method | Classroom Performance and examinations |
| November 3 rd | 2 | Diverse cognitive and mental skills | Surah Al-Noor, Verses 24-26 | Lecture Method | Classroom Performance and examinations |
| November 4 th | 2 | Diverse cognitive and mental skills | Surah Al-Noor Verses 26-28 | Lecture Method | Classroom Performance and examinations |
| December 1 st | 2 | Diverse cognitive and mental skills | Surah Al-Noor Verses 28-30 | Lecture Method | Classroom Performance and examinations |

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|--------------------------|--|-------------------------------------|-----------------------------|----------------|--|
| December 2 nd | 2 | Diverse cognitive and mental skills | Surah Al-Noor Verses 30-33 | Lecture Method | Classroom Performance and examinations |
| December 3 rd | 2 | Diverse cognitive and mental skills | Surah Al-Noor, Verses 33-36 | Lecture Method | Classroom Performance and examinations |
| December 4 th | 2 | Diverse cognitive and mental skills | Surah Al-Noor, Verses 36-38 | Lecture Method | Classroom Performance and examinations |
| January 1 st | 2 | Diverse cognitive and mental skills | Surah Al-Noor Verses 38-40 | Lecture Method | Classroom Performance and examinations |
| January 2 nd | Spring break from January 5, 2025, to January 18, 2025 | | | | |
| January 4 th | 2 | Diverse cognitive and mental skills | Surah Al-Noor, Verses 40-42 | Lecture Method | Classroom Performance and examinations |

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|--------------------------|---|-------------------------------------|-----------------------------|----------------|--|
| February 1 st | 2 | Diverse cognitive and mental skills | Surah Al-Noor, Verses 42-45 | Lecture Method | Classroom Performance and examinations |
| February 2 nd | 2 | Diverse cognitive and mental skills | Surah Al-Noor, Verses 45-47 | Lecture Method | Classroom Performance and examinations |
| February 3 rd | 2 | Diverse cognitive and mental skills | Surah Al-Noor Verses 47-49 | Lecture Method | Classroom Performance and examinations |
| February 4 th | 2 | Diverse cognitive and mental skills | Surah Al-Noor Verses 49-51 | Lecture Method | Classroom Performance and examinations |
| March 1 st | 2 | Diverse cognitive and mental skills | Surah Al-Noor Verses 51-53 | Lecture Method | Classroom Performance and examinations |
| March 2 nd | 2 | Diverse cognitive and mental skills | Surah Al-Noor Verses 53-51 | Lecture Method | Classroom Performance and examinations |

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|--------------------------|---|-------------------------------------|-----------------------------|----------------|--|
| March 3 rd | 2 | Diverse cognitive and mental skills | Surah Al-Noor, Verses 53-55 | Lecture Method | Classroom Performance and examinations |
| March 4 th | 2 | Diverse cognitive and mental skills | Surah Al-Noor, Verses 55-54 | Lecture Method | Classroom Performance and examinations |
| April 1 st | 2 | Diverse cognitive and mental skills | Surah Al-Noor, Verses 55-56 | Lecture Method | Classroom Performance and examinations |
| April 2 nd | 2 | Diverse cognitive and mental skills | Surah Al-Noor Verses 56-58 | Lecture Method | Classroom Performance and examinations |
| April 3 rd | 2 | Diverse cognitive and mental skills | Surah Al-Noor Verses 58-60 | Lecture Method | Classroom Performance and examinations |
| April 4 th | 2 | Diverse cognitive and mental skills | Surah Al-Noor Verses 60-64 | Lecture Method | Classroom Performance and examinations |

Course Description Form

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| Course Name:1. |
| Arabic Linguistics |
| Course Code:2. |
| Semester / Year:3. |
| 2024/2025 |
| Description Preparation Date:4. |
| 18/9/2024 |
| 5. Available Attendance Forms: |
| 2. Physical attendance in class Online class on Google Classroom (class code: keit5w2) in accordance with the guidelines and instructions of the Ministry of Higher Education and Scientific Research |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| =45 hours |
| 7. Course administrator's name (mention all, if more than one name) |
| Name: Prof. Dr. Muna Adnan Gheni Em ail M.a lqu res hy @t u.e du.i |

8. Course Objectives

Course Objectives

Cognitive Objectives

- 5- To enable the student to understand the Quranic text intended for analysis in a good understanding in light of the books of interpretation, the meanings of the Quran, the vocabulary of the Quran, and the books of eloquence and miracle.
- 6- To enable the student to apply the rules of Arabic grammar, its syntax, and its eloquence in the Quranic text, and to grasp its rulings in it
- 7- To understand the contextual indications and the significance of Islamic words and the reasons for the revelation of the Quranic texts to clarify the circumstances and conditions surrounding the Quranic text
- 8- To understand the linguistic meanings of verbal and nominal sentences, semantic letters, morphological forms, and grammatical methods to explain their impact on understanding the Quranic text
- To familiarize the student with the dialects of the Arabs and the Quranic readings and the phenomena of synonymy, connotation

9. Teaching and Learning Strategies

| | |
|-----------------|--|
| Strategy | |
|-----------------|--|

10. Course Structure

The academic year started on September 16, 2024, and ends on May 18, 2025. The final exams are scheduled to begin on May 8 and ends May 18.

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|---------------------------|--------------|--|--|-----------------------------|--|
| September 3 rd | 2 | Understanding the concept of each term | terms in Arabic linguistics: Language, Linguistics, Philology, Dialect, Speech, Tongue | Text Method, Lecture Method | Classroom Performance and examinations |
| September 4 th | 2 | Distinguishing the texts of Arabic philology within the overall sources of the Arabic language | References of studying Arabic philology | Text Method, Lecture Method | Classroom Performance and examinations |
| October 1 st | 2 | Understanding the difference between them | The difference between Philology and Linguistics | Lecture Method | Classroom Performance and examinations |
| October 2 nd | 2 | Distinguishing between theories, | Theories of language origin, | Lecture Method | Classroom Performance and examinations |
| October 3 rd | 2 | Understanding language families | Language families | Lecture Method | Classroom Performance and examinations |
| October 4 th | 2 | Knowledge of the dialects from which Arabic originated | Semitic language divisions | Lecture Method | Classroom Performance and examinations |
| November 2 nd | 2 | Understanding the characteristics of Arabic | Characteristics of Semitic languages: | Lecture Method | Classroom Performance and examinations |
| November 3 rd | 2 | Differentiating between Standard Arabic and Colloquial Arabic | Standard Arabic and Colloquial Arabic | Lecture Method | Classroom Performance and examinations |
| November 4 th | 2 | Understanding the factors of language formation | Factors of dialect formation | Lecture Method | Classroom Performance and examinations |
| December 1 st | 2 | Knowledge of the names of dialects | Arabic dialects and their names | Lecture Method | Classroom Performance |

| | | | | | |
|--------------------------|--|---|---|----------------|--|
| | | | | | and examinations |
| December 2 nd | 2 | Identifying prominent Arabic dialects | Hijazi dialect and Tamimi | Lecture Method | Classroom Performance and examinations |
| December 3 rd | 2 | Understanding the characteristics of Arabic that distinguish it from other languages | Characteristics of the Arabic language and factors of its development | Lecture Method | Classroom Performance and examinations |
| December 4 th | 2 | Understanding the characteristics of Arabic that distinguish it from other languages | The small derivation | Lecture Method | Classroom Performance and examinations |
| January 1 st | 2 | Understanding the characteristics of Arabic that distinguish it from other languages | Large, greater derivation, and morphology | Lecture Method | Classroom Performance and examinations |
| January 2 nd | Spring break from January 5, 2025, to January 18, 2025 | | | | |
| January 4 th | 2 | Understanding the characteristics of Arabic that distinguish it from other languages. | Synonymy | Lecture Method | Classroom Performance and examinations |
| February 3 rd | The practice period is 45 days from February 1, 2024, to March 16, 2024. | | | | |
| March 3 rd | 2 | Understanding the characteristics of Arabic that distinguish it from other languages. | Subscription | Lecture Method | Classroom Performance and examinations |
| March 4 th | 2 | Understanding the origins of Arabic in language acquisition | Listening and Analogical Reasoning | Lecture Method | Classroom Performance and examinations |
| April 1 st | 2 | Understanding the characteristics of Arabic that distinguish it from other languages. | Contradiction | Lecture Method | Classroom Performance and examinations |
| April 2 nd | 2 | Understanding the characteristics of Arabic that distinguish it from other languages. | Arabic grammar | Lecture Method | Classroom Performance and examinations |
| April 3 rd | 2 | Understanding the relationship between Arabic and other languages | The Arabized and the Foreign | Lecture Method | Classroom Performance and examinations |
| April 4 th | 2 | Understanding the history of Arabic calligraphy and the challenges it faces: | The origin of Arabic calligraphy and attempts to change the Arabic script | Lecture Method | Classroom Performance and examinations |

11. Course evaluation

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| | | | | | |
| Distributing the score out of 100 according to the tasks assigned to the students such as daily 11. Course Evaluation etc.....preparation, daily oral, monthly, or written exams, reports | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Lectures prepared from a collection of interpretations, books of language, and Quranic expression | | | | | |
| "Tafsir Al-Muneer" by Wahba Al-Zuhaili "Tafsir Al-Nasafi" by Hafiz al-Din al-Nasafi "Tafsir Al-Tahrir wa Al-Tanwir" by Al-Tahir ibn Ashur "Tafsir Al-Nass Al-Qur'ani" by Dr. Kasad Al-Zaidi "Tafsir Al-Ta'bir Al-Qur'ani" by Dr. Fadel Al-Samarrai | | | | | |
| The thesis, dissertation, and academic research that have addressed Surah Al-Kahf in terms of linguistic study and textual analysis | | | | | |
| Various online learning websites such as: The website of Dr. Mohammed Saeed Al-Ghamdi. | | | | | |

Course Description Form

| 1. Course Name: | | | | | |
|--|-------|--|--|-------------------|--------------------|
| Islamic literature | | | | | |
| 2. Course Code: | | | | | |
| | | | | | |
| 3. Semester / Year: | | | | | |
| 2024 - 2025 | | | | | |
| 4. Description Preparation Date: | | | | | |
| 18/9/2024 | | | | | |
| 5. Available Attendance Forms: | | | | | |
| Class attendance + google class room code https://classroom.google.com/c/NzQ1ODA1MTI2MTAx?cjc=4lhiqbi according to directions of higher education and scientific resarch | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| 3hours weekly = 90hours / units: 6units | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: Muhammad Saeed Mari Email: ms_husen@tu.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | | <ul style="list-style-type: none"> • Enable the students to knowing mainly famous people of Islamic literature : popts, preachers , writers • Enable the students to knowing the impact of islam on poetry • Enable the students to knowing the literature role to publishing Islam | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | Enforcement the teaching methods diverse : Standard method (giving lectures) Text method Solving problems method | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 3 sep | 3 | Definition the term in Islamic era | General cognitive skills | Standard method , | Class performance, |

| | | | | | |
|---|---|--|-----------------------------|---------------------------------------|------------------------------|
| | | | | and text method | and tests |
| 4 sep | ٣ | The poetry case in islam emerged era | General cognitive skills | Standard method , and text method | Class performance, and tests |
| 1 oct | 3 | The poetry case in islam emerged era | General cognitive skills | Standard method , and text method | Class performance, and tests |
| 2 oct | ٣ | The poetry trends to commandants in Islam religion | General cognitive skills | Standard method , and text method | Class performance, and tests |
| 3 oct | ٣ | Detailed study for Hassan ben thapet poetry | Mental skills | Standard method , and text method | Class performance, and tests |
| 4 oct | ٣ | Detailed study for abedalla ben roaha poetry | Mental skills | Standard method | Class performance, and tests |
| 2 Nov | 3 | Detailed study for motamim ben noura poetry | Mental skills | Standard method | Class performance, and tests |
| 3 Nov | 3 | Detailed study for hotiaa poetry | Mental skills | Standard method | Class performance, and tests |
| 4 Nov | 3 | Poetry purpose ancient and developed : | Science skills | Standard method, and text method | Class performance, and tests |
| 1dec | 3 | Poetry purpose ancient and developed | Mental skills | Standard method, | Class performance, and tests |
| 2 des | 3 | Poetry purpose ancient and developed | Mental skills | Standard method, and text method | Class performance, and tests |
| 3 des | 3 | Poetry purpose ancient and developed : spinning lamentations | Science skills | Standard method, and text method | Class performance, and tests |
| 4 des | 3 | Public speaking in islam emerged | General cognitive skills | Standard method, and deductive method | Class performance, and tests |
| 1 jan | ٣ | Massages in islam emerged | Cognitive and Mental skills | Standard method, and text method | Class performance, and tests |
| spring break in 5/01/2025 to 18/01/2025 | | | | | |
| 4 jan | 3 | Propagation poetry | Cognitive and Mental skills | Standard method | Class performance, and tests |

| | | | | | |
|--------------|----------------|--|------------------------------|-----------------------------------|-------------------------------------|
| | | in Islamic country | | | and tests |
| 1 feb | 3 ¹ | Antitheses and most famous jarer | Cognitive and Mental skills | Standard method | Class performance, and tests |
| 2 feb | 3 | Politic poetry : bani Umayyad poetry | Emotional and value skills | deductive method, and text method | Class performance, and tests |
| 3 feb | 3 | Kharijites poetry | Emotional and value skills | deductive method, and text method | Class performance, and tests |
| 4 feb | 3 | Alawites poetry | Emotional and value skills | Standard method | Class performance, and tests |
| 1 mar | 3 | The zubayrites poetry | Emotional and value skills | Standard method, and text method | Class performance, and tests |
| 2 mar | 3 | Sensual spinning : studding omer ben abe rabeaa poetry | Emotional and value skills | Standard method, and text method | Class performance, and tests |
| 3 mar | 3 | Virgin spinning : studying jameal poetry | Emotional and value - skills | Standard method, and text method | Class performance, and tests |
| 4 mar | 3 | Artistic features in Poetry Umayyad | Cognitive and Mental skills | Standard method | Class performance, and tests |
| 1 apr | 3 | Artistic features in Porte Umayyad | Cognitive and Mental skills | Standard method | Class performance, and tests |
| 2 apr | 3 | Prose in Umayyad era | Cognitive and Mental skills | Standard method | Class performance, and tests |
| 3 apr | 3 | Prose in Islamic era : topics and features | Cognitive and Mental skills | Standard method | Class performance, and tests |
| 4 apr | 3 | Prose in Umayyad era | Cognitive and Mental skills | Standard method | Class performance, and tests |
| 1 may | 3 | review | Cognitive and Mental skills | Standard method | Class performance, and tests |
| | | | | | |

Course Description Form

| | |
|---|--|
| 1. Course name | |
| Rhetoric and Application | |
| 2. Course code | |
| The first stage | |
| 3. Semester/Year | |
| Annual course | |
| 4. Date this description was prepared | |
| 1/20/2025 | |
| 5. Available forms of attendance | |
| In-person class lectures | |
| 6. Number of study hours (total) / Number of units (total) | |
| 56 | |
| 7. Name of the course supervisor (if more than one name is mentioned) | |
| hussin.Ali@tu.edu.iq | Name: Prof. Dr. Hussein Ali Taha Email: |
| 8. Course objectives | |
| <ul style="list-style-type: none"> 1- Enabling female students to master the sciences of rhetoric in rhetoric and stylistics and to know the levels of rhetoric in poetic and prose texts and what is mentioned in the Book of God, the Holy Qur'an, in a way that enables them to master the rhetoric of the text and the levels of discourse, through presenting critical poetic and prose texts on the origin and development of rhetoric. 2- Introducing students to the most prominent scholars of rhetoric and criticism and the most famous works in them, both ancient and modern, and comparing what the modern has added to the ancient, as well as examining the rhetorical schools, which are the theological school and the literary school. | <p style="text-align: right;">Subject objectives</p> |

| | |
|--|--|
| <p>Among those who combined the two schools in one book is Yahya bin Hamza Al-Alawi.</p> <p>3- Thinking and analysis skills enable them to analyze texts and employ them in discourse situations, confirm that each article has a situation, and understand texts correctly.</p> <p>4- Providing students with the nuances of different rhetorical uses and their impact on conveying meaning.</p> | |
|--|--|

9. Teaching and learning strategies

| | |
|---|---|
| <p>2-Cognitive strategies such as receiving, sending, analyzing, and repeating information, identifying and using rhetorical structures in the text, summarizing in light of rhetorical texts, and simulating them.</p> | <p>Mnemonic strategies such as making strategic mental connections between course topics, and using new terms and keywords.</p> |
|---|---|

10. Course Structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The week |
|---------------------------------|-----------------|------------------------------------|----------------------------|---------|------------|
| Classroom performance and exams | Standard method | Origin, development and objectives | | 2 | October 1 |
| Classroom performance and exams | Standard method | Influences and rhetorical schools | | 2 | October 2 |
| Classroom performance and exams | Standard method | Rhetoric | | 2 | October 3 |
| Classroom performance and exams | Standard method | Simile definition and components | | 2 | October 4 |
| Classroom performance and exams | Standard method | Types of simile | | 2 | December 1 |
| Classroom performance and exams | Standard method | Single and compound simile | | 2 | December 2 |
| Classroom performance and exams | Standard method | figurative and implicit simile | | 2 | December 3 |

| | | | | | |
|--|-----------------|---|--|---|------------|
| Classroom performance and exams | Standard method | Simile purposes | | 2 | December 4 |
| Classroom performance and exams | Standard method | Truth and metaphor | | 2 | January 1 |
| Classroom performance and exams | Standard method | Metaphor | | 2 | January 2 |
| Classroom performance and exams | Standard method | mental metaphor | | 2 | January 3 |
| Classroom performance and exams | Standard method | Metaphor by metaphor | | 2 | January 4 |
| Classroom performance and exams | Standard method | Metaphor and allegory | | 2 | February 1 |
| Classroom performance and exams | Standard method | Metaphor, metaphoric eloquence and the secret of its beauty | | 2 | February 2 |
| Classroom performance and exams | Standard method | Metaphor and its types | | 2 | February 3 |
| Classroom performance and exams | Standard method | Exposure | | 2 | February 4 |
| Classroom performance and exams | Standard method | General Applications | | 2 | March 3 |
| Classroom performance and exams | Standard method | General Applications | | 2 | March 4 |
| Classroom performance and exams | Standard method | Al-Badi': Its Origin and Development | | 2 | April 1 |
| Classroom performance and exams | Standard method | Verbal and semantic improvements | | 2 | April 2 |
| Classroom performance | Standard method | Pun is a good explanation | | 2 | April 3 |

| | | | | | |
|--|-----------------|---|--|---|---------|
| and exams | | | | | |
| Classroom performance and exams | Standard method | Parallelism | | 2 | April 4 |
| Classroom performance and exams | Standard method | Confirming praise with something resembling blame | | 2 | May 1 |
| Classroom performance and exams | Standard method | Alliteration | | 2 | May 2 |
| Classroom performance and exams | Standard method | Quoting and embedding | | 2 | May 3 |
| Classroom performance and exams | Standard method | Good start and good end | | 2 | May 4 |
| Classroom performance and exams | Standard method | General Applications | | 2 | June 1 |
| Classroom performance and exams | Standard method | General review | | 2 | June 2 |
| Classroom performance and exams | Standard method | Final exams | | 2 | June 3 |

11. Course Evaluation

Chapter One:

Monthly written exam:20

Daily exam + preparation:5

Chapter Two:

| | |
|--|---|
| <p style="text-align: right;">Monthly written exam:20 Daily exam + preparation:5 Final exam:50</p> | |
| 12. Learning and teaching resources | |
| Rhetoric and Application, written by: Dr. Ahmed Matloub, And Dr. Kamel Hassan Al-Basir. | Required textbooks (methodology if any) |
| Clear Eloquence * Eloquence, Meanings and Rhetoric * Authored by: Ali Al-Jarim and Mustafa Amin + Clarification in the Sciences of Eloquence * Meanings, Eloquence and Rhetoric * by Al-Khatib Al-Qazwini + Technical Eloquence by Dr. Abdo Abdel Aziz Qaliqla | Main References (Sources) |
| | Recommended supporting books and references (scientific journals, reports...) |
| Dr. Mohammed Saeed Al- ١- Ghamdi's website Our Arabic Library Forums -٢ Interpretation Forum -٣ Aqlam Magazine Forums -٤ Rhetoric, Criticism and Literary Article Forum | Electronic references, websites |

Course description form

| |
|---------------------------------|
| 1. Course name |
| Ancient Arabic criticism |
| 2. Course code |

| | |
|---|--|
| | |
| 3. Semester/year | |
| 2025- 2024 | |
| 4. The date this description was prepared | |
| 9/18/2024 | |
| 5. Available forms of attendance | |
| Class attendance_ electronic description Google Class Room will be a supporting class for the attendance class, with the attendance code ueazxav according to the controls and instructions of the Ministry of Higher Education and Scientific Research. | |
| 6. Number of study hours (total) / number of units (total) | |
| 3 hours per week = 90 hours / number of units: 6 units | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| Name: A. M. Dr.. Wissam Saud Hussein Email: wesamalazawy@tu.edu.iq | |
| 8. Course objectives | |
| <ul style="list-style-type: none"> -That the student be able to apply the rules of the Arabic language in various linguistic uses. -The student should be familiar with all the literature of the Arabic language (pre-Islamic, Islamic, Umayyad, Abbasid, Andalusian, modern and contemporary) and the most prominent poets of each stage and its literary texts in poetry and prose. -To familiarize the student with all schools of literary criticism throughout the ages. | Objectives of the study subject |
| 9. Teaching and learning strategies | |
| Application of teaching methods Measurement and evaluation of scientific subjects, including: The standard method (giving lectures) - And the text method - Problem Solving - | The strategy |

| 10. Course structure | | | | | |
|------------------------------------|------------------------|--|-----------------------------------|--------------|-------------------------------|
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
| Class performance and exams | Standard method | An introductory lecture and presentation of sources and references for the material | | 3 | September, fourth week |
| Class performance and exams | Standard method | Clarifying the curriculum vocabulary and providing students with sources and references for the subject | | 3 | October first week |
| Class performance and exams | Standard method | Introduction to criticism | | 3 | October, second week |
| Class performance and exams | Standard method | The emergence of Arab criticism | | 3 | October, third week |
| Class performance and exams | Standard method | Criticism in pre-Islam | | 3 | October, fourth week |
| Class performance and exams | Standard method | Criticism in the era of early Islam | | 3 | November first week |
| Class performance and exams | Standard method | Criticism in the Umayyad era | | 3 | November second week |
| Class performance and exams | Standard method | Criticism in the Abbasid era | | 3 | November, third week |
| Class | Standard | The effect of | | 3 | November, |

| | | | | | |
|------------------------------------|------------------------|---|---------------------|----------|------------------------------|
| performance and exams | method | linguistic antecedents In literary criticism | | | fourth week |
| Class performance and exams | Standard method | The first exam of the first semester | | 3 | December first week |
| Class performance and exams | Standard method | Class theory according to Ibn Salam Al-Jumahi | | 3 | December, second week |
| Class performance and exams | Standard method | The issue of pronunciation and meaning according to Al-Jahiz | | 3 | December, third week |
| Class performance and exams | Standard method | The issue of pronunciation and meaning according to Ibn Qutaybah | | 3 | December, fourth week |
| | | | Spring break | | January first week |
| | | | Spring break | | January, second week |
| Class performance and exams | Standard method | The issue of pronunciation and meaning in Arabic poetry | | 3 | January, third week |
| Class performance and exams | Standard method | The case of Al-Badi' according to Ibn Al-Mu'tazz | | 3 | January, fourth week |
| Class performance and exams | Standard method | Review of the article | | 3 | February first week |
| Class | Standard | Poetry column | | | February, |

| | | | | | |
|------------------------------------|------------------------|--|--|----------|------------------------------|
| performance and exams | method | and the conflict between ancient and modern | | | second week |
| Class performance and exams | Standard method | Al-Amdi's budgeting approach | | 3 | February, third week |
| Class performance | Standard method | The issue of evil theft in Arabic poetry | | 3 | February, fourth week |
| Class performance and exams | Standard method | Hazem Al Qartajani | | 3 | March first week |
| Class performance and exams | Standard method | Ibn Tabataba and the process of poetic creativity | | 3 | March, second week |
| Class performance and exams | Standard method | Qudamah Ibn Jaafar and the Greek Athar | | 3 | March, third week |
| Class performance and exams | Standard method | First exam, second semester | | 3 | March, fourth week |
| Class performance and exams | Standard method | Al-Marzouqi and the poetry column | | 3 | April first week |
| Class performance and exams | Standard method | The poetry column according to Al-Amdi and Al-Marzouqi | | 3 | April, second week |
| Class performance and exams | Standard method | Al-Jurjani's systems theory | | 3 | April, third week |
| Class performance and exams | Standard method | Ibn Rashiq Al-Qayrawani and the integrated view of poetry | | 3 | April, fourth week |

11. Course evaluation

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

12. Learning and teaching resources

| | |
|---|--|
| <p>Lectures on the history of Arab criticism Ibtisam Marhoon Al-Saffar and Nasser Halawi Publications of the Ministry of Higher Education and Scientific Research - University Baghdad, Second Edition .</p> | <p>Required textbooks (methodology, if any)</p> |
| <p>- History of Literary Criticism, Ihsan Abbas, Beirut 1971. - The History of Literary Criticism among the Arabs, Taha Ibrahim Abdullah, Dar Al-Hekma, Beirut, Lebanon, 1937. The History of Arab Criticism, Muhammad Zaghoul Salam, Dar Al-Maaref, 1964.</p> | <p>Main references (sources)</p> |

| | |
|--|---|
| <p>-A reading of the book (Lectures on the History of Criticism among the Arabs) by Abdullah Beer, Al-Hiwar Al-Mutamaddin.</p> <p>- For the aesthetic vision in ancient Arabic criticism, Ahmed Ali Abdel Ati, Al-Madinah International University Journal, 2021 AD.</p> | <p>Recommended supporting books and references (scientific journals, reports...)</p> |
| <p>All e-learning platforms and websites such as: Dr. Muhammad Saeed Al-Ghamdi's website Arabic language website at Al-Azhar University</p> | <p>Electronic references, Internet sites</p> |

Course description form

| |
|---|
| <p>1. Course name</p> |
| <p>Drainage / first stage</p> |
| <p>2. Course code</p> |
| <p> </p> |
| <p>3. Semester/year</p> |
| <p>Year 2024 – 2025</p> |
| <p>4. The date this description was prepared</p> |
| <p>10/ 11 / 2024</p> |
| <p>5. Available forms of attendance</p> |
| <p>Class attendance + electronic class ongoogleclassroomTo be supportive of the attendance class and a liaisonikx56kuAndswmgk47And634zxdbAccording to the controls and instructions of the Ministry of Higher Education and Scientific</p> |

| | | | | | |
|--|------------------------|----------------------------------|--------------------------|---------------------------------|-----------------|
| Research | | | | | |
| 6. Number of study hours (total) / number of units (total) | | | | | |
| 2One hour per week = 60 hours / units 4 | | | | | |
| 7. Name of the course administrator (if more than one name is mentioned) | | | | | |
| Name: A.M.D. Sawsan Ghanem Qadouri Email: sghanim@tu.edu.iq | | | | | |
| 8. Course objectives | | | | | |
| <p>A1- Enabling female students to control the rules of Arabic morphology. •</p> <p>A2- Enabling students to apply morphological rules in linguistic use correctly. •</p> <p>A3- Introducing students to ancient and modern morphological sources •</p> <p>A4- Students learn semantic differences The subtleties between different morphological structures. •</p> <p>A5- That the student learns modern technical skills in studying the language. •</p> | | | | Objectives of the study subject | |
| 9. Teaching and learning strategies | | | | | |
| <p>Applying various teaching methods, including:</p> <p>Standard method (lectures) -</p> <p>Text method -</p> <p>Method of solving problems -</p> | | | | The strategy | |
| 10. Course structure: The study began on 11/12/2023 and ends on 5/30/2024. | | | | | |
| Evaluation method | Learning method | Name of the unit or topic | Required learning | hours | the week |

| | | | outcomes | | |
|--|------------------------------------|--|---------------------------------|----------|-------------------|
| Class performance otherwise Tests | Text method And the lecture | Defining morphology, explaining its subject, and its composition | General cognitive skills | 2 | November 3 |
| Class performance and tests | Text method And the lecture | Exchange balance | General cognitive skills | 2 | November 4 |
| Class performance and tests | Text method And the lecture | Exchange balance | General cognitive skills | 2 | December 1 |
| Class performance and tests | Text method And the lecture | Sections of the word and what is included in the study of morphology | General cognitive skills | 2 | December 2 |
| Class performance and tests | Text method And the lecture | The verb and its divisions: the past Y The present tense and the imperative | General cognitive skills | 2 | December 3 |
| Class performance and tests | Text method And the lecture | The correct and the defective, their divisions, and the connection | General cognitive skills | 2 | December 4 |

| | | | | | |
|------------------------------------|--|---|---------------------------------|----------|-------------------------|
| | | of pronouns with them | | | |
| Class performance and tests | Text method And the lecture | The correct and the defective, their divisions, and the connection of pronouns with them | General cognitive skills | 2 | canon theSecond1 |
| Class performance and tests | Text method And the lecture | Abstract and more, their divisions and meanings of increase | General cognitive skills | 2 | January2 |
| Class performance and tests | Text method And the lecture | Abstract and more, their divisions and meanings of increase | General cognitive skills | 2 | January3 |
| Class performance and tests | Text method And the lecture | General exercises | General cognitive skills | 2 | January4 |
| Class performance and tests | Text method And the lecture | The rigid and the disposed | General cognitive skills | 2 | February 1 |
| Class performance and tests | Text method And the | The transitive and the | General cognitive skills | 2 | February2 |

| | | | | | |
|--|--|---|--|-------------------------|-------------------|
| | lecture | intransitive | | | |
| | | | From 2/17/2024 to 2/24/2024 | Spring break | February 3 |
| Class performance and tests | Text method And the lecture | The active voice and the active voice | General cognitive skills | 2 | February 4 |
| Class performance and tests | Text method And the lecture | Al-Mu'akid with the heavy and light Nouns, and another ruling, Al- Mu'akid | General cognitive skills | 2 | March 1 |
| Class performance and tests | Text method And the lecture | Al-Mu'akid with the heavy and light Nouns, and another ruling, Al- Mu'akid | General cognitive skills | 2 | March 2 |
| Class performance and tests | Text method And the lecture | The name and its subdivisions | General cognitive skills | 2 | March 3 |
| Class performance and tests | Text method And the lecture | Abstract and more | General cognitive skills | 2 | March 4 |
| Class performance and tests | Text method And the lecture | Abstract and more | General cognitive skills | 2 | April1 |
| Class performance | Text method | The rigid and the | General cognitive | 2 | April2 |

| | | | | | |
|------------------------------------|------------------------------------|--|---------------------------------|----------|----------------|
| and tests | And the lecture | derivative | skills | | |
| Class performance and tests | Text method And the lecture | Triangular sources and non-triangular sources | General cognitive skills | 2 | April 3 |
| Class performance and tests | Text method And the lecture | Triangular sources and non-triangular sources | General cognitive skills | 2 | May 1 |
| Class performance and tests | Text method And the lecture | General Review | General cognitive skills | 2 | May 2 |
| Class performance and tests | Text method And the lecture | General Review | General cognitive skills | 2 | May 3 |
| | | | | | |

11. Course evaluation

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

The degree is distributed through several channels:

1- Formative (formative) assessment through daily exams, observing and

following up on the student's performance in class discussions and homework assignments, and classroom evaluation. This grade does not exceed 20% of the total.

2- Diagnostic evaluation of the semester and final exams to issue judgments of success and failure. This grade is 80% and is divided into (4) exams for each semester, two exams, to extract the annual endeavor before entering the final exams.

12. Learning and teaching resources

| | |
|--|--|
| <p>Mayor of Exchange - Kamal Ibrahim Shaza Al-Arf in the Art of Morphology - Ahmed Al-Hamalawy Morphological application-Abdo Al-Rajhi</p> | <p>Required textbooks (methodology, if any)</p> |
| <p>Explanation of the fragments of gold - Ibn Hisham Al-Ansari Al-Muhadhdhab fi morphology - Dr. Hashem Taha Shalash and others</p> | <p>Main references (sources)</p> |
| <p>Al-Wafi morphology - Dr. Hadi Nahar (an applied descriptive study in morphology and some phonetic issues)</p> | <p>Recommended supporting books and references (scientific journals, reports...)</p> |
| <p>Various e-learning sites such as: - Aloka network. - Zad Academy. - Dr. Muhammad Saeed Al-</p> | <p>Electronic references, Internet sites</p> |

| | |
|---|--|
| Ghamdi's website. | |
| - Website of the Faculty of Arabic Language, Al-Azhar University. | |

Course Description Form

| | |
|---|---|
| Course name: .١٣ | |
| Modern Poetry Stage Four | |
| Course code: .١٤ | |
| | |
| the chapter/Year:Annual .١٥ | |
| 2024_2025 | |
| Date this description was prepared .١٦ | |
| 18 9 2024 | |
| Available attendance forms: .١٧ | |
| Classroom + online attendance on the Classroom is a support class for the in-person class and with a link | |
| Number of study hours (total) / Number of units (total): .١٨ | |
| 2 and the total number is 60 hours | |
| Name of the course administrator (if more than one name is mentioned) .١٩ | |
| M.M. Nour Abdel Hamid Suleiman | |
| Email Noor.Suleiman@tu.edu.iq | |
| Course objectives .٢٠ | |
| | <p>enabling students to learn about the most prominent figures in modern literature.</p> <p>enabling students to know the impact of the Renaissance on poetry and how it contributed to</p> |

| | | | enriching literature and poetry in particular. | | |
|--------------------------------------|-----------------|--|--|---------|-----------------|
| Teaching and learning strategies .٢١ | | | | | |
| | | | <p>Applying various teaching methods</p> <p>(Standard method of lecturing)</p> <p>Text method and problem solving method</p> | | |
| Course structure .٢٢ | | | | | |
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The week |
| Classroom performance | Text method | Poetry in the nineteenth century before the Renaissance) | General teaching skills | 2 | September |
| Classroom performance | Text method | Poetry in the nineteenth century | General teaching skills | 2 | September 3rd 4 |
| Classroom performance and tests | Text method | Modern and contemporary | General teaching skills | 2 | 10 October |

| | | | | | |
|------------------------------|----------------------------------|--|-------------------------|---|----------|
| Classroom performance | Text method | Modern and contemporary | General teaching skills | 2 | November |
| Classroom performance | Problem solving method | Biology School | General teaching skills | 2 | November |
| Classroom performance | Lecture method and mental skills | Biology School: Mahmoud Sami Al-Baroudi | General teaching skills | 2 | October |
| Classroom performance | Lecture method and mental skills | Biology School: Ahmed Shawky | General teaching skills | 2 | October |
| Classroom performance | Problem solving method | Biology School: Al-Hawi and Marouf Al-Rasafi | General teaching skills | 2 | October |
| Classroom performance | Lecture method | School of Emigration | General teaching skills | 2 | October |

| | | | | | |
|------------------------------|----------------------------------|---|-----------------------|--|-----------------|
| Classroom performance | Lecture method | Mahjro School Poetry Models | neral teaching skills | 2 | October |
| Classroom performance | Lecture method | Diwan Group | neral teaching skills | 2 | December |
| | | | | Spring break from 1/1/2025 to 0/1/2025 | December |
| | | | | Spring break | Canon the first |
| Classroom performance | Lecture method | Diwan Group: Al-qad and Mohamed Choukri | neral teaching skills | 2 | December |
| Classroom performance | Lecture method and mental skills | Apollo School | neral teaching skills | 2 | February |
| and | Lecture | Apollo School | neral teaching | 2 | February |

| classroom performance | method | | skills | | ry |
|--|----------------------------------|-----------------------------------|-----------------------|--|----------|
| | | | | application duration ranges from 18 2 to 1 4 | February |
| | | | | | February |
| | | | | | March |
| | | | | | March |
| | | | | 2 | March |
| | | | | 2 | March |
| Classroom performance and tests | Lecture method and mental skills | ee verse school (pioneering) | neral teaching skills | 2 | 1April |
| Classroom performance | Lecture method and mental skills | ee verse school: Nazik Al-Malaika | neral teaching skills | 2 | 2April |

| | | | | | |
|--|----------------------------------|--------------------------------------|-----------------------|-----------------|--------|
| and tests | | | | | |
| Classroom performance and tests | Lecture method and mental skills | ee verse school: dr Shakir al-Sayyab | neral teaching skills | 2 | 3April |
| Classroom performance and tests | Lecture method and mental skills | ee verse school: Buland Al-Haidari | neral teaching skills | 2 | 4April |
| | | | | d of year exams | 1May |
| Course Evaluation .٢٣ | | | | | |
| <p>The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.</p> <p style="text-align: center;">The grade is distributed through several channels:</p> <p>1- Formative assessment through daily exams, observing and following up on the student's performance in class discussions and homework, and class assessment. The grade of this does not exceed 20% of the total score.</p> <p>2- Diagnostic assessment of the semester and final exams to issue judgments of success and failure. This has a grade of 80% divided into (4) exams, two exams for each semester, to extract the annual effort before entering the final exams.</p> | | | | | |
| Learning and teaching resources .٢٤ | | | | | |

| | |
|---|--|
| Modern Literature, Poetry and Prose, Dr. Ezz Mustafa and Dr. Salem Al-Hamdani. 1st ed. Mosul 1988 | Required textbooks (methodology if any) |
| Contemporary Arabic Poetry, Its Issues and Phenomena Dr. Ezz El-Din Ismail | Main References (Sources) |
| Modern Arabic Poetry Masoud Al-Atwi | Recommended supporting books and references (scientific journals, reports, etc.) |
| | Electronic references, websites |

Course Description Form

| | |
|---|-------------------|
| Course Name .١ | |
| Arabic grammar | |
| Course Code .٢ | |
| | |
| Semester/Year .٣ | |
| 2025-2024 | |
| The history of preparation of this description .٤ | |
| ٢٠٢٤/9/18 | |
| Available Attendance Forms .٥ | |
| Classroom and electronic attendance | |
| (Number of Credit Hours (Total) / Number of Units (Total .٦ | |
| heures / 6 unités ٩٠ | |
| (Nom de l'administrateur du cours (s'il y a plus d'un nom .٧ | |
| الأيمل: luay-abd@tu.edu.iq Nom : Assoc. Prof. Loay Hatem Abdullah | |
| Course Objectives .٨ | |
| Identify the grammatical rules of the course vocabulary Training students on correct grammatical reading skills Enable students to taste the various literary texts by mastering their grammatical rules and the way they are organized | Course Objectives |

| Teaching and learning strategies . ⁹ | | | | | |
|--|------------------------------|--|----------------------------|----------|-------------|
| Giving classroom lectures, text method and problem solving | | | | Strategy | |
| 2025/0/4 وتنتهي في 2024/9/18 Course structure The study started on . ¹⁰ | | | | | |
| Evaluation method | Learning method | Unit or subject name | Required Learning Outcomes | Hours | The week |
| Classroom performance and exams | Standard method, text method | Prepositions | | ٣ | September 3 |
| Classroom performance and exams | Standard method, text method | Prepositions | | ٣ | September 4 |
| Classroom performance and exams | Standard method, text method | Prepositions | | ٣ | October 1 |
| Classroom performance and exams | Standard method, text method | Addendum | | ٣ | October 2 |
| Classroom performance and exams | Standard method, text method | Addendum | | ٣ | October 3 |
| Classroom performance and exams | Standard method, text method | Added to J speaker | | ٣ | October 4 |
| Classroom performance and exams | Standard method, text method | Realization of the source | | ٣ | November 1 |
| Classroom performance and exams | Standard method, text method | The name of the actor and the realization of the name of the actor | | ٣ | November 2 |
| | | General review and applications | | ٣ | November 3 |
| | | Monthly Exam | | ٣ | November 4 |
| Classroom performance and exams | Standard method, text method | Resource Buildings | | ٣ | December 1 |
| Classroom performance and exams Classroom performance and exams | Standard method, text method | Resource Buildings | | ٣ | December 2 |

| | | | | | |
|--|------------------------------|--|--|---|------------|
| Classroom performance and exams | Standard method, text method | Resource Buildings | | ۳ | December 3 |
| Classroom performance and exams | Standard method, text method | | | ۳ | December 4 |
| Midyear vacation 5/1/2025 to 19/1/2025 | | | | | January 1 |
| | | | | | January 2 |
| Classroom performance and exams | Standard method, text method | I do preference | | ۳ | January 3 |
| Classroom performance and exams | Standard method, text method | The second exam for the first semester | | ۳ | January 4 |
| Classroom performance and exams | Standard method, text method | Epithet | | ۳ | February 1 |
| Classroom performance and exams | Standard method, text method | Epithet | | ۳ | February 2 |
| Classroom performance and exams | Standard method, text method | Emphasis | | ۳ | March 1 |
| Classroom performance and exams | Standard method, text method | kindliness | | ۳ | ۲ March |
| Classroom performance and exams | Standard method, text method | Review & Apps | | ۳ | March 3 |
| Classroom performance and exams | | First month exam for the second semester | | ۳ | March 4 |
| Classroom performance and exams | Standard method, text method | Rhythm Kindness | | ۳ | April 1 |
| Classroom performance and exams | Standard method, text method | Allowance | | ۳ | April 2 |
| Classroom performance and exams | Standard method, text method | Allowance | | ۳ | April 3 |
| Classroom performance and exams | Standard method, text method | Review | | ۳ | April 4 |

| | |
|---|--|
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports... etc | |
| Learning and Teaching Resources .١٢ | |
| Explanation of Ibn Aqeel on the Alfiya of Ibn Malik | (Required textbooks (methodology, if any |
| The book for Sibawayh and the brief for the cooler | (Key references (sources |
| Published scientific research and theses | Recommended books and references (scientific (...journals, reports |
| المكتبة الشاملة ومكتبة نور | Electronic References, Websites |

Course Description Form

| | |
|--|-------------------|
| :Course Name .١ | |
| Arabic rhetoric | |
| :Course Code .٢ | |
| | |
| :Semester / Year .٣ | |
| 2024-2025 | |
| :Date of preparation of this description .٤ | |
| ٢٠٢٤/9/18 | |
| :Available Attendance Forms .٥ | |
| Class attendance + electronic class room | |
| (Number of study hours (total) Number of units (total .٦ | |
| hours // 4 units ٦٠ / | |
| .٧ اسم مسؤول المقرر الدراسي (إذا أكثر من اسم يذكر) | |
| sh.mohammed@tu.edu.iq:الأيمليل Name: M.D. Shaima Othman Mohammed | |
| Course Objectives .٨ | |
| Taking a brief about the history of the emergence of the Arabic rhetorical lesson Identifying the sources of the Arab rhetorical heritage and the most important Arab rhetoricians and identifying the most important terms of Arabic rhetoric Determining the role of each rhetorical method in determining the significance of the Qur'anic text and | Course Objectives |

| the poetic and prose text Identifying the beauty of expression in the Arabic language Enabling students to identify the methods of Arabic rhetoric and its .real and figurative meanings | | | | | |
|--|------------------------------|---|-----------------------------------|--------------|-----------------|
| Teaching and learning strategies .⁹ | | | | | |
| Application of available teaching methods Text method + standard method + problem solving method | | Strategy | | | |
| 2025/04 إلى 2024/9/18 Course structure of 17 .¹⁰ | | | | | |
| Evaluation method | Learning method | Unit or subject name | Required Learning Outcomes | Hours | The week |
| Classroom performance and exams | Standard method, text method | A brief history of the emergence of Arabic rhetoric | | ٢ | أيلول ٣ |

| | | | | | |
|---------------------------------|------------------------------|---|--|---|-------------|
| Classroom performance and exams | Standard method, text method | Arab rhetoricians and their most important books | | ٢ | September 4 |
| Classroom performance and exams | Standard method, text method | Semantics and Systems Theory | | ٢ | October 1 |
| Classroom performance and exams | Standard method, text method | The terms news and creation and the difference between them and the types of order and non-order creation | | ٢ | October 1 |
| Classroom performance and exams | Text method, standard method | News definition of the term and types of news and its purposes and meanings real and metaphorical and general applications | | ٢ | October 3 |
| Classroom performance and exams | Text method, standard method | Order creation: interrogative method Definition of the term and the names of the interrogative and its letters and meanings | | ٢ | October 4 |
| Classroom performance and exams | Standard method | Real and figurative meanings of the interrogative and general applications | | | November 1 |
| Classroom performance and exams | Standard method | The call is to define the term, real and figurative purposes and meanings | | | November 2 |
| Classroom performance and exams | Standard method | Command method Definition of term and types of formulas for command method | | ٢ | November 3 |
| Classroom performance and exams | Standard method | The real and metaphorical meanings of the command | | ٢ | November 4 |
| Classroom | Text method and | Application | | ٢ | December 1 |

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|--|------------------------------------|--|--|---|---------------------------------|
| performance and exams | standard method | Creation | | | |
| Classroom performance and exams | Text method and standard method | General review of the news and the creation of the order | | ۲ | December 2 |
| | | First Exam | | ۲ | December 3 |
| Classroom performance and exams | Text method and standard method | Non-ordering creation definition and methods | | ۲ | December 4 |
| Mid-Year Vacation from 5/1/2025 to 19/1/2025 | | | | | January 1 |
| | | | | | January 2 |
| Classroom performance and exams | Text method and deductive method | The style of praise and slander and the style of exclamation | | ۲ | January 3 |
| Classroom performance and exams | Contract words and Esperance style | Contract words and Esperance style | | ۲ | January 4 |
| Classroom performance and exams | Standard method | Section style | | ۲ | February 1 |
| Classroom performance and exams | Standard method | Non-Order Creation Applications | | ۲ | February 2 |
| Classroom performance and exams | Standard method | Classroom performance and exams | | ۲ | Classroom performance and exams |
| Classroom performance and exams | Deductive method and text method | Semantics methods | | ۲ | February 4 |
| Classroom performance and exams | Standard method and text method | Brevity and equality | | ۲ | March 1 |
| Classroom performance and exams | Standard method and text method | Types of brevity | | ۲ | March 2 |
| Classroom performance and exams | Standard method | Redundancy and its types | | ۲ | March 3 |
| Classroom | Standard method | Applications | | ۲ | March 4 |

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|---------------------------------|---------------------------------|---------------------------|--|---|----------|
| performance and exams | | | | | |
| Classroom performance and exams | Standard method | Separation and connection | | ٢ | April 1 |
| Classroom performance and exams | Text method and standard method | Palace | | ٢ | ٢ Nissan |
| Classroom performance and exams | Standard method and text method | Deletion and mention | | ٢ | April 3 |
| | | Second Semester Exam | | ٢ | April 4 |

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| Course Evaluation .١١ | |
| First Semester: Grade = 25 (10 first exam + 10 second exam + 5 daily exams) Second semester: score 25 = (10 first exam + 10 second exam + 5 daily exams) Final exam: 50 marks | |
| Learning and Teaching Resources .١٢ | |
| The course book of rhetoric and application by Dr. Ahmed Matloob and the detailed book in the sciences of rhetoric by Dr. Issa Ali Al-Akoub | (Required textbooks (methodology, if any |
| The Book of Clarification by Al-Qazwini and the Summary of Meanings by Al-Taftazani | (Key references (sources |
| Arabic Rhetorical Heritage Books | Recommended books and references (scientific (...journals, reports |
| Electronic libraries specialized in Arabic language sciences and literature | Electronic References, Websites |

Course Description Template

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|---|
| Course Description Template .١ |
| Course Name: Linguistic Skills / First Stage |

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|---|--|
| Course Code .٢ | |
| | |
| Semester / Year .٣ | |
| Academic Year ٢٠٢٤-٢٠٢٥ | |
| Date of Description Preparation .٤ | |
| ٢٠٢٤/٩/١٨ | |
| Available Attendance Modes .٥ | |
| Face-to-face attendance + online class on Google Classroom as a supplementary class to the face-to-face class with the link keitow according to the guidelines and instructions of the Ministry of Higher Education and Scientific Research | |
| Total Study Hours (Cumulative) / Total Units (Cumulative) .٦ | |
| hours per week = ٦٠ hours / ٤ units ٢ | |
| Course Coordinator Name(s) (if more than one) .٧ | |
| Email Address :Ahlam.Hazaa@tu.edu.iq | |
| The Course Objectives .٨ | |
| The Course Objectives | Cognitive Objectives |
| | <p>١- Introducing students to the form of the "همزة" (Hamzah) letter.</p> <p>٢- Familiarizing students with the art of spelling.</p> <p>٣- Distinguishing between connecting "همزة" (connecting Hamzah) and cutting "همزة القطع" (cutting Hamzah).</p> |

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| | <p>Introducing students to punctuation -٤ .marks</p> <p>soft) "الألف اللينة" Introducing students to -٥ .alif) and its positions</p> <p>"النقص الرمز" Introducing students to -٦ (symbolic deficiency)</p> |
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Teaching and Learning Strategies .٩

| | |
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| <p>The Strategy</p> | <p>Embedding spelling rules in students' -١ .minds</p> <p>Appreciating the beauty of the Arabic -٢ language in its methods of achieving .objectives and conveying meanings</p> <p>Awakening students' awareness of the -٣ value of words in expressing ideas and the uniqueness of the Arabic language in that regard. This is achieved through the application of various teaching methods, :including</p> <p>.The traditional method (lecturing)-</p> <p>.Text-based method-</p> <p>.Problem-solving method-</p> |
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**Course Structure: The study commenced on ١٢/١١/٢٠٢٣ and concludes on .١٠
with the final exams scheduled to begin ,٢٠٢٤/٥/١٩**

| Week | Hours | Required Learning Outcomes | Unit/Topic Name | Learning Method | Assessment Method |
|-------------|-------|-------------------------------------|---|-----------------------------|------------------------------------|
| November ١٤ | ٢ | Diverse cognitive and mental skills | The Hamzah, Hamzah at the beginning of the word, Hamzah in the middle of the word | The Text and Lecture Method | Class Performance and Examinations |
| November ٢١ | ٢ | Diverse cognitive and mental skills | The Hamzah, the Soft Alif | The Text and Lecture Method | Class Performance and Examinations |
| November ٢٨ | ٢ | Diverse cognitive and mental skills | Knowledge of "او" the (Waaw) and the "ياء" (Yaa) | The Lecture | Class Performance and Examinations |
| | ٢ | Diverse cognitive | | The Lecture | Class Performance and Examinations |

| | | | | | |
|-------------|---|-------------------------------------|--|-------------|------------------------------------|
| December ٥ | | and mental skills | The Alif that replaces the Tanween (Nunation) with Sukoon | | |
| December ١٢ | ٢ | Diverse cognitive and mental skills | The letters that increase, with the addition of Alif | The Lecture | Class Performance and Examinations |
| December ١٩ | ٢ | Diverse cognitive and mental skills | The letters that decrease, with the omission of Alif | The Lecture | Class Performance and Examinations |
| December ٢٦ | ٢ | Diverse cognitive and mental skills | The decrease of Alif in the middle, the decrease of Alif at the end | The Lecture | Class Performance and Examinations |
| January ٢ | ٢ | Diverse cognitive and mental skills | The decrease of Alif, the decrease of Waw, the decrease of Yaa, the decrease of Noon | The Lecture | Class Performance and Examinations |
| January ٩ | ٢ | Diverse cognitive | | The Lecture | Class Performance and Examinations |

| | | | | | |
|-------------|--|-------------------------------------|---|-------------|------------------------------------|
| | | and mental skills | The decrease of the symbol, the separation and connection, connection | | |
| January ١٦ | ٢ | Diverse cognitive and mental skills | Separation in the second Ha' of femininity 'and Taa | The Lecture | Class Performance and Examinations |
| January ٢٢ | ٢ | Diverse cognitive and mental skills | The elongated Alif | The Lecture | Class Performance and Examinations |
| January ٢٠ | ٢ | Diverse cognitive and mental skills | The prolonged Alif, J٢ | The Lecture | Class Performance and Examinations |
| February ١٦ | ٢ | Diverse cognitive and mental skills | Punctuation | The Lecture | Class Performance and Examinations |
| February ١٢ | ٢ | Diverse cognitive and mental skills | The Form | The Lecture | Class Performance and Examinations |
| | Spring Break from ١٨/٢/٢٠٢٤ to ٢٤/٢/٢٠٢٤ | | | | |
| February ٢٦ | ٢ | Diverse cognitive and mental skills | The new in writing numbers and what's in it to facilitate for people two things | The Lecture | Class Performance and Examinations |

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|----------|---|-------------------------------------|--|-------------|------------------------------------|
| March ٦ | ٢ | Diverse cognitive and mental skills | Definition of composition | The Lecture | Class Performance and Examinations |
| March ١٢ | ٢ | Diverse cognitive and mental skills | Definition of Expression | The Lecture | Class Performance and Examinations |
| March ٢٠ | ٢ | Diverse cognitive and mental skills | What is the difference between composition and expression | The Lecture | Class Performance and Examinations |
| March ٢٧ | ٢ | Diverse cognitive and mental skills | Write at least twenty lines about the topic .of cooperation | The Lecture | Class Performance and Examinations |
| April ٢ | ٢ | Diverse cognitive and mental skills | Assigning students to read a story and summarize it in .two pages | The Lecture | Class Performance and Examinations |
| April ٩ | ٢ | Diverse cognitive and mental skills | Writing a text of no less than twenty lines and using punctuation .marks | The Lecture | Class Performance and Examinations |

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|----------|---|-------------------------------------|--------------------------|-------------|------------------------------------|
| April ١٦ | ٢ | Diverse cognitive and mental skills | The Soft Alif at the End | The Lecture | Class Performance and Examinations |
| April ٢٣ | ٢ | Diverse cognitive and mental skills | Adding Alif at the End | The Lecture | Class Performance and Examinations |
| April ٢٩ | ٢ | Diverse cognitive and mental skills | Adding Waw at the End | The Lecture | Class Performance and Examinations |
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Course Evaluation . ١١

Distribution of grades out of ١٠٠ based on tasks assigned to students such as daily preparation, daily exams, oral and monthly exams, essays, reports, etc. The :grading is distributed through several channels

Formative Assessment: Daily exams, observing the student's performance in -\ class discussions, homework, and participation. This accounts for no more than .of the total grade %٢٠

| | |
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| <p>Summative Assessment: Semester and final exams to determine pass or fail. -٢ This accounts for ٨٠٪ of the grade and is divided into four exams for each semester, two exams per semester, to calculate the annual score before .entering the final exams</p> | |
| Learning and Teaching Resources .١٢ | |
| <p>Required Textbooks (Methodology if (available</p> | <p>Lectures prepared by a group .of professors</p> |
| <p>Primary References (Sources)</p> | <p>Spelling Rules and Punctuation Marks by Abdul Salam Mohammed Haroun, revised and commented by Mohammed Ibrahim Salim and .Nabil Abdul Salam Haroun</p> |
| <p>Recommended Supplementary Books and References (Scientific Journals, Reports...)</p> | <p>Academic Theses, Dissertations, and Research Papers on Spelling .Rules</p> |
| <p>Electronic References, Internet Websites</p> | <p>.Various E-Learning Platforms</p> |

Course Description Template

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|---|
| Course Description Template .١ |
| Course Name: Linguistic Skills / First Stage |
| Course Code .٢ |
| Semester / Year .٣ |

Academic Year ٢٠٢٤-٢٠٢٥

Date of Description Preparation .٤

٢٠٢٤/٩/١٨

Available Attendance Modes .٥

Face-to-face attendance + online class on Google Classroom as a supplementary class to the face-to-face class with the link keit^ow^γ according to the guidelines and instructions of the Ministry of Higher Education and Scientific Research

Total Study Hours (Cumulative) / Total Units (Cumulative) .٦

hours per week = ٦٠ hours / ٤ units ٣

Course Coordinator Name(s) (if more than one) .٧

Email Address :Ahlam.Hazaa@tu.edu.iq

The Course Objectives .٨

The Course Objectives

Intyoducing students to narrative arts

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Teaching and Learning Strategies .٩

| | |
|--------------|--|
| The Strategy | Stating the importance of narrative arts - .The traditional method (lecturing)- .Text-based method- .Problem-solving method- |
|--------------|--|

**Course Structure: The study commenced on ١٨/٩/٢٠٢٤ and concludes on .١٠
with the final exams scheduled to begi ,٢٠٢٤/٩/١٨**

| Week | Hours | Required Learning Outcomes | Unit/Topic Name | Learning Method | Assessment Method |
|-------------|-------|------------------------------|----------------------|----------------------|-------------------|
| September ٢ | ٢ | Understanding the concept of | Narrative, narrative | The Text and Lecture | Class Performance |

| | | | | | |
|--------------------|----------|--|---|--|---|
| | | .narrative | techniques, narrative mechanisms in literary text, short story, storytelling, .narrative | Method | and Examinations |
| September ٤ | ٢ | Understanding the elements of .narrative | Narrative elements: character, .setting, conflict | The Text and Lecture Method | Class Performance and Examinations |
| October ١ | ٢ | Realizing the .meaning of time | Time, .description | The Lecture | Class Performance and Examinations |
| October ٢ | ٢ | Understanding the story | The story, the contextualizati on of the story in ancient Arabic .literature | The Lecture | Class Performance and Examinations |
| October ٣ | ٢ | Understanding the factors that led to the emergence of .the story | Factors leading to the emergence and spread of the story, the | The Lecture | Class Performance and Examinations |

| | | | | | |
|------------|---|--|---|-------------|------------------------------------|
| | | | artistic structure of the story, story elements | | |
| October ξ | ٢ | Understanding the meaning of .narrative | Narration, structure, time and place, features of the .short story | The Lecture | Class Performance and Examinations |
| November ٢ | ٢ | Knowing the pioneers of .storytelling | Pioneers of Arabic fiction | The Lecture | Class Performance and Examinations |
| November ٣ | ٢ | Understanding the novel and its .meaning | The novel, origins of the novel, factors leading to the emergence and spread of the novel | The Lecture | Class Performance and Examinations |
| November ξ | ٢ | Knowing the patterns of the .novel | Types of novels, elements of the novel, narrative style | The Lecture | Class Performance and Examinations |
| December \ | ٢ | Knowing the features of the .novel | Characterization, time and place, features of the novel | The Lecture | Class Performance and Examinations |

| | | | | | |
|------------|---|--|--|-------------|------------------------------------|
| | | | compared to other arts | | |
| December ٢ | ٢ | Getting to know the pioneers of the .novel | Pioneers of the Arabic novel | The Lecture | Class Performance and Examinations |
| December ٣ | ٢ | Understanding the .origin of the play | The play, the emergence of theater among the Arabs and its stages, the structure of the theatrical work | The Lecture | Class Performance and Examinations |
| December ٤ | ٢ | Understanding the .unity of the play | The unit of the play in the past and present, the components and elements of the theatrical work, parts of the theatrical work | The Lecture | Class Performance and Examinations |
| January ١ | ٢ | Knowing the types | Types of plays, subjects of | The Lecture | Class Performance and Examinations |

| | | | | | |
|------------|---|-----------------------------------|---|-------------|------------------------------------|
| | | .of biography | plays, the difference between a play, a novel, and a short story, characters in a play | | |
| | | | | | |
| February ١ | ٢ | Knowing the elements of the .play | Elements of a play, conditions for the success of a play, features of Maroun Nahas Theater | The Lecture | Class Performance and Examinations |
| February ٢ | ٢ | Knowing the history .of biography | Biography, history of biography among Arabs, trends in biography and methods of its transmission to Arabs | The Lecture | Class Performance and Examinations |
| February ٣ | ٢ | Knowing how to .write a biography | The purpose of writing a biography, types of | The Lecture | Class Performance and |

| | | | | | |
|---------|---|--|---|-------------|---|
| | | | <p>biography, the difference between autobiography and biography</p> | | Examinations |
| April \ | ٢ | <p>Knowing the pioneers of the art .of biography</p> | <p>Pioneers of Arabic biography and a collection of biographical .examples</p> | The Lecture | <p>Class Performance and Examinations</p> |
| April٢ | ٢ | .Knowing the article | <p>The article, factors contributing to the emergence of the article in Arabic literature, factors leading to the appearance of the article, and the components .of the article</p> | The Lecture | <p>Class Performance and Examinations</p> |
| April٢ | ٢ | <p>Knowing the elements of the</p> | The elements of | The Lecture | <p>Class Performance</p> |

| | | | | | |
|--------|---|--------------------------------|--|-------------|------------------------------------|
| | | .article | a successful article, types of articles, and types of literary .articles | | and Examinations |
| Aprilξ | ۲ | Knowing the types .of articles | Types of scientific articles, pioneers of Arabic articles, and a collection of exemplary .articles | The Lecture | Class Performance and Examinations |

Final exams

| Course Evaluation . ۱ ۱ |
|---|
| <p>Distribution of grades out of ۱۰۰ based on tasks assigned to students such as daily preparation, daily exams, oral and monthly exams, essays, reports, etc. The :grading is distributed through several channels</p> <p>Formative Assessment: Daily exams, observing the student's performance in -۱ class discussions, homework, and participation. This accounts for no more than .of the total grade ٪۲۰</p> <p>Summative Assessment: Semester and final exams to determine pass or fail. -۲ This accounts for ۸۰٪ of the grade and is divided into four exams for each</p> |

| | |
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| semester, two exams per semester, to calculate the annual score before .entering the final exams | |
| Learning and Teaching Resources . ١٢ | |
| Required Textbooks (Methodology if (available | Lectures prepared by a group .of professors |
| Primary References (Sources) | Modern Literary Prose" by " Abdullah Surur In Literary Theory: Issues of " Poetry and Prose in Criticism" by Osman Mawafi |
| Recommended Supplementary Books and References (Scientific Journals, Reports...) | The Modern Arabic Prose Arts" " by Hazem Mahmoud and others |
| Electronic References, Internet Websites | :Various e-learning platforms such as Al-Awqaf Network Zad Academy |

Course Description Form

| | |
|---|----------------------------|
| 1.Course name | |
| Phonetics and Arabic Lexicon | |
| 2.Course code | |
| Stage 2 | |
| 3.the chapter/Year | |
| Annual course | |
| 4.Date this description was prepared | |
| 18/9/2024 | |
| 5.Available attendance forms | |
| In-person classroom lectures | |
| 6.Number of study hours(Total) /Number of units(Total) | |
| 56 | |
| 7.Course Instructor Name(If more than one name is mentioned) | |
| Email | Salih_theb@tu.edu.iq |
| Name | Prof. Dr. Saleh Deeb Saleh |
| 8.Course objectives | |

| | |
|--|---------------------------|
| <p>Introducing the students to ● the meaning of the dictionary, the difference between it and the lexicon, the benefits of the dictionary, its importance for linguistic studies in particular, and introducing the students to the types of dictionaries...</p> <p>Introducing students to the ● most prominent lexicographic schools. The way each dictionary arranges the words. The words within it enable the student to use dictionaries easily to discover the meanings of words and compare what modern dictionaries have added to the old ones by examining the most prominent modern dictionaries and their characteristics.</p> <p>..Definition of ● students. Meaning phonetics, the places of articulation and their characteristics, and the difference between the old and the modern, as well as highlighting the phonetic efforts of the old and modern phoneticians and providing them with the nuances of phonetic terms and applying that to different linguistic texts...</p> | <p>Subject objectives</p> |
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9. Teaching and learning strategies

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| | <p>1/AA memory strategy such as making strategic mental connections between course topics and using new terms and keywords.</p> <p>2/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> <p>3/The strategy of applying sounds, their places of articulation and their characteristics to different texts gives the student the power of pronunciation and confidence in the accuracy of the acquired information..</p> |
|--|---|

10. Course structure:

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The weeks |
|---------------------------------|-------------------------|---|-----------------------------------|----------------|------------------|
| Classroom performance and tests | Text and lecture method | The meaning of dictionary and lexicon, the benefits of the dictionary | | 2 | September 3 |

| | | | | | |
|---------------------------------|-------------------------|--|--|---|---------------|
| | | and its importance | | | |
| Classroom performance and tests | Text and lecture method | The origin of the Arabic dictionary | | 2 | September 4 |
| Classroom performance and tests | The lecture | Linguistic messages on topics written by the Arabist | | 2 | October1 |
| Classroom performance and tests | The lecture | Strange and jurisprudence books | | 2 | October2 |
| Classroom performance and tests | The lecture | First month exam | | 2 | October3 |
| Classroom performance and tests | The lecture | Lexical schools Khalil school | | 2 | OctoberFirst4 |
| Classroom performance and tests | The lecture | Ibn Duraid School | | 2 | November1 |
| Classroom performance and tests | The lecture | Al-Jawahiri School | | 2 | November2 |
| Classroom performance and tests | The lecture | Al-Zamakhshari School | | 2 | November3 |

| | | | | | |
|---------------------------------|-------------|---|--|---|-----------|
| Classroom performance and tests | The lecture | The classified stranger | | 2 | November4 |
| Classroom performance and tests | The lecture | Linguistics | | 2 | December1 |
| Classroom performance and tests | The lecture | Specialized applied study | | 2 | December2 |
| Classroom performance and tests | The lecture | Features of modern dictionaries | | 2 | December3 |
| Classroom performance and tests | The lecture | Characteristics of modern dictionaries | | 2 | December4 |
| Classroom performance and tests | The lecture | Spring break | | 2 | January1 |
| Classroom performance and tests | The lecture | Spring break | | 2 | January2 |
| Classroom performance and tests | The lecture | The concept of phonetics and its topics | | 2 | January 3 |
| Classroom performance and tests | The lecture | The efforts of ancient scientists in | | 2 | January 4 |

| | | | | | |
|--|-------------|---|--|---|------------|
| | | phoneticsAnd the modernists | | | |
| Classroom performanc e | The lecture | Sound and letter | | 2 | February1 |
| Classroom performanc e and tests | The lecture | Pillars of voice, its functions and importance | | 2 | February 2 |
| Classroom performanc e and tests | The lecture | Consonants and vowels | | 2 | February 3 |
| Classroom performanc e and tests | The lecture | Types ofMCut and apply | | 2 | February 4 |
| Classroom performanc e and tests | The lecture | Sound outlets | | 2 | March1 |
| Classroom performanc e and tests | The lecture | Sound characteristics | | 2 | March 2 |
| Classroom performanc e and tests | The lecture | First month exam of the second semester | | 2 | March 3 |
| Classroom | The lecture | Phonetic | | 2 | March 4 |

| | | | | | |
|--|-------------|---|--|---|-------------|
| performanc e and tests | | phenomena: hamza, ishmām and rum | | | |
| Classroom performanc e | The lecture | Embezzlemen t and extortion | | 2 | April 1 |
| Classroom performanc e and tests | The lecture | Stress, pauses and meeting of two consonants | | 2 | April 2 |
| Classroom performance and tests | The lecture | The connection between sound and the origin of language and meaning | | 2 | April 3 |
| Classroom performanc e and tests | The lecture | Arabic sounds and dialects | | 2 | April 4 |
| Classroom performanc e and tests | The lecture | Second month exam of the second semester | | 2 | May 1 |
| Classroom performanc e and tests | The lecture | Final exams | | 2 | May 2, 3, 4 |

11.Course Evaluation

Grade distribution 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-Hamad

The stages of the Arabic

dictionary:Dr. Hazem Al-Hilli

Required Textbooks(Methodology if any)

The Eye / by Khalil bin Ahmed

The secret of making
grammar/the fair one/Ibn Jinni

Linguistics/Al-Tha'alibi

Custom/His master's son

Main References(Sources)

| | |
|--|---|
| The Arabic Dictionary: Its Origin and Development:Dr. Hussein Nassar Linguistic sounds:Dr.Ibrahim Anis | Recommended supporting books and references(Scientific journals,Reports...) |
| Aloka Network. Dr. Mohammed Saeed Al-Ghamdi's website. Website of the Faculty of Arabic Language, Al-Azhar University | Electronic references,Internet sites |

Course Description Form

| | |
|---|-------------------------------------|
| Course name: .٢٥ | Modern criticism |
| Course code: .٢٦ | |
| Chapter/Year:Annual .٢٧ | annual |
| Date this description was prepared .٢٨ | 9/18/2024 |
| Available attendance forms: .٢٩ | My presence |
| Number of study hours (total) / Number of units (total): .٣٠ | Number of hours 3 Number of units 6 |
| Name of the course administrator (if more than one name is mentioned) .٣١ | Prof. Dr. Liqaa Nahza Suleiman |
| Course objectives .٣٢ | |

| | |
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| | <p>roducing students to cash Modern Arabic and the most important schools and ends monetary The emergence of modern technology and the reasons for its emergence and development</p> |
|--|--|

Teaching and learning strategies ٣٣.

| | |
|--|---|
| | <p>_ The standard method (lectures). _ Text method.</p> |
|--|---|

Course structure ٣٤.

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The week |
|-------------------|-----------------|---------------------------|----------------------------|---------|----------|
|-------------------|-----------------|---------------------------|----------------------------|---------|----------|

| Course structure .\ . | | | | | |
|---------------------------------|------------------------|--|----------------------------|---------|-------------|
| Evaluation method | Teaching method | Unit name/topic | Required learning outcomes | Watches | The week |
| Classroom performance and exams | Standard method | Common critical terms in modern criticism (art, literature, beauty) | | 3 | September 3 |
| Classroom performance and exams | Standard method | Common critical terms in modern criticism (art, literature, beauty) | | 3 | September 4 |
| Classroom performance and exams | Standard method | Elements of literary work (emotion, imagination, idea, style, image) | | 3 | October 1 |
| Classroom performance and exams | Standard method | Elements of literary work (emotion, imagination, idea, style, image) | | 3 | October 2 |
| Classroom performance and exams | Standard method | Elements of literary work (emotion, | | 3 | October 3 |

| | | | | | |
|---------------------------------------|----------------------------|---|--|---|---------------|
| exams | | imagination, idea, style, image) | | | |
| Classroom performance and exams | Standard method | Applied study (elements of literary work) | | 3 | October 4 |
| Classroom performance and exams | Standard method | The relationship between literature and society (the theory of art for art, art for society) | | 3 | November 1 |
| Classroom performance and exams | Standard method | Literary schools (classical, romantic, realist, symbolic, surrealist) | | 3 | November 2 |
| Classroom performance and exams | Standard method | Literary schools (classical, romantic, realist, symbolic, surrealist) | | 3 | November 3 |
| Classroom performance and exams | Standard method | Literary schools (classical, romantic, realist, symbolic, | | 3 | November 4 |

| | | | | | |
|---------------------------------|------------------------|--|--|---|------------|
| | | surrealist) | | | |
| Classroom performance and exams | Standard method | Literary schools (classical, romantic, realist, symbolic, surrealist) | | 3 | December 1 |
| Classroom performance and exams | Standard method | Literary schools (classical, romantic, realist, symbolic, 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 | Theory of literary genres: the difference between poetry and prose (lyric, epic, dramatic) | | 3 | December 4 |
| | | Mid-year holiday | | 3 | January 1 |
| | | Mid-year holiday | | 3 | January 2 |
| Classroom | Standard | Theory of literary | | 3 | January |

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|---|----------------------------|--|--|---|----------------|
| m performa nce and exams | method | genres: the difference between poetry and prose (lyric, epic, dramatic) | | | 3 |
| Classroom performa nce and exams | Standard method | Theory of literary genres: the difference between poetry and prose (lyric, epic, dramatic, didactic) | | 3 | January 4 |
| Classroom performa nce and exams | Standard method | Theory of literary genres: the difference between poetry and prose (lyric, epic, dramatic, didactic) | | 3 | Februar y 1 |
| Classroom performa nce | Standard method | Types of prose (theatrical story, essay) | | 3 | Februar y 2 |
| Classroom performa nce | Standard method | application | | 3 | Februar y 3 |

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|---------------------------------|------------------------|--|--|---|------------|
| 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 (theatrical story, essay) | | 3 | April 1 |
| Classroom performance | Standard method | Critical approaches: | | | April 2 |

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

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| Course Evaluation .٣٥ | | | | | |
| | | | | | |
| Learning and teaching resources .٣٦ | | | | | |
| n Modern Literary Criticism: Principles and Applications, Dr. Faeq 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 any) | | |
| ntroduction to Modern Criticism, 1- | | | Main References (Sources) | | |

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|--|---|
| Ali Jawad Al-Tahir. Modern Literary Criticism, Dr. 2- Muhammad Ghanimi Hilal. Literature and its arts, Ezz El-Din 3- Ismail. | |
| Criticism Literary - study And -1 Application , Perfection I grew up Dictionary Terms Literature , Majdi A -2 t. 3- Any research or magazine care Study Topics The reporter | Recommended supporting books and references (scientific journals, reports, etc.) |
| | Electronic references, websites |

Course Description Form

| | |
|---|---|
| Course name: ٣٧ . | Comparative Literature Fourth Stage |
| Course code: ٣٨ . | |
| Chapter/Year: Annual ٣٩ . | 2024_2025 |
| Date this description was prepared ٤٠ . | 16 9 2024 |
| Available attendance forms: ٤١ . | Classroom + online attendance on the Classroom is a support class for the in-person class and with a link |
| Number of study hours (total) / Number of units (total): ٤٢ . | 2 and the total number is 60 hours |
| Name of the course administrator (if more than one name is ٤٣ . | |

| mentioned) | | | | | |
|---|-----------------|--|---|---------|-----------|
| M. Mustafa Muzahim Mustafa Email Mustafa.mzahim@tu.edu.iq | | | | | |
| Course objectives .٤٤ | | | | | |
| | | | <p>Enabling students to know the most prominent figures in comparative literature and Identifying the most important sources of Islamic culture and the extent of their influence on other literatures</p> <p>After receiving this material, the recipient will be aware of and informed about the most important schools and approaches in comparative literature. The ability to distinguish between literary sciences such as criticism, aesthetics, and comparative literature as a science of literature.</p> | | |
| Teaching and learning strategies .٤٥ | | | | | |
| | | | <p>Applying various teaching methods</p> <p>(Standard method of lecturing)</p> <p>Text method and problem solving method</p> | | |
| Course structure .٤٦ | | | | | |
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The week |
| Classroom performance | Text method | Introduction to Comparative Literature | General teaching skills | 2 | September |

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|--|------------------------|---|-------------------------|---|-----------------|
| | | attempting to give a definition of comparative literature | | | |
| Classroom performance | text method | The Origins of Comparative Literature, Part 1 | General teaching skills | 2 | September 3rd 4 |
| Classroom performance and tests | text method | The emergence of comparative literature, part 2 | General teaching skills | 2 | 10 October |
| Classroom performance | text method | Comparative Literature Curricula | General teaching skills | 2 | November |
| Classroom performance | Problem solving method | French School | General teaching skills | 2 | November |

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|------------------------------|----------------------------------|---|-------------------------|---|----------|
| Classroom performance | Lecture method and mental skills | American School | General teaching skills | 2 | October |
| Classroom performance | Lecture method and mental skills | Socialist school | General teaching skills | 2 | October |
| Classroom performance | Problem solving method | The purpose of comparative literature | General teaching skills | 2 | October |
| Classroom performance | Lecture method | Comparative researcher's Toolkit | General teaching skills | 2 | October |
| Classroom performance | Lecture method | Applications: The Influence of the Greco-Roman Civilization | General teaching skills | 2 | October |
| Classroom | Lecture method | The impact of Petrarch in the West Shakespeare: | General teaching skills | 2 | December |

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|------------------------------|----------------------------------|---|-------------------------|---|-----------------|
| performance | | Influence and Influence | | | |
| | | | | Spring break from 1/1/2025 to 20/1/2025 | December |
| | | | | Spring break | Canon the first |
| Classroom performance | Lecture method | The influence of the East on the German poet Goethe | General teaching skills | 2 | December |
| Classroom performance | Lecture method and mental skills | Eastern influences in Tolstoy | General teaching skills | 2 | February |

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|--|--|---|---------------------------|--|--------------|
| mance | | | | | |
| and classro om perfor mance | Lecture method | Cleopatra's image between East and West | General eaching skills | 2 | Februa ry |
| | | | | Application duration anges from 18 2 to 1 4 | Februa ry |
| | | | | | Februa ry |
| | | | | | March |
| | | | | | March |
| | | | | 2 | March |
| | | | | 2 | March |
| Classro om perfor mance and tests | Lecture method and mental skills | | General eaching skills | 2 | 1April |
| Classro | Lecture method and | | General eaching skills | 2 | 2April |

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|--|--|--|----------------------------|----------------------|--------|
| om perform ance and tests | mental skills | | | | |
| Classro om perform ance and tests | Lecture method and mental skills | | General teaching skills | 2 | 3April |
| Classro om perform ance and tests | Lecture method and mental skills | | General teaching skills | 2 | 4April |
| | | | | End of year exams | 4May |

Course Evaluation .εΥ

The grade is distributed out of 100 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 following up on the student's performance in class discussions and homework, and class assessment. The grade of this does not exceed 20% of the total score.

2- Diagnostic assessment of the semester and final exams to issue judgments of success and failure. This has a grade of 80% divided into (4) exams, two exams for each semester,

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| to extract the annual effort before entering the final exams. | |
| Learning and teaching resources .εΛ | |
| <p>Comparative Literature, VanTigum, 1) translated by Sami Al-Daroubi, Dar Al-Fikr Al-Arabi, 1st ed., (no date)</p> <p>Comparative Literature, 2) Muhammad Ghanimi Hilal, Dar Nahdet Misr, 3rd ed., 1977 AD</p> | Required textbooks (methodology if any) |
| <p>Comparative Literature, Daoud (') Salloum, Al-Mukhtar Publishing House, 1st ed., 2012.</p> | Main References (Sources) |
| <p>Comparative Literature, 1) MariusFrançois Guillard, translated by Henri Zgheib, Awidat Publications, 2nd ed., 1988</p> | Recommended supporting books and references (scientific journals, reports, etc.) |
| | Electronic references, websites |

Course Description Form

| |
|-------------------------------------|
| 1.Course name |
| Phonetics and Arabic Lexicon |

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| |
| 2.Course code |
| Stage 2 |
| 3.the chapter/Year |
| Annual course |
| 4.Date this description was prepared |
| 18/9/2024 |
| 5.Available attendance forms |
| In-person classroom lectures |
| 6.Number of study hours(Total) /Number of units(Total) |
| 56 |
| 7.Course Instructor Name(If more than one name is mentioned) |
| Name: Ms. Raghad Abdul Karim Saloum Email: raqad.abd.kr@gmail.com |
| 8.Course objectives |

| | |
|--|---------------------------|
| <p>Introducing the students to ● the meaning of the dictionary, the difference between it and the lexicon, the benefits of the dictionary, its importance for linguistic studies in particular, and introducing the students to the types of dictionaries...</p> <p>Introducing students to the ●</p> | <p>Subject objectives</p> |
|--|---------------------------|

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| <p>most prominent lexicographic schools. The way each dictionary arranges the words within it enable the student to use dictionaries easily to discover the meanings of words and compare what modern dictionaries have added to the old ones by examining the most prominent modern dictionaries and their characteristics.</p> <p>..Definition of ● students Meaning phonetics, the places of articulation and their characteristics, and the difference between the old and the modern, as well as highlighting the phonetic efforts of the old and modern phoneticians and providing them with the nuances of phonetic terms and applying that to different linguistic texts...</p> | |
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9. Teaching and learning strategies

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| | <p>1/AA memory strategy such as making strategic mental connections between course topics and using new terms and keywords.</p> <p>2/Cognitive strategy such as receiving,</p> |
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| | |
|--|---|
| | <p>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> <p>3/The strategy of applying sounds, their places of articulation and their characteristics to different texts gives the student the power of pronunciation and confidence in the accuracy of the acquired information..</p> |
|--|---|

| 10.Course structure: | | | | | |
|---------------------------------|-------------------------|--|----------------------------|---------|-------------|
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The week |
| Classroom performance and tests | Text and lecture method | The meaning of dictionary and lexicon, the benefits of the dictionary and its importance | | 2 | September 3 |
| Classroom performance and tests | Text and lecture method | The origin of the Arabic dictionary | | 2 | September 4 |
| Classroom performance | The lecture | Linguistic messages on | | 2 | October1 |

| | | | | | |
|---------------------------------|-------------|---------------------------------|--|---|---------------|
| e and tests | | topics written by the Arabist | | | |
| Classroom performance and tests | The lecture | Strange and jurisprudence books | | 2 | October2 |
| Classroom performance and tests | The lecture | First month exam | | 2 | October3 |
| Classroom performance and tests | The lecture | Lexical schools Khalil school | | 2 | OctoberFirst4 |
| Classroom performance and tests | The lecture | Ibn Duraid School | | 2 | November1 |
| Classroom performance and tests | The lecture | Al-Jawahiri School | | 2 | November2 |
| Classroom performance and tests | The lecture | Al-Zamakhshari School | | 2 | November3 |
| Classroom performance and tests | The lecture | The classified stranger | | 2 | November4 |
| Classroom performance and tests | The lecture | Linguistics | | 2 | December1 |
| Classroom | The lecture | Specialized | | 2 | December2 |

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|---------------------------------|-------------|--|--|---|------------|
| performance and tests | | applied study | | | |
| Classroom performance and tests | The lecture | Features of modern dictionaries | | 2 | December3 |
| Classroom performance and tests | The lecture | Characteristics of modern dictionaries | | 2 | December4 |
| Classroom performance and tests | The lecture | Spring break | | 2 | January1 |
| Classroom performance and tests | The lecture | Spring break | | 2 | January2 |
| Classroom performance and tests | The lecture | The concept of phonetics and its topics | | 2 | January 3 |
| Classroom performance and tests | The lecture | The efforts of ancient scientists in phoneticsAnd the modernists | | 2 | January 4 |
| Classroom performance | The lecture | Sound and letter | | 2 | February1 |
| Classroom | The lecture | Pillars of | | 2 | February 2 |

| | | | | | |
|--|-------------|---|--|---|------------|
| performanc e and tests | | voice, its functions and importance | | | |
| Classroom performanc e and tests | The lecture | Consonants and vowels | | 2 | February 3 |
| Classroom performanc e and tests | The lecture | Types ofMCut and apply | | 2 | February 4 |
| Classroom performanc e and tests | The lecture | Sound outlets | | 2 | March1 |
| Classroom performanc e and tests | The lecture | Sound characteristics | | 2 | March 2 |
| Classroom performanc e and tests | The lecture | First month exam of the second semester | | 2 | March 3 |
| Classroom performanc e and tests | The lecture | Phonetic phenomena: hamza, ishmām and rum | | 2 | March 4 |
| Classroom performanc e | The lecture | Embezzlemen t and extortion | | 2 | April 1 |

| | | | | | |
|---------------------------------|-------------|---|--|---|-------------|
| Classroom performance and tests | The lecture | Stress, pauses and meeting of two consonants | | 2 | April 2 |
| Classroom performance and tests | The lecture | The connection between sound and the origin of language and meaning | | 2 | April 3 |
| Classroom performance and tests | The lecture | Arabic sounds and dialects | | 2 | April 4 |
| Classroom performance and tests | The lecture | Second month exam of the second semester | | 2 | May 1 |
| Classroom performance and tests | The lecture | Final exams | | 2 | May 2, 3, 4 |

11. Course Evaluation

Grade distribution 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:

| | |
|--|--|
| <p>Monthly written exam:20</p> <p>Daily Exam+Preparation:5</p> <p>Chapter Two:</p> <p>Monthly written exam:20</p> <p>Daily Exam+Preparation:5</p> <p>Final Exam:50</p> | |
| <p>12.Learning and teaching resources</p> | |
| <p>Introduction to Arabic Phonetics: Ghanem Qaddouri Al-Hamad</p> <p>The stages of the Arabic dictionary:Dr. Hazem Al-Hilli</p> | <p>Required Textbooks(Methodology if any)</p> |
| <p>The Eye / by Khalil bin Ahmed</p> <p>The secret of making grammar/the fair one/Ibn Jinni</p> <p>Linguistics/Al-Tha'alibi</p> <p>Custom/His master's son</p> | <p>Main References(Sources)</p> |
| <p>The Arabic Dictionary: Its Origin and Development:Dr. Hussein Nassar</p> <p>Linguistic sounds:Dr.Ibrahim Anis</p> | <p>Recommended supporting books and references(Scientific journals,Reports...)</p> |
| <p>Aloka Network.</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,Internet sites</p> |

Course Description Form

| | |
|---|---------------------------|
| 1. Course name | |
| Arabic Grammar and Morphology / First Stage | |
| 2. Course code | |
| | |
| 3. Semester/Year | |
| Annual course | |
| 4. Date this description was prepared | |
| 10/11/2024 | |
| 5. Available forms of attendance | |
| In-person classroom lectures | |
| 6. Number of study hours (total) / Number of units (total) | |
| 60 | |
| 7. Name of the course supervisor (if more than one name is mentioned) | |
| Name: M.M. Heba Salah El-Din Hussein Khader Email: Heba.Hussain@tu.edu.iq | |
| 8. Course objectives | |
| <p>Enabling female students to master the rules of the Arabic language (grammar and morphology) and its literature.</p> <p>Introducing students to the most prominent grammarians and the most famous works in it, both ancient and modern, and comparing what the modern has added to the ancient.</p> <p>Enhancing students' awareness of the horizons of linguistic culture, both ancient and modern, and acquiring various literary, linguistic and writing skills.</p> | <p>Subject objectives</p> |
| 9. Teaching and learning strategies | |

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|--|-----------------|
| <p>Memory strategy such as: making mental connections between course topics and using new terms and keywords.</p> <p>Cognitive strategy such as: receiving information, sending it, analyzing it, repeating it, recognizing and using structures, and summarizing.</p> | Strategy |
|--|-----------------|

10. Course Structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The week |
|--|------------------------|--|-----------------------------------|----------------|-------------------|
| Classroom performance and exams | Standard method | Grammar and morphology vocabulary with mention of the most important sources and references | | 3 hours | November2 |
| Classroom performance and exams | Standard method | Definition of grammar in language and terminology among the ancients and moderns | | 3 hours | November3 |
| Classroom performance and exams | Standard method | Definition of morphology linguistically and technically, and what is the difference between grammar and morphology? | | 3 hours | November4 |
| Classroom performance and exams | Standard method | Speech and what it consists of | | 3 hours | December 1 |
| Classroom performance and exams | Standard method | Noun and verb signs | | 3 hours | December 2 |

| | | | | | |
|--|------------------------|---|--|----------------|-------------------|
| Classroom performance and exams | Standard method | What is the morphological scale and learn how to weigh words | | 3 hours | December 3 |
| Classroom performance and exams | Standard method | Daily applications and exam | | 3 hours | December 4 |
| Classroom performance and exams | Standard method | Letter signs and grammatical examples about the signs | | 3 hours | January 1 |
| Classroom performance and exams | Standard method | Syntax and construction | | 3 hours | January 2 |
| Classroom performance and exams | Standard method | First month exam | | 3 hours | January 3 |
| Classroom performance and exams | Standard method | Completing the topic of grammar and construction | | 3 hours | January 4 |
| Classroom performance and exams | Standard method | Verb and its divisions | | 3 hours | February 1 |
| Classroom performance and exams | Standard method | Correct verb and its weights | | 3 hours | February 2 |
| Classroom performance and exams | Standard method | What is the inflected and uninflected verb? | | 3 hours | February 3 |
| Classroom performance and exams | Standard method | The bare verb and its weights | | 3 hours | February 4 |
| Classroom performance and exams | Standard method | The triliteral and quadriliteral verb and their weights | | 3 hours | March 1 |
| Classroom performance and exams | Standard method | Mid-year holiday | | 3 hours | March 2 |
| Classroom performance and exams | Standard method | Completing the three- and four-part weights | | 3 hours | March 3 |

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|--|------------------------|--|--|----------------|----------------|
| Classroom performance and exams | Standard method | Definiteness and indefiniteness | | 3 hours | March 4 |
| Classroom performance and exams | Standard method | Attached pronouns | | 3 hours | April 1 |
| Classroom performance and exams | Standard method | Grammar meanings | | 3 hours | April 2 |
| Classroom performance and exams | Standard method | Monthly exam | | 3 hours | April 3 |
| Classroom performance and exams | Standard method | Meanings of verbs | | 3 hours | April 4 |
| Classroom performance and exams | Standard method | The beginning | | 3 hours | May 1 |
| Classroom performance and exams | Standard method | Completing the explanation of the beginning | | 3 hours | May 2 |
| Classroom performance and exams | Standard method | The static and transitive verb | | 3 hours | May 3 |
| Classroom performance and exams | Standard method | Active and passive verb | | 3 hours | May 4 |
| Classroom performance and exams | Standard method | Heavy and light nun of emphasis | | 3 hours | June 1 |
| Classroom performance and exams | Standard method | Kan and her sisters | | 3 hours | June 2 |
| Classroom performance and exams | Standard method | Final exams | | 3 hours | June 3 |
| Classroom performance and exams | Standard method | Final vacation | | 3 hours | June 4 |

11. Course Evaluation

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

- Monthly written exam (20 marks) •
- Daily Exam + Preparation (5 marks) •
- Written exam (20 marks) •
- Daily Exam (5 marks) •
- Final Exam (50 marks) •

12. Learning and teaching resources

| | |
|--|--|
| <ul style="list-style-type: none"> Ibn Aqil’s explanation of Ibn Malik’s Alfiyyah, edited by the scholar Muhammad Muhyi al-Din Abd al-Hamid Explanation of Qatr al-Nada by Ibn Hisham, a collection of Arabic lessons. Meanings of grammar, Fadhel Al-Samarra’i. Sufficient exchange Shadha for knowledge in the art of exchange | <p>Required textbooks (methodology if any)</p> |
| <ul style="list-style-type: none"> Explanation of Shudhur Al-Dhahab by Ibn Hisham The clearest paths by Ibn Hisham | <p>Main References (Sources)</p> |
| <ul style="list-style-type: none"> Books explaining Ibn Malik’s Alfiyyah Clarification of objectives and paths | <p>Recommended supporting books and references (scientific journals, reports...)</p> |

Course Description Form

| | |
|--|--|
| 1. Course name | |
| Educational guidance | |
| 2. Course code | |
| Stage 2 | |
| 3. Semester/Year | |
| 2024/2025 | |
| 4. Date this description was prepared | |
| 9/18/2024 | |
| 5. Available forms of attendance | |
| Classroom lectures | |
| 6. Number of study hours (total) | |
| 60 hours Total number of units (4) | |
| 7. Course Administrator Name | |
| Mr. Sari Ahmed Moussa | sura.ahmed@tu.edu.iq |
| 8. Course objectives | |
| <p>1–The concept of guidance, its principles, foundations, fields, methods, and how to employ them to achieve psychological, educational, and social harmony for students.</p> <p>2–The field of the teacher, guide and educational counselor and his role in helping the student achieve psychological, educational and social harmony.</p> <p>3–Means of collecting information, their importance, advantages and disadvantages of each.</p> | Subject objectives |

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| <p>4-Guidance programs and their importance in addressing the problems facing students.</p> <p>1- Parent-teacher councils and their role in educational guidance.</p> <p>2- Preparing a generation of college graduates to teach at the intermediate and secondary levels.</p> <p>3-Providing female students with the knowledge and science to meet the requirements of life and its development, and benefiting from learning experiences and transferring them to the environment, i.e. transferring the impact of learning within the educational institution and generalizing it to environmental situations.</p> <p>1- Providing female students with educational and psychological knowledge and teaching them modern principles, methods and topics that educational and psychological guidance focuses on and is interested in, as well as its theories and educational applications in the learning and teaching process.</p> <p>2- Providing students with psychological experiences, theories, and results of local and international research and studies regarding educational and psychological guidance.</p> <p>3-Training students to write research and reports and summarize theoretical and applied ideas in the field of developmental psychology.</p> | |
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| 9. Teaching and learning strategie | |
| <p>1- Giving a lecture</p> <p>2- Discussion method</p> | Strategy |

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|--|-------------|-------------|----------------|
| | Course name | Course code | Academic stage |
|--|-------------|-------------|----------------|

| | | | |
|------------------|----------------------|--|--------------------|
| 2 hours per week | Educational guidance | | Bachelor's degree, |
|------------------|----------------------|--|--------------------|

| 10- Course structure | | | | | |
|---------------------------|------------------------|---|--|----------|----------|
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watch es | The week |
| Achievem ent tests | Lecture and discussion | Introduction and general Basic definitions of psychology Indicative | Educational and psychological sciences | 2 | Week 1 |
| Achievem ent tests | Lecture and discussion | The relationship Between guidance and terminology Other | Educational and psychological sciences | 2 | Week 2 |
| Achievem ent tests | Lecture and discussion | Brief history About the development of psychological counseling | Educational and psychological sciences | 2 | Week 3 |
| Achievem ent tests | Lecture and discussion | Practical objectives ·guidance Educational Psychology | Educational and psychological sciences | 2 | Week4 |
| Achievem ent tests | Lecture And discussion | Scientific objectives guidance ducational Psychology | Educational and psychological sciences | 2 | Week5 |
| Achievem ent tests | Lecture And discussion | Scientific objectives of guidance Educational Psycholo | Educational and psychological sciences | 2 | Week 6 |
| Achievem ent tests | Lecture And discussion | e relationship between guidance and science other | Educational and psychological sciences | 2 | Week 7 |

| | | | | | |
|--------------------------|------------------------------|---|--|---|---------|
| Achievement tests | Lecture And discussion | Areas of psychological counseling And its practical applications | Educational and psychological sciences | 2 | Week 8 |
| Achievement tests | Lecture And discussion | Multiple choice questions True or false | Educational and psychological sciences | 2 | Week 9 |
| Achievement tests | Lecture And discussion | Curricula and methods psychological counseling | Educational and psychological sciences | 2 | Week10 |
| Achievement tests | Lecture And discussion | Psychological counseling methods And his methods | Educational and psychological sciences | 2 | Week11 |
| Achievement tests | Lecture And discussion | Direct guidance Indirect guidance | Educational and psychological sciences | 2 | Week 12 |
| Achievement tests | Lecture And discussion | psychological counseling methods and its methods: optional guidance Behavioral guidance | Educational and psychological sciences | 2 | Week13 |
| Achievement tests | Lecture And discussion | Play guidance Religious guidance | Educational and psychological sciences | 2 | Week14 |
| Achievement tests | Lecture And discussion | Spring break | Educational and psychological sciences | 2 | Week15 |
| Achievement tests | Lecture And | Spring break | Educational and psychological | 2 | Week16 |

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|--------------------------|------------------------------|---|--|---|--------|
| | discussion | | sciences | | |
| Achievement tests | Lecture And discussion | Guidance program concept How to build it | Educational and psychological sciences | 2 | Week17 |
| Achievement tests | Lecture And discussion | How sessions work Guidance | Educational and psychological sciences | 2 | Week18 |
| Achievement tests | Lecture And discussion | Presentation of some theories Psychological counseling and its applications Field, Self Theory | Educational and psychological sciences | 2 | Week19 |
| Achievement tests | Lecture And discussion | Psychoanalytic theory | Educational and psychological sciences | 2 | Week20 |
| Achievement tests | Lecture And discussion | behavioral theory | Educational and psychological sciences | 2 | Week21 |
| Achievement tests | Lecture And discussion | ational Emotive Theory | Educational and psychological sciences | 2 | Week22 |
| Achievement tests | Lecture And discussion | Information collection methods In psychological counseling | Educational and psychological sciences | 2 | Week23 |
| Achievement tests | Lecture And discussion | Guidance interview Note | Educational and psychological sciences | 2 | Week24 |

| | | | | | |
|--------------------------|------------------------|-------------------------------------|--|---|--------|
| Achievement tests | Lecture And discussion | Case study Cumulative record | Educational and psychological sciences | 2 | Week25 |
| Achievement tests | Lecture And discussion | Biography | Educational and psychological sciences | 2 | Week26 |
| Achievement tests | Lecture And discussion | Questionnaire | Educational and psychological sciences | 2 | Week27 |
| Achievement tests | Lecture And discussion | Guidance Overview Educational | Educational and psychological sciences | 2 | Week28 |
| Achievement tests | Lecture And discussion | Importance of guidance in school | Educational and psychological sciences | 2 | Week29 |

11. Course Evaluation

50 points for annual pursuit, 25 points for each semester, divided as follows:

20 marks for the written exam

5 marks per day, distributed between daily exams or reports.

50 marks final exam

12. Learning and teaching resources

Educational guidance book

The Family in Islam by

Martyr Muhammad

Mohammad Sadiq al-Sadr

1- Books The reporter Required

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|--|--|
| Educational philosophies- Educational meeting | A- Recommended books and references(Scientific journals, reports,) |
|--|--|

Course Description Form

| | |
|---|--------------------|
| 1. Course name | |
| General Arabic | |
| 2. Course code | |
| | |
| 3. Semester/Year | |
| Annual course | |
| 4. Date this description was prepared | |
| 10\11\2024 | |
| 5. Available forms of attendance | |
| In-person classroom lectures | |
| 6. Number of study hours (total) / Number of units (total) | |
| 60 | |
| 7. Name of the course supervisor (if more than one name is mentioned) | |
| Name: M.M. Afrah Abbas Maher Email: Afrah.Abass@tu.edu.iq | |
| 8. Course objectives | |
| <ul style="list-style-type: none"> • .. 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- That the student is familiar with all the literature of the Arabic language (pre-Islamic, Islamic, Umayyad, Abbasid, | Subject objectives |

| | |
|--|--|
| <p>Andalusian, modern and contemporary) and the most prominent poets of each stage and the most important literary texts in it, both poetry and prose.</p> <p>A4- That the student is familiar with all schools of literary criticism throughout the ages. •</p> <p>A5- That the student is familiar with the sciences of the Holy Qur'an (rules of recitation, interpretation, hadith and its terminology and what is related to it). •</p> <p>A6- The student learns modern technical skills in studying the language... •</p> <p>.... •</p> <p>.... •</p> | |
|--|--|

9. Teaching and learning strategies

| | |
|--|----------|
| | Strategy |
|--|----------|

10. Course Structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The week |
|--|------------------------|--|------------------------------------|----------------|-------------------|
| Classroom performance and exams | The lecture | Introducing students to the most prominent grammatical, linguistic, morphological and literary applications (memorizing Surat Al-Kahf with analysis of the Qur'anic text) | Mental and cognitive skills | 2 | November 2 |

| | | | | | |
|--|--------------------|--|------------------------------------|----------|-------------------|
| | | Introducing students to the most prominent poets throughout the ages (Amr ibn Kulthum, Abu Tayeb al-Mutanabbi | | | November 3 |
| Classroom performance and exams | The lecture | Introducing students to the most prominent poets throughout the ages: Shaab Buan, Muhammad Mahdi Al-Jawahiri | Mental and cognitive skills | 2 | November 4 |
| Classroom performance and exams | The lecture | Introducing students to (hamzat al-wasl and hamzat al-qata', the middle hamza, and the extreme hamza) | Mental and cognitive skills | 2 | December 1 |
| Classroom performance and exams | The lecture | Punctuation marks of all types and their locations | Mental and cognitive skills | 2 | December 2 |
| Classroom performance and exams | The lecture | Explanation of writing the open and connected taa | Mental and cognitive skills | 2 | December 3 |
| Classroom performance and exams | The lecture | Explanation of writing the letters Dhad and Tha | Mental and cognitive skills | 2 | December 4 |

| | | | | | |
|--|--------------------|---|------------------------------------|----------|-------------------|
| Classroom performance and exams | The lecture | Exchange balance | Mental and cognitive skills | 2 | January 1 |
| Classroom performance and exams | The lecture | Its doors more tri-quadruple | Mental and cognitive skills | 2 | Kakon II 2 |
| Classroom performance and exams | The lecture | The deleted trilateral verb | Mental and cognitive skills | 2 | January 3 |
| Classroom performance and exams | The lecture | The doors of the simple trilateral verb | Mental and cognitive skills | 2 | January 4 |
| Classroom performance and exams | The lecture | Verb-like letters | Mental and cognitive skills | 2 | February 1 |
| Classroom performance and exams | The lecture | Kan and its sisters - their meanings | Mental and cognitive skills | 2 | February 2 |
| Classroom performance and exams | The lecture | The doors of the simple trilateral verb | Mental and cognitive skills | 2 | February 3 |
| Classroom performance and exams | The lecture | Defective, shortened and extended nouns, dual and plural | Mental and cognitive skills | | February 4 |
| | | vacation | | 2 | March 1 |
| Classroom performance and exams | The lecture | Correct verb - Weak verb | Mental and cognitive skills | 2 | |
| Classroom performance and exams | The lecture | Derivatives (active participle)-participle | Mental and cognitive skills | 2 | March 2 |
| Classroom performance and exams | The lecture | Subject - Subject Conditions - Subject Deputy | Mental and cognitive skills | 2 | March 3 |
| Classroom performance and exams | The lecture | Speech - Types of sentences | Mental and cognitive skills | 2 | March 4 |
| Classroom | The lecture | Parts of | Mental and | 2 | April 1 |

| | | | | | |
|--|--------------------|---|------------------------------------|----------|----------------|
| performance and exams | | speech | cognitive skills | | |
| Classroom performance and exams | The lecture | Subject and predicate | Mental and cognitive skills | 2 | April 2 |
| Classroom performance and exams | The lecture | Cases in which news must be presented | Mental and cognitive skills | 2 | April 3 |
| Classroom performance and exams | The lecture | Types of news (singular sentence and quasi-sentence) | Mental and cognitive skills | 2 | April 4 |
| Classroom performance and exams | The lecture | Broken in positions | Mental and cognitive skills | 2 | May 1 |
| Classroom performance and exams | The lecture | Open positions | Mental and cognitive skills | 2 | May 2 |
| Classroom performance and exams | The lecture | Masculine and feminine number | Mental and cognitive skills | 2 | May 3 |
| Classroom performance and exams | The lecture | Surah Ad-Duha memorization and interpretation | Mental and cognitive skills | 2 | May 4 |

| | | | | | |
|--|--------------------|---|------------------------------------|----------|---------------|
| Classroom performance and exams | The lecture | Objects in Arabic grammar / Object / Absolute Object | Mental and cognitive skills | 2 | June 1 |
| Classroom performance and exams | The lecture | The object of the verb (adverbs of time and place) | Mental and cognitive skills | 2 | June 2 |

| | | The object with it | | | |
|--|--------------------|--|------------------------------------|----------|---------------|
| Classroom performance and exams | The lecture | The name of the instrument, its types and weights | Mental and cognitive skills | 2 | June 3 |
| Classroom performance and exams | The lecture | Final exams | Mental and cognitive skills | 2 | June 4 |

11. Course Evaluation

The grade is distributed out of 100 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

| | |
|---|---|
| General Arabic for non-specialty sections: Sabah Ali Suleiman | Required textbooks (methodology if any) |
| General Arabic for non-specialized departments (Tikrit University - Habib Ahmed Al-Azzawi) - General Arabic for non-specialized departments: Amin Abdul Qader Hassan | Main References (Sources) |
| | Recommended supporting books and references (scientific journals, reports...) |
| Our Arabic Library Forums - | Electronic references, websites |

Course Description Form

1. Course Name:

Rhetoric and application / first stage

| 2. Course Code: | | | | | |
|--|--------------|---|--------------------------------|------------------------|-----------------------------|
| | | | | | |
| 3. Semester / Year: | | | | | |
| Annual course | | | | | |
| 4. Description Preparation Date: | | | | | |
| 18/11/2024 | | | | | |
| 5. Available Attendance Forms: | | | | | |
| In-person class lectures | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| 56 | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: Assist. Pro. Dr. Khaled Mazhar Ahmed Email: Mudheher.khalid@tu.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | <p>1- Enabling female students to master the sciences of rhetoric in Al-Bayan and Al-Badi' and to know the levels of rhetoric in poetic and prose text and what is mentioned in the Book of God, the Glorious Qur'an, by enabling them to master the eloquence of the text and the levels of discourse, through presenting critical poetic and prose texts on the origins of rhetoric and its development.</p> <p>2- Introducing the students to the most prominent scholars of rhetoric and criticism and their most famous works, ancient and modern, and approaching what the modern has added to the ancient, as well as examining the rhetorical schools, which are the theological school and the literary school, and among those who combined the two schools in one book is Yahya bin Hamza Al-Alawi.</p> <p>3- Thinking and analysis skills enable them to analyze texts and use them in the positions of the discourse and to confirm that every article has a position and to understand the texts correctly.</p> <p>4- Providing students with the nuances of different rhetorical uses and their impact on the performance of meaning</p> | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | <p>1- A mnemonic strategy, such as making strategic mental connections between course topics, and using new terms and keywords.</p> <p>2- A cognitive strategy such as receiving information, sending it, analyzing it, repeating, identifying and using rhetorical structures in the text, and summarizing in light of rhetorical texts and simulating them.</p> | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| November 1 | 1 | | Origins, development and goals | Standard method | Class performance and exams |

| | | | | | |
|------------|---|--|--|-----------------|-----------------------------|
| November 2 | ۲ | | Rhetorical influences and schools | Standard method | Class performance and exams |
| November 3 | ۲ | | Science of statement | Standard method | Class performance and exams |
| November 4 | ۲ | | Simile definition and its elements | Standard method | Class performance and exams |
| December 1 | ۲ | | Types of simile | Standard method | Class performance and exams |
| December 2 | ۲ | | Singular and compound simile | Standard method | Class performance and exams |
| December 3 | ۲ | | Representational and implicit simile | Standard method | Class performance and exams |
| December 4 | ۲ | | Simile purposes | Standard method | Class performance and exams |
| January 1 | ۲ | | Truth and metaphor | Standard method | Class performance and exams |
| January 2 | ۲ | | The sent metaphor | Standard method | Class performance and exams |
| February 1 | ۲ | | Mental metaphor | Standard method | Class performance and exams |
| February 2 | ۲ | | Metaphor by metaphor | Standard method | Class performance and exams |
| February 3 | ۲ | | Metaphor and declarative metaphor | Standard method | Class performance and exams |
| February 4 | ۲ | | Representative metaphor, the eloquence of metaphor, and the secret of its beauty | Standard method | Class performance and exams |
| March 1 | ۲ | | Metonymy and its types | Standard method | Class performance and exams |
| March 2 | ۲ | | Exposure | Standard method | Class performance and exams |
| March 3 | ۲ | | General applications | Standard method | Class performance and exams |
| March 4 | ۲ | | General applications | Standard method | Class performance and |

| | | | | | |
|-------------|---|--|---|-----------------|-----------------------------|
| | | | | | exams |
| April 1 | ٢ | | Al-Badi, its origins and development | Standard method | Class performance and exams |
| April 2 | ٢ | | Verbal and moral improvements | Standard method | Class performance and exams |
| April 3 | ٢ | | Well-reasoned pun | Standard method | Class performance and exams |
| April 4 | ٢ | | Mixed dishes | Standard method | Class performance and exams |
| April 5 | ٢ | | Emphasizing praise with something similar to condemnation | Standard method | Class performance and exams |
| May 1 | ٢ | | Alliteration | Standard method | Class performance and exams |
| May 2 | ٢ | | Quote and embed | Standard method | Class performance and exams |
| May 3 | ٢ | | A good start and a good finish | Standard method | Class performance and exams |
| May 4 | ٢ | | General applications | Standard method | Class performance and exams |
| May 1 | ٢ | | General Review | Standard method | Class performance and exams |
| May 2 and 3 | ٢ | | final exams | Standard method | Class performance and exams |

| | |
|--|---|
| 9. Course Evaluation | |
| Chapter One: Monthly written exam: 20 Daily exam + preparation: 5 Chapter Two : Monthly written exam: 20 Daily exam + preparation: 5 Final exam: 50 | |
| 10. Learning and Teaching Resources | |
| Required Textbooks | Rhetoric and Application, written by: Dr. Ahmed Matloub and Dr. Kamel Hassan Al-Basir. |
| Main References | |
| Recommended books and References | |
| Online References | 1- Dr. Muhammad Saeed Al-Ghamdi's website 2- Arab Library Forums 3- Interpretation People's Forum 4- Aqlam Magazine Forums, Rhetoric, Criticism and Literary Essay Forum |

Course description form

| |
|---|
| 1. Course name |
| Andalusian literature |
| 2. Course code |
| |
| 3. Semester/year |
| 2025 -2024 |
| 4. The date this description was prepared |
| 16 /9/2024 |
| 5. Available forms of attendance |
| In-person and electronic |
| 6. Number of study hours (total) / number of units (total) |
| Two hours a week |
| 7. Name of the course administrator (if more than one name is mentioned) |
| Name: Dr. Ibtihal Abdel Karim Email:ibtihal.faisal@tu.edu.iq |
| 8. Course objectives |

| | |
|--|--|
| <ul style="list-style-type: none"> - Training female students to analyze prose texts - Introducing students to the most prominent writers and poets - Enabling female students to know the arts of prose -It aims to prepare academically qualified teachers to teach Andalusian literature in middle and middle schools, capable of contributing to building society. - Knowing the characteristics of each art among female students Emotional and value goals -Knowing the aesthetics of language in its methods for conveying meaning - Awakening female students' awareness of the value of Andalusian literature <p>The students grew up with a love for - Andalusian literature</p> | <p>Objectives of the study subject</p> |
|--|--|

9. Teaching and learning strategies

| | |
|--|---------------------|
| <p>Daily exams-And homework-And the classroom calendar</p> <p>Personal evaluation of the semester and final exam</p> | <p>The strategy</p> |
|--|---------------------|

10. Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
|-----------------------------|------------------|---|----------------------------|-------|-------------|
| Class performance and exams | giving a lecture | An overview of Andalusian conquest literature and the history of Islam in Andalusia | | 2 | September 3 |
| Class performance and exams | giving a lecture | Sources for studying Andalusian literature/Efforts of Orientalists | | 2 | September 4 |

| | | | | | |
|-----------------------------|------------------|---|--|---|--------------|
| Class performance and exams | giving a lecture | Sources for studying Andalusian literature / Arab Efforts | | 2 | October 1 |
| Class performance and exams | giving a lecture | Morocco book in Moroccan jewellery | | 2 | October 2 |
| Class performance and exams | giving a lecture | Literature in the Umayyad era | | 2 | October 3 |
| Class performance and exams | giving a lecture | The writer Abdul Rahman Al-Dakhel | | 2 | October 4 |
| Class performance and exams | giving a lecture | Yahya Al-Ghazal | | 2 | November 1 |
| Class performance and exams | giving a lecture | Prose/its themes and characteristics | | 2 | November 2 |
| | giving a lecture | Semester exam | | | November 3 |
| Class performance and exams | giving a lecture | Literature in the era of sects and Almoravids | | 2 | November 4 |
| Class performance and exams | giving a lecture | Themes of poetry/lamentation, asceticism and mysticism | | 2 | December 1 |
| | | | | | Spring break |
| | | | | | |
| | | | | | |
| Class performance and exams | giving a lecture | Messages in the era of sects | | 2 | December 4 |
| Class performance and exams | giving a lecture | Literature in the Almohad Era / Ibn Sahl al-Ishbili | | 2 | February 1 |
| | | Renewal in Andalusian literature | | 2 | February 2 |
| Class performance and exams | giving a lecture | Muwashahat | | 2 | February 3 |
| Class | giving a | Oppositions | | 2 | February 4 |

| | | | | | |
|-----------------------------|------------------|--|--|---|---------|
| performance and exams | lecture | | | | |
| Class performance and exams | giving a lecture | Prose during the Almoravids era | | | March 1 |
| Class performance and exams | giving a lecture | Poetry of lamentation of cities and kingdoms | | 2 | March 2 |
| Class performance and exams | giving a lecture | Poetry of estrangement and nostalgia | | 2 | March 3 |
| | | Semester exam | | 2 | March 4 |
| Class performance and exams | giving a lecture | The impact of Andalusian literature on European literature | | 2 | April 1 |
| Class performance and exams | giving a lecture | The impact of the Arabic language on the Spanish language | | 2 | April 2 |
| Class performance and exams | giving a lecture | The impact of the Arabic story on the European story | | 2 | April 3 |
| Class performance and exams | giving a lecture | The impact of Arabic poetry on European poetry | | 2 | May |
| Class performance and exams | giving a lecture | Examples of Andalusian poetry collections and collections | | 2 | May |

11. Course evaluation

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

12. Learning and teaching resources

Andalusian literature from the conquest to the fall of Granada /
Munjid Mustafa Bahjat

Required textbooks (methodology, if any)

| | |
|--|--|
| <p>Studies in Andalusian Literature/Sami Makki Al-Ani</p> <p>History of Arabic Literature / Shawqi Deif</p> <p>The era of states and emirates</p> <p>Arabic Literature in Andalusia / Abdul Aziz Issa</p> | |
| <p>Briefing on Granada news / Al-Muqri</p> <p>Al-Hillah Al-Siraa / Ibn Al-Abar</p> <p>The ember of the quoted / Al-Hamidi</p> <p>Articles–Poetry collections–Literary books are all critical sources that deal with the arts of literature, poetry and prose</p> | Main references (sources) |
| <p>Journal of Andalusian Studies</p> | <p>Recommended supporting books and references (scientific journals, reports...)</p> |
| <p>Link to the program on the Internet training courses</p> | <p>Electronic references, Internet sites</p> |

Course Description Form

| |
|---|
| 1. Course Name: General Arabic / The first stage |
| |
| 2. Course Code: |
| |
| 3. Semester / Year: Annual course |
| |
| 4. Description Preparation Date: 10/11/2024 |

5. Available Attendance Forms: **Classroom + electronic lectures**

6. Number of Credit Hours (Total) **60 hours** / Number of Units (Total)

7. **Course administrator's name (mention all, if more than one name)**

Name : **. Hala Abdel Aziz Shehab**

Email : Halaabdalaziz190@gmail.com

8. Course Objectives

Course Objectives

- That the student be able to control the rules of the Arabic language in grammar, morphology, spelling, and expression.
- That the student be able to apply the rules of the Arabic language in various linguistic uses.
- The student should be familiar with all the literature of the Arabic language (pre-Islamic, Islamic, Umayyad, Abbasid, Andalusian, modern and contemporary), the most prominent poets of each stage and the most important literary texts in poetry and prose.
- The student should be familiar with all schools of literary criticism throughout the ages.
- That the student be familiar with the sciences of the Holy Qur'an (rulings of recitation, interpretation, hadith, its terminology, and everything related to it)

9. Teaching and Learning Strategies

Strategy

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|-----------------------------|---|--------------------------------|-----------------------------|
| November 2 | 2 | Mental and cognitive skills | Introducing students to the most prominent grammatical, linguistic, morphological and literary applications (memorizing Surat Al-Kahf with analysis of the Qur'anic text) | Standard method Text method | Class performance and exams |

| | | | | | |
|------------|---|-----------------------------|--|--------------------------------|-----------------------------|
| November3 | 2 | Mental and cognitive skills | Introducing students to the most prominent poets of all time (Amr bin Kulthum, Abu Al-Tayyib Al-Mutanabbi, Shaab Buan, Muhammad Mahdi Al-Jawahiri) | Standard method Text method | Class performance and exams |
| November4 | 2 | Mental and cognitive skills | Introducing the students to (the two hamzas of connection and separation, the middle hamza, and the extreme hamza) | Standard method Text method | Class performance and exams |
| December1 | 2 | Mental and cognitive skills | All types of punctuation marks, including their locations | Standard method Text method | Class performance and exams |
| December2 | 2 | Mental and cognitive skills | Clarifying the writing of the open and bound ta' | Standard method Text method | Class performance and exams |
| December 3 | 2 | Mental and cognitive skills | Clarifying the writing of dhaad and dhaa | Standard method Text method | Class performance and exams |
| December4 | 2 | Mental and cognitive skills | Exchange balance | Standard method Text method | Class performance and exams |
| January1 | 2 | Mental and cognitive skills | More triple and quadruple doors | Standard method Text method | Class performance and exams |
| January2 | 2 | Mental and cognitive skills | Deleted triple verb | Standard method Text method | Class performance and exams |
| January 3 | 2 | Mental and cognitive skills | Chapters on the abstract triple verb | Standard method Text method | Class performance and exams |
| January 4 | 2 | Mental and cognitive skills | The letters are already suspicious | Standard method Text method | Class performance and exams |
| February 1 | 2 | Mental and cognitive skills | Kan and her sisters - their meanings - | Standard method Text method | Class performance and exams |

| | | | | | |
|------------|---------------------|-----------------------------|---|--------------------------------|-----------------------------|
| February 4 | 2 | Mental and cognitive skills | Chapters on the abstract triple verb | | |
| March 1 | Spring break | | | | |
| March 2 | 2 | Mental and cognitive skills | The incomplete, shortened, and extended noun, and its dual and plural nouns | Standard method Text method | Class performance and exams |
| March 3 | 2 | Mental and cognitive skills | The correct verb - the defective verb | Standard method Text method | Class performance and exams |
| March 4 | 2 | Mental and cognitive skills | Derivatives (participle - active participle) | Standard method Text method | Class performance and exams |
| April 1 | 2 | Mental and cognitive skills | The subject - the adverbs of the subject - the deputy subject | Standard method Text method | Class performance and exams |
| April 2 | 2 | Mental and cognitive skills | Speech - types of sentences - | Standard method Text method | Class performance and exams |
| April 3 | 2 | Mental and cognitive skills | Word sections | Standard method Text method | Class performance and exams |
| April 4 | 2 | Mental and cognitive skills | The beginning and the news | Standard method Text method | Class performance and exams |
| May 1 | 2 | Mental and cognitive skills | Cases where information is required | Standard method Text method | Class performance and exams |
| May 2 | 2 | Mental and cognitive skills | Types of news (singular sentence and semi-sentence) | Standard method Text method | Class performance and exams |
| May 3 | 2 | Mental and cognitive skills | Broken places | Standard method Text method | Class performance and exams |

| | | | | | |
|-------|---|-----------------------------|-------------------------|--------------------------------|-----------------------------|
| May 4 | 2 | Mental and cognitive skills | Positions that are open | Standard method Text method | Class performance and exams |
| June1 | | | General review | | |
| June2 | | | final exams | | |
| June3 | | | final exams | | |
| June4 | | | final exams | | |

11. Course evaluation

50/ mark for the annual endeavor, 25 marks for each semester, divided as follows:
 20/point for the written exam
 5/ Daily grades distributed among daily exams or reports
 50 / final year exam score

12. Learning and teaching resources

| | |
|---|---|
| Required textbooks (methodology, if any) | General Arabic for non-specialization sections: Sabah Ali Suleiman |
| Main references (sources) | General Arabic for non-specialization departments (Tikrit University - Habib Ahmed Al-Azzawi) - General Arabic for non-specialization departments: Amin Abdul Qadir Hassan |
| Recommended supporting books and references (scientific journals, reports...) | |
| Electronic references, Internet sites | Our Arabic Library Forums |

Course Description Form

| |
|---|
| 1. Course Name: General Arabic / The first stage |
| 2. Course Code: |
| 3. Semester / Year: Annual course |
| 4. Description Preparation Date: 10/11/2024 |
| 5. Available Attendance Forms: Classroom + electronic lectures |

6. Number of Credit Hours (Total) **60 hours** / Number of Units (Total)

7. Course administrator's name (mention all, if more than one name)

Name : . **Hala Abdel Aziz Shehab**

Email : Halaabdalaziz190@gmail.com

8. Course Objectives

Course Objectives

- That the student be able to control the rules of the Arabic language in grammar, morphology, spelling, and expression.
- That the student be able to apply the rules of the Arabic language in various linguistic uses.
- The student should be familiar with all the literature of the Arabic language (pre-Islamic, Islamic, Umayyad, Abbasid, Andalusian, modern and contemporary), the most prominent poets of each stage and the most important literary texts in poetry and prose.
- The student should be familiar with all schools of literary criticism throughout the ages.
- That the student be familiar with the sciences of the Holy Qur'an (rulings of recitation, interpretation, hadith, its terminology, and everything related to it)

9. Teaching and Learning Strategies

Strategy

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|-----------------------------|---|--------------------------------|-----------------------------|
| November 2 | 2 | Mental and cognitive skills | Introducing students to the most prominent grammatical, linguistic, morphological and literary applications (memorizing Surat Al-Kahf with analysis of the Qur'anic text) | Standard method Text method | Class performance and exams |
| November 3 | 2 | Mental and cognitive skills | Introducing students to the most prominent poets of all time (Amr bin Kulthum, Abu Al-Tayyib Al-Mutanabbi, Shaab Buan, Muhammad Mahdi | Standard method Text method | Class performance and exams |

| | | | | | |
|-----------|---|-----------------------------|--|--------------------------------|-----------------------------|
| | | | Al-Jawahiri) | | |
| November4 | 2 | Mental and cognitive skills | Introducing the students to (the two hamzas of connection and separation, the middle hamza, and the extreme hamza) | Standard method Text method | Class performance and exams |
| December1 | 2 | Mental and cognitive skills | All types of punctuation marks, including their locations | Standard method Text method | Class performance and exams |
| December2 | 2 | Mental and cognitive skills | Clarifying the writing of the open and bound ta' | Standard method Text method | Class performance and exams |
| December3 | 2 | Mental and cognitive skills | Clarifying the writing of dhaad and dhaa | Standard method Text method | Class performance and exams |
| December4 | 2 | Mental and cognitive skills | Exchange balance | Standard method Text method | Class performance and exams |
| January1 | 2 | Mental and cognitive skills | More triple and quadruple doors | Standard method Text method | Class performance and exams |
| January2 | 2 | Mental and cognitive skills | Deleted triple verb | Standard method Text method | Class performance and exams |
| January3 | 2 | Mental and cognitive skills | Chapters on the abstract triple verb | Standard method Text method | Class performance and exams |
| January4 | 2 | Mental and cognitive skills | The letters are already suspicious | Standard method Text method | Class performance and exams |
| February1 | 2 | Mental and cognitive skills | Kan and her sisters - their meanings - | Standard method Text method | Class performance and exams |
| February4 | 2 | Mental and cognitive skills | Chapters on the abstract triple verb | | |

| March 1 | Spring break | | | | |
|---------|---------------------|-----------------------------|---|--------------------------------|-----------------------------|
| March 2 | 2 | Mental and cognitive skills | The incomplete, shortened, and extended noun, and its dual and plural nouns | Standard method Text method | Class performance and exams |
| March 3 | 2 | Mental and cognitive skills | The correct verb - the defective verb | Standard method Text method | Class performance and exams |
| March 4 | 2 | Mental and cognitive skills | Derivatives (participle - active participle) | Standard method Text method | Class performance and exams |
| April 1 | 2 | Mental and cognitive skills | The subject - the adverbs of the subject - the deputy subject | Standard method Text method | Class performance and exams |
| April 2 | 2 | Mental and cognitive skills | Speech - types of sentences - | Standard method Text method | Class performance and exams |
| April 3 | 2 | Mental and cognitive skills | Word sections | Standard method Text method | Class performance and exams |
| April 4 | 2 | Mental and cognitive skills | The beginning and the news | Standard method Text method | Class performance and exams |
| May 1 | 2 | Mental and cognitive skills | Cases where information is required | Standard method Text method | Class performance and exams |
| May 2 | 2 | Mental and cognitive skills | Types of news (singular sentence and semi-sentence) | Standard method Text method | Class performance and exams |
| May 3 | 2 | Mental and cognitive skills | Broken places | Standard method Text method | Class performance and exams |
| May 4 | 2 | Mental and cognitive skills | Positions that are open | Standard method Text method | Class performance and exams |

| | | | | | |
|-------|--|--|----------------|--|--|
| June1 | | | General review | | |
| June2 | | | final exams | | |
| June3 | | | final exams | | |
| June4 | | | final exams | | |

11. Course evaluation

50/ mark for the annual endeavor, 25 marks for each semester, divided as follows:
 20/point for the written exam
 5/ Daily grades distributed among daily exams or reports
 50 / final year exam score

12. Learning and teaching resources

| | |
|---|--|
| Required textbooks (methodology, if any) | General Arabic for non-specialization sections: Sabah Ali Suleiman |
| Main references (sources) | General Arabic for non-specialization departments (Tikrit University - Habib Ahmed Al-Azzawi) - General Arabic for non-specialization departments: Amin Abdul Qadir Hassan |
| Recommended supporting books and references (scientific journals, reports...) | |
| Electronic references, Internet sites | Our Arabic Library Forums |

Course Description Form

| |
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| 1. Course Name: |
| Arabic grammar and its facilitation doctrines for the fourth stage |
| 2. Course Code: |
| |
| 3. Semester / Year: |
| 202 ^z /202 ^o |
| 4. Description Preparation Date: |
| ١٨/٩/2024 After it was updated based on the letter of the Ministry of Higher Education and Scientific Research, No. C D/A 423 dated |
| 5. Available Attendance Forms: |

Attending a class + an electronic class on GoogleClass Room will be a supporting class for the in-person class and with the keit5w2 link according to the controls and instructions of the Ministry of Higher Education and Scientific Research.

6. Number of Credit Hours (Total) / Number of Units (Total)

4 hours per week = 120 hours / units 8 units

7. Course administrator's name (mention all, if more than one name)

Name: **profisor. Dr. Maimouna Awni Slim**

Email: dm_saleem@tu.edu.iq

8. Course Objectives

Course Objectives

- Enabling students to control the rules of the Arabic language at the grammatical level, enabling them to distinguish between right and wrong in different texts, and to use the methods of the Arabic language in a correct manner appropriate to the position of speech.
- Introducing students to the most prominent grammar scholars and the most famous works of grammar, ancient and modern, and approaching what the modern has added to the ancient ones.
- Developing thinking and analytical skills to enable them to analyze texts, use them, and parse them correctly
- * Providing students with the nuances of different grammatical uses and their impact on interpreting meaning.

9. Teaching and Learning Strategies

Strategy

Applying various teaching methods, including:
 The standard method (giving lectures).
 - Text method.
 - How to solve problems.

10. Course Structure

: The study began on ٢٠٢٤/٩ /١٨ and ends on, the start date of final exams

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-------------|-------|----------------------------|---|-------------------------|-----------------------------|
| September 3 | 4 | General cognitive skills | Grammar terms and vocabulary 122 | Text and lecture method | Class performance and tests |

| | | | | | |
|--------------------|----------|---|---|-------------------------|-----------------------------|
| September 4 | 4 | General cognitive skills | Grammar terms and vocabulary | Text and lecture method | Class performance and tests |
| October 1 | 4 | Mental skills through explaining and parsing texts | The herald and its sections | Lecture method | Class performance and tests |
| October 2 | 4 | Mental skills through explaining and parsing texts | Functions of the caller and nouns that are necessary for the caller | Lecture method | Class performance and tests |
| October 3 | 4 | Mental skills through explaining and parsing texts | Marbling and scarring | Lecture method | Class performance and tests |
| October 4 | 4 | Mental skills through explaining and parsing texts | Distress and specialization | Lecture method | Class performance and tests |
| November1 | 4 | Mental skills through explaining and parsing texts | It is prohibited to exchange | Lecture method | Class performance and tests |
| November2 | 4 | Mental skills through explaining and parsing texts | It is prohibited to exchange | Lecture method | Class performance and tests |
| November3 | 4 | Mental skills through explaining and parsing texts | The present tense verb is nominative and accusative | Lecture method | Class performance and tests |
| November4 | 4 | Mental skills through explaining and parsing texts | Present tense verb | Lecture method | Class performance and tests |
| December 1 | 4 | Practical skills through grammatical control and parsing of texts | Tools that confirm two actions | Lecture method | Class performance and tests |
| December2 | 4 | Practical skills through adjusting numbers and their base | Masculine and feminine number | Lecture method | Class performance and tests |
| December3 | 4 | General cognitive outcomes | Facilitating grammar and its doctrines - terminology | Lecture method | Class performance and tests |
| December 4 | 4 | General cognitive outcomes | The origins of grammar and its creators | Lecture method | Class performance and tests |
| January 1 | 4 | Mental and cognitive skills | The origins of grammar and its creators | Lecture method | Class performance and tests |

| | | | | | |
|-------------|---|--|--|----------------|-----------------------------|
| January 2 | 4 | Mental and cognitive skills | The grammatical dispute between the two schools of thought | Lecture method | Class performance and tests |
| January 3-4 | Spring break from 2/1/2020 until 2/11/2020 | | | | |
| February 1 | 4 | Mental, cognitive and perceptual skills | The origins of grammar and its creators - The grammatical dispute between the two schools of thought | Lecture method | Class performance and tests |
| February 2 | 4 | Emotional and value-based skills, through which the student learns about the role of Basra scholars in restricting rules | Al-Basra and Al-Kitab by Sibawayh, Al-Muqtasib by Al-Mubarrad, and evidence from them | Lecture method | Class performance and tests |
| February 3 | The application period is (45) days from 2/18/2020 until 4/7/2020 | | | | |
| April 3 | 4 | Emotional and value-based skills, through which the student learns about the role of AL-Kufa scholars in restricting rules | AL- Kufa, Al-Farra, and the book Meanings of the Qur'an with evidence from it. | Lecture method | Class performance and tests |
| April 4 | 4 | With emotional and moral skills through which the student understands the reasons for the dispute between the two schools and discusses the efforts of the scholars and their role in the emergence of the Baghdad school. | The dispute between the two schools, with issues from them and the Baghdad school, and sharh almufasal liaibn yaeish . | Lecture method | Class performance and tests |

11-Course evaluation

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

The degree is distributed through several channels:

1- Formative (formative) assessment through daily exams, observing and following up on the student's performance in class discussions and homework assignments, and classroom evaluation. Her grade does not exceed 20% of the total.

2-Diagnostic evaluation of the semester and final exams to issue judgments of success and failure. This grade is 80% and is divided into (4) exams for each semester, two exams, to extract the annual

endeavor before entering the final exams.

12- Learning and teaching resources

| | |
|---|--|
| Required textbooks (methodology, if any) | Explanation of Ibn Aqeel on the Alfiyyah of Ibn Malik edited by Sheikh Muhyi al-Din Abdul Hamid (methodological), and the book of Arabic grammar and the doctrines of its facilitation by Dr. Mujhid Jijan al-Dulaimi, Dr. Muhammad Saleh al-Takriti, and Dr. A'id Karim. |
| Main references (sources) | Adequate grammar - Abbas Hassan - Meanings of grammar - Dr. Fadel Al-Samarrai. -Lessons in grammatical doctrines, Dr. Abdo Al-Rajhi - Introduction to the book Diaa Al-Salik to the Clearest Paths, Muhammad Abdel Aziz Al-Najjar |
| Recommended supporting books and references (scientific journals, reports...) | The efforts of ancient and modern linguists in facilitating grammar, researchers Wajdi Muhammad Ahmed and others, research published in the Arab Journal of Science and Research Publishing 2016 - Facilitating Arabic grammar among the ancients and moderns, a comparative descriptive study, doctoral thesis, 2019 |
| Electronic references, Internet sites | Various e-learning sites such as: - Al-Mustafa Library - Our Arabic Library Forums. Dr. Muhammad Saeed Al-Ghamdi's website. Website of the Faculty of Arabic Language, Al-Azhar University. Website of the Faculty of Arabic Language at Al-Qarawiyyin University |

Course Description Form

| |
|-----------------------|
| 1. Course name |
| Arabic grammar |
| 2. Course code |
| |

3. Semester/Year

Annual course

4. Date this description was prepared

18\9\2024, after it was updated based on the letter of the Ministry of Higher Education and Scientific Research No. J D\423A on 25\1\2024.

5. Available forms of attendance

In-person class lectures

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

90

7. Name of the course supervisor (if more than one name is mentioned)

Name: Dr. Mariam 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, which will enable them to distinguish what is correct. Errors in different texts, and the correct use of Arabic language methods appropriate to the context of speech..
- 2- Introducing students to the most prominent grammarians and the most famous works in it, both ancient and modern, and comparing what the modern has added to the ancient.
- ..3.Thinking and analytical skills enable them to analyze texts, employ them and parse them correctly.
- 4Providing students with the nuances of different grammatical usages and their impact on conveying meaning.

Subject objectives

9. Teaching and learning strategies

Memory strategies such as: making -١ mental connections between course topics, using new terms and keywords.

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

Strategy

10. Course Structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The week |
|--|--------------------|---|----------------------------|----------|--------------------|
| Classroom Performance 3 and Tests | The lecture | Inna and its sisters, their meanings, Its function is to arrange the sentence. And her sisters Breaking the hamza of “inna” | | 3 | September 3 |
| Classroom performance and tests | The lecture | Completing the positions of breaking the hamza of “inna” and opening it and the permissibility of both with applications | | 3 | September 4 |
| Classroom performance and tests | The lecture | Places of the beginning of the letter “lam” in the sentence “inna” | | 3 | October 1 |
| Classroom performance and tests | The lecture | The entry of (ma al-kafa) on “in” And her sisters -Kindness On the name of | | 3 | October 2 |
| Classroom | The lecture | mitigation Inna and its sisters 127 | | 3 | October 3 |

| | | | | | |
|--|--------------------|--|--|----------|-------------------|
| performance and tests | | | | | |
| Classroom performance and tests | The lecture | No to negate gender | | 3 | October 4 |
| Classroom performance and tests | The lecture | No to negate gender | | 3 | November 1 |
| Classroom performance and tests | Lecture A | No to negate gender | | 3 | November 2 |
| Classroom performance and tests | The lecture | No to negate gender | | 3 | November 3 |
| Classroom performance and tests | | Think and its sisters (its function, its types, verbs of certainty) | | 3 | November 4 |
| Classroom performance and tests | The lecture | Think and its sisters (verbs of hope, verbs of transformation) | | 3 | December 1 |
| Classroom performance and tests | The lecture | Zanna and its sisters (suspension and cancellation, the coming of 'arfa' and 'zanna' as a single object, 'ra'a' al-hilmiya') | | 3 | December 2 |
| Classroom performance and tests | The lecture | Think and its sisters (deleting one of the two objects, you say it means think) | | 3 | December 3 |
| Classroom performance and tests | The lecture | The subject (its definition, its types, its agent types, its rule, its rule, to the apparent) | | 3 | December 4 |
| Classroom performance and tests | The lecture | The subject (deletion of its agent, its connection to the feminine taa) | | 3 | January 1 |
| | | exam | | 3 | January 2 |

| | | | | | |
|--|--------------------|--|--|----------|-------------------|
| Classroom performance and tests | The lecture | spring break | | 3 | January 3 |
| Classroom performance and tests | The lecture | spring break | | 3 | January 4 |
| Classroom performance and tests | The lecture | The object | | 3 | February 1 |
| Classroom performance and tests | The lecture | The object | | 3 | February 2 |
| Classroom performance and tests | The lecture | The agent's deputy | | 3 | February 3 |
| Classroom performance and tests | The lecture | The agent's deputy | | 3 | February 4 |
| Classroom performance and tests | The lecture | The absolute object (its definition, factor, types)hWhat does he intend?forSource source | | 3 | March 1 |
| Classroom performance and tests | The lecture | The absolute object (dual and plural of the source, deletion of its agent) | | 3 | March 2 |
| Classroom performance and tests | The lecture | The object of the verb (its definition, rule, and conditions) | | 3 | March 3 |
| Classroom performance and tests | The lecture | Completing the conditions of the object. The object of the verb (its definition, its subject) | | 3 | March 4 |
| Classroom performance and tests | The lecture | The object in it (its types) | | 3 | April 1 |
| Classroom performance and tests | The lecture | The accompanying object (its definition, conditions, and | | 3 | April 2 |

| | | | | | |
|--|--------------------|---|--|----------|----------------|
| | | its subject) | | | |
| Classroom performance and tests | The lecture | Exception (definition, rule, connected exception) Interrupted exception, empty, repetition except) | | 3 | April 3 |
| Classroom performance and tests | The lecture | Exception (other than, except, except for) | | 3 | April 4 |

11. Course Evaluation

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

Ibn Aqil's explanation of Ibn

Malik's Alfiyyah

Required textbooks (methodology if any)

Books of commentaries on Ibn

Malik's Alfiyyah:

Clarification of the purposes and paths with an explanation of Ibn

Malik's Alfiyyah.

Main References (Sources)

| | |
|---|---|
| The clearest paths to Ibn Malik's Alfiyya. | |
| | Recommended supporting books and references (scientific journals, reports...) |
| Dr. Mohammed Saeed Al- ^١ Ghamdi's website Our Arabic Library Forums ^٢ | Electronic references, websites |

Course Description Form

1. Course name

Literary research methodology-
Stage 3

2. Course code

3. Semester/Year

Year 2024-2025

4. Date this description was prepared

18/9/2024

5. Available forms of attendance

AttendanceinAccording to the regulations and instructions of the Ministry of Higher Education and Scientific Research.

6. Number of study hours

(total) / Number of units (total)

2Hours per week =60Hour

/ Units4Units

**7. Name of the course
supervisor (if more than one
name is mentioned)**

the name: M.D.Yassin Mazyoun

Musleh Hope:

Musleh.yaseen@tu.edu.iq

8. Course objectives

* Enabling female
students to know

Subject
objectives

the principles of
the research
methodology and
to understand the
delivery of true
methodological
knowledge and to
distinguish
between sources
and references
through
borrowing from
libraries.

9. Teaching and learning strategies

Applying various

teaching

methods,

including:

Standard

method

(lecturing).

— Text method.

Problem solving

Strategy

method.

10. Course Structure

| Evalu ation metho d | Lear ning meth od | Na me of the uni t or top ic | Requ ired learn ing outco mes | Wat ches | Th e we ek |
|--|--------------------------------------|---|--|---------------------|-------------------------------|
| | | | | | |

| | | | | | |
|---------------|----------------------|-----------------------------|---------------|----------|--------------|
| Classr | Stan dard | Literary researc | Introd | 2 | Septe |
|---------------|----------------------|-----------------------------|---------------|----------|--------------|

| | | | | | |
|---------------------------------|------------------------------|-------------------------------------|---------------------------------------|---|-------------|
| Classroom performance and tests | Method, text method | Methodology | Introduction to research methodology | | September 3 |
| Classroom performance and tests | Standard method, text method | Scientific research characteristics | Curriculum, its importance and skills | 2 | September 4 |
| Classroom performance and tests | Standard method, text method | Scientific research characteristics | Select | 2 | October |

| | | | | | |
|---|--|-------------------------------------|---|---|-----------------------|
| <p>oom perform mance and tests</p> | <p>dard meth od, text meth od</p> | <p>c research h plan</p> | <p>the topic</p> | | <p>ber 1</p> |
| <p>Classr oom perform mance and tests</p> | <p>Text meth od, stan dard meth od</p> | <p>Collect the material</p> | <p>Source s and Refere nces</p> | 2 | <p>Octo ber 2</p> |
| <p>Classr oom perform</p> | <p>Text meth od,</p> | <p>Unify the draft</p> | <p>Draft and first</p> | 2 | <p>Octo ber 3</p> |

| | | | | | |
|--|----------------------------|--|--|---|-------------------|
| mance and tests | stan dard meth od | | readin g | | |
| Classr oom perfor mance and tests | Stan dard meth od | Final reading before printing | Readin g for resear ch unity | 2 | Octo ber 4 |
| Classr oom perfor mance and | Stan dard meth od | Introdu ction when reachin g the | The bleach er | 2 | Nove mber 2 |

| | | | | | |
|--|-----------------------------------|---|-------------------------------------|---|-------------------|
| tests | | heart of the research h | | | |
| Classr oom perfor mance and tests | Stan dard meth od | Index of sources and referen ces | Secon d ovary | 2 | Nove mber 3 |
| Classr oom perfor mance and | Stan dard meth od and | The writer god | From print to printin g | 2 | Nove mber 4 |

| | | | | | |
|--|-----------------------------------|--|---|---|-------------------|
| tests | text meth od | | | | |
| Classr oom perfor mance and tests | Stan dard meth od | Literary researc h and researc h principl es | Applic ations in resear ch writin g | 2 | Dece mber 1 |
| Classr oom perfor mance and | Text meth od and stan | The library, old and new | Histor y of the Arab Library | 2 | Dece mber 2 |

| | | | | | |
|---------------------------------|------------------------------------|--------------------------------------|----------------------------------|---|------------|
| tests | standard method | | | | |
| Classroom performance and tests | Textual method and standard method | Library and its development | Library activity | 2 | December 3 |
| Classroom performance and | Textual method and | Explaining the famous Arab libraries | Definition of the most prominent | 2 | December 4 |

| | | | | | |
|---|---------------------------------|---------------------------------------|----------------------|---|-----------|
| tests | deductive method | S | nent Arab librarians | | |
| Classroom performance and tests | Text method and standard method | The development of the modern library | Modern Library | 2 | January 1 |
| Spring break from 14/12025 Until 28/12025 | | | | | January 2 |
| Classroom | Standard | Indexes | Classification | 2 | February |

| | | | | | |
|--|---------------------------------------|---------------------------------|------------------------------------|---|------------------------|
| <p>oom perform mance and tests</p> | <p>dard meth od</p> | | <p>ication prioriti es</p> | | <p>ary 1</p> |
| <p>Classr oom perfor mance and tests</p> | <p>Stan dard meth od</p> | <p>Subject unity</p> | <p>Statio nery</p> | 2 | <p>Febru ary 2</p> |
| <p>Classr oom perfor mance and tests</p> | <p>Dedu ctive meth od</p> | <p>Old manusc ripts</p> | <p>Periodi cals</p> | 2 | <p>Febru ary 3</p> |

| | | | | | |
|--|----------------------------------|------------------------------------|-----------------------------------|---|-------------------|
| mance and tests | and textu al meth od | | | | |
| Classr oom perfor mance and tests | Libra ries | How to get the book | Literar y study source s | 2 | Febr uary 4 |
| Classr oom perfor mance | Stan dard meth od | How to borrow it from the | Gram mar and morph | 2 | Marc h 1 |

| | | | | | |
|--|--|-----------------------------------|--------------------------------------|----------|----------------|
| and tests | | library | ology books | | |
| Classroom performance and tests | Standard method and text method | The value of Arab heritage | Sources of Arab heritage | 2 | March 2 |
| Classroom performance and | Standard method and text | Language index | Linguistic composition in its | 2 | March 3 |

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|---------------------------------|---------------------------------|---------------------|----------------------------|---|---------|
| tests | method | | early stages | | |
| Classroom performance and tests | Standard method and text method | How to flip letters | Arabic dictionaries | 2 | March 4 |
| Classroom performance and | Standard method | The first way | The first and last letters | 2 | April 1 |

| | | | | | |
|--|--------------------------------------|--|---|----------|--------------------|
| tests | | | metho d | | |
| Classr oom perfor mance and tests | Stan dard meth od | Summa ry of knowin g things | Dictio naries of meani ngs | 2 | April 2 |
| Classr oom perfor mance and tests | Stan dard meth od | Investig ation languag e and termin ology | The concep t of investi gation | 2 | April 3 |

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|---------------------------------|-----------------|--------------------------|----------------------|---|---------|
| Classroom performance and tests | Standard method | Investigation scientists | Expert investigators | 2 | April 4 |
| Classroom performance and tests | Standard method | Copy | How to investigate | 2 | May 1 |
| | Standard method | review | | 2 | May 1 |

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|--|----|--|--|--|--|
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11. Course Evaluation

The grade is distributed out of 100 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 following up on the
student's performance in class
discussions and homework,
and class assessment. The

grade of this does not exceed

20% of the total score.

2- Diagnostic assessment of the semester and final exams to issue judgments of success and failure.

This has a grade of 80% divided into (4) exams, two exams for each semester, to extract the annual effort before entering the final exams.

12. Learning and teaching

| resources | |
|---|--|
| <p>Literary research methodology by Ali Jawad Al- Tahir</p> | <p>Required textbooks (methodology if any)</p> |
| | <p>Main References (Sources)</p> |
| <p>Iraqi academic scientific</p> | <p>Recommended supporting</p> |

journals

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

Dr. Muhammad
Saeed Al-
Ghamdi's
website. The
Comprehensive
Library/
Encyclopedia
of Arabic
Literature/ The
Library of

Electronic
references,
websites

Alexandria/
The Waqf
Library/ The
website of the
Faculty of
Arabic
Language, Al-
Azhar
University.
Website of the
Faculty of
Arabic
Language at Al-
Qarawiyyin

University.

Course Description Form

| | |
|---|--------------------|
| 1. Course name | |
| Abbasid prose - third stage | |
| 2. Course code | |
| | |
| 3. Semester/Year | |
| Year 2024_2025 | |
| 4. Date this description was prepared | |
| 18/9/2024 | |
| 5. Available forms of attendance | |
| Class attendance + online class on google classroom It is a supportive class for the in-person class and a link. b22mmkg According to the regulations and instructions of the Ministry of Higher Education and Scientific Research. | |
| 6. Number of study hours (total) / Number of units (total) | |
| 2 Hours per week = 60 Hour / Units 4 Units | |
| 7. Name of the course supervisor (if more than one name is mentioned) | |
| M.D.Rana Munther Khader amyl: rana.m.khudaer@tu.edu.iq | |
| 8. Course objectives | |
| <ul style="list-style-type: none">* Enabling female students to know the most prominent figures of Abbasid prose; orators and writers.* Enabling students to know the impact of Islam on the literature of this era.* Introducing students to the role of Abbasid prose.* Teaching female students about the negative and positive impact of political | Subject objectives |

| | |
|--|--|
| <p>social and intellectual circumstances on literature.</p> <p>*Developing students' prose talent and teaching them how to deliver speeches.</p> <p>*Developing a sound literary sense and training a literary taste that can judge the quality of texts without it.</p> | |
|--|--|

9. Teaching and learning strategies

| | |
|---|----------|
| <p>Applying various teaching methods, including:</p> <p>Standard method (lecturing).</p> <p>_ Text method.</p> <p>Problem solving method.</p> | Strategy |
|---|----------|

10. Course Structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The 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 | Prose Arts | 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 writings | General cognitive skills | 2 | October 2 |
| Classroom performance and tests | Text method, standard method | Translator's Prose | Mental skills through memorizing and | 2 | October 3 |

| | | | | | |
|---|-------------------------------------|--|--|---|-------------------|
| | | | explaining texts | | |
| Classroom performance and tests | Standard method | Omar bin Bahr Al-Jahiz his life | Mental skills through memorizing and explaining texts | 2 | October 4 |
| Classroom performance and tests | Standard method | Easy bin Haroun | Mental skills through memorizing and explaining texts | 2 | November 2 |
| Classroom performance and tests | Standard method | Omar bin Masada | Mental skills through memorizing and explaining texts | 2 | November 3 |
| Classroom performance and tests | Standard method and text method | Mohammed bin Abdul Malik Al-Zayat | Practical skills through adjusting, memorizing 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 craftsmanship | General knowledge outputs | 2 | December 4 |
| Classroom performance and tests | Text method and standard method | Towards the mailing list | Mental and cognitive skills | 2 | January 1 |
| Spring break from 14/1/2024 to 28/1/2024 | | | | | 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 | Deductive method and textual method | The positions | Emotional and value skills, through which the student learns about the role of poets in public life | 2 | February 3 |
| Classroom performance and tests | Deductive method and textual method | Owners of positions | Emotional and value 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 value skills that reveal the role of poetry in defending Islam | 2 | March 1 |
| Classroom performance and tests | Standard method and text method | The honorable judge | Emotional and value skills, through which the student learns about the role of poets in political life | 2 | March 2 |
| Classroom performance and tests | Standard method and text method | Biography of Imad Al-Din Al-Kateb | Emotional and value skills, through which the student learns about the | 2 | March 3 |

| | | | | | |
|--|---------------------------------|--------------------|--|---|---------|
| | | | role of flirting in emotional life | | |
| Classroom performance and tests | Standard method and text method | The art of writing | -Emotional and value skills, through which the student learns about the role of flirting in emotional life | 2 | March 4 |
| Classroom performance and tests | Standard method | Sermons | 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 is distributed out of 100 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 following up on

the student's performance in class discussions and homework, and class assessment. The grade of this does not exceed 20% of the total score.

2- Diagnostic assessment of the semester and final exams to issue judgments of success and failure. This has a grade of 80% divided into (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 any) |
| | Main References (Sources) |
| Iraqi academic scientific journals | Recommended supporting books and references (scientific journals, reports...) |
| Dr. Muhammad Saeed Al-Ghamdi's website. The Comprehensive Library/ Encyclopedia of Arabic Literature/ The Library of Alexandria/ The Waqf Library/ The website of the Faculty of Arabic Language, Al-Azhar University. Website of the Faculty of Arabic Language at Al-Qarawiyyin University. | Electronic references, websites |

Course Description Form

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|--|
| 1. Course name |
| Arabic grammar |
| 2. Course code |
| |
| 3. Semester/Year |
| annual |
| 4. Date this description was prepared |
| 9/16/2024 |

5. Available forms of attendance

Classroom lectures

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

96/6

7. Name of the course supervisor (if more than one name is mentioned)

Name: Prof. Dr. Noman Mohammed Aziz Email: noman.azeez@tu.edu.iq

8. Course objectives

| | |
|--|---------------------------|
| <p>Student definitionIn grammarArabic The most important schoolsGrammar and the efforts of scholars In the composition of grammarAnd to understand the reasons for its establishment and development....</p> <ul style="list-style-type: none"> • Developing students' ability to understand grammar in order to maintain the integrity of the Western language and to pronounce it correctly, free from mistakes and incomprehensible speech, and to appreciate texts correctly and judge them objectively and fairly. • | <p>Subject objectives</p> |
|--|---------------------------|

9. Teaching and learning strategies

| | |
|---|-----------------|
| <p>Cognitive objectives -أ</p> <p>A1- After receiving this material, students will have a broad knowledge of Arabic grammar.</p> <p>A2- Identifying the most important doctrines andMGrammar student for the sake of caring for the Arabic language.</p> <p>A3- The ability to write in high-level, eloquent Arabic, and to speak the Arabic language extemporaneously, in high-level Arabic.</p> | <p>Strategy</p> |
|---|-----------------|

B - Course specific skill objectives.
 B1 -Knowledge of Arabic grammar,
 styles and structures
 B2 -Knowledge of the most important
 modern literary schools and the ability
 to analyze texts.
 B3- Knowing the syntax and the meaning
 it conveys in the structures

10. Course Structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The week |
|---------------------------------|------------------------|-----------------------------------|-----------------------------------|----------------|-----------------|
| Classroom performance and exams | Standard method | In and its sisters | | 3 | September 1 |
| Classroom performance and exams | Standard method | La negates the gender | | 3 | September 2 |
| Classroom performance and exams | Standard method | Think and its sisters | | 3 | October 1 |
| Classroom performance and exams | Standard method | Suspension and cancellation | | 3 | October 2 |
| Classroom performance and exams | Standard method | I know and I see | | 3 | October 3 |
| Classroom performance and exams | Standard method | The bottom | | 3 | October 4 |
| Classroom performance and exams | Standard method | Subject | | 3 | November 1 |
| Classroom performance and exams | Standard method | The object | | 3 | November 2 |
| Classroom performance and exams | Standard method | Working | | 3 | November 3 |
| Classroom performance and exams | Standard method | Transitive and intransitive verbs | | 3 | November 4 |
| Classroom | Standard | Absolute | | 3 | December 1 |

| | | | | | |
|---------------------------------|------------------------|-----------------------|--|---|------------|
| performance and exams | method | effect | | | |
| Classroom performance and exams | Standard method | Absolute effect | | 3 | December 2 |
| Classroom performance and exams | Standard method | The object | | 3 | December 3 |
| Classroom performance and exams | Standard method | The object with it | | 3 | December 4 |
| Classroom performance and exams | Standard method | The object with it | | 3 | January 1 |
| Classroom performance and exams | Standard method | Exception | | 3 | January 3 |
| Classroom performance and exams | Standard method | Exception | | 3 | January 4 |
| Classroom performance and exams | Standard method | The case | | 3 | March 4 |
| Classroom performance and exams | Standard method | The case | | 3 | Maysan 1 |
| Classroom performance | Standard method | Discrimination | | 3 | Maysan 2 |
| Classroom performance and exams | Standard method | To distinguish | | 3 | Maysan 3 |
| Classroom performance and exams | Standard method | not | | 3 | Maysan 4 |
| Classroom performance and exams | Standard method | General review | | 3 | May 1 |
| | | Final exams | | | May 2 |

| | |
|--|---|
| 11. Course Evaluation | |
| The grade is distributed out of 100 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 | |
| Ibn Aqil's explanation of Ibn Malik's Alfiyyah. Investigation by Sheikh Muhammad Muhyi al-Din Abd al-Hamid | Required textbooks (methodology if any) |
| Explanation of -\ Shudhur Al-Dhahab by Ibn Hisham 2- The Clearest Paths by Ibn Hisham | Main References (Sources) |
| Comprehensive Grammar Dr. Abbas Hassan Applied Grammar Dr. Abdo Al Rajhi | Recommended supporting books and references (scientific journals, reports...) |
| All Arabic language websites | Electronic references, websites |

Course Description Form

| |
|---|
| 1. Course name |
| Arabic literature before Islam (pre-Islamic) the first stage |
| 2. Course code |
| |
| 3. Semester/Year |
| Year 2024/2025 |
| 4. Date this description was prepared |
| 11/17/2024 |
| 5. Available forms of attendance |

Class attendance + online class on Google Class Room is a support class for the in-person class and has a link [Lem53L3](#) According to the regulations and instructions of the Ministry of Higher Education and Scientific Research.

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

4 Hours per week = 120

7. Name of the course supervisor (if more than one name is mentioned)

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

8. Course objectives

| | |
|--|---------------------------|
| <ul style="list-style-type: none"> • Delivering 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 the deep-rooted depth of Arab culture before Islam, which was preserved for us through oral and reliable narration until it reached the ages of documentation, which preserved it for us from being lost. • In addition to introducing the most important poets of this era and the uniqueness of each of them. • Shedding light on the prose of that era in its various forms, presenting models for each art of pre-Islamic prose. | <p>Subject objectives</p> |
|--|---------------------------|

9. Teaching and learning strategies

| | |
|---|-----------------|
| <p>1- Raising the student to love the Arabic language, the language of the Holy Qur'an, and to realize its position among languages.</p> | <p>Strategy</p> |
|---|-----------------|

| | |
|--|--|
| <p>2- Identifying the beauty of the Arabic language and its literature.</p> <p>3- Developing the student's literary taste to understand the aesthetic aspects of speech styles and images.</p> <p>Standard method (lecturing) -</p> <p>Text method -</p> | |
|--|--|

10.Course structure:The study starts on 11/12/2023 and ends on 5/19/2024, the date of the start of the final exams.

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The week |
|---------------------------------|------------------------|---|-----------------------------------|----------------|-----------------|
| Classroom performance and tests | The lecture | The meaning of literature in language and terminology | Cognitive and mental skills | 4 | November 2 |
| Classroom performance and tests | The lecture | The meaning of literature in language and terminology | Cognitive and mental skills | 4 | November 3 |
| Classroom performance and tests | The lecture | The meaning of literature in language and terminology | Cognitive and mental skills | 4 | November 4 |

| | | | | | |
|---------------------------------|-------------|--|-----------------------------|---|--------------|
| Classroom performance and tests | The lecture | Literary sources | Cognitive and mental skills | 4 | December1 |
| Classroom performance and tests | The lecture | Literary sources | Cognitive and mental skills | 4 | December2 |
| Classroom performance and tests | The lecture | Sources of literature | Cognitive and mental skills | 4 | CanonFirst 3 |
| Classroom performance and tests | The lecture | The meaning of literature in language and terminology before Islam (novel, collections, books of choice, enthusiasm) | Cognitive and mental skills | 4 | CanonFirst 4 |
| Classroom performance and tests | The lecture | The meaning of literature in language and terminology before Islam (novel, collections, books of choice, enthusiasm) | Cognitive and mental skills | 4 | January1 |
| Classroom performance and tests | The lecture | The meaning of literature in language and terminology before Islam (novel, collections, books of choice, enthusiasm) | Cognitive and mental skills | 4 | January2 |

| | | | | | |
|---------------------------------|-------------|---|-----------------------------|---|------------|
| Classroom performance and tests | The lecture | Poetry A- Narrating and documenting poetry, B- The issue of bees, plagiarism and its causes | Cognitive and mental skills | 4 | January 3 |
| Classroom performance and tests | The lecture | Poetry A- Narrating and documenting poetry, B- The issue of bees, plagiarism and its causes | Cognitive and mental skills | 4 | January 4 |
| Classroom performance and tests | The lecture | Poetry A- Narrating and documenting poetry, B- The issue of bees, plagiarism and its causes | Cognitive and mental skills | | February 1 |
| Classroom performance and tests | The lecture | Topics of Arabic poetry before | Cognitive and mental skills | 4 | February 2 |

| | | | | | |
|---------------------------------|-------------|--|-----------------------------|---|------------|
| | | Islam | | | |
| Classroom performance and tests | The lecture | Technical characteristics of poetry before Islam | Cognitive and mental skills | 4 | February 3 |
| Classroom performance and tests | The lecture | Poets of the Mu'allaqat | Cognitive and mental skills | 4 | February 4 |
| Classroom performance and tests | The lecture | Poets of the Mu'allaqat | Cognitive and mental skills | 4 | March 1 |
| Classroom performance and tests | The lecture | Poets of the Mu'allaqat | Cognitive and mental skills | 4 | March 2 |
| Classroom performance and tests | The lecture | Poets of the Mu'allaqat | Cognitive and mental skills | 4 | March 3 |
| Classroom performance and tests | The lecture | The knight poets | Cognitive and mental skills | 4 | March 4 |
| Classroom performance and tests | The lecture | The knight poets | Cognitive and mental skills | 4 | April 1 |
| Classroom performance | The lecture | The knight poets | Cognitive and mental skills | 4 | April 2 |
| Classroom | The lecture | The knight | Cognitive and | 4 | April 3 |

| | | | | | |
|---------------------------------|-------------|---------------------------------|-----------------------------|---|---------|
| performance and tests | | poets | mental skills | | |
| | The lecture | Prose topics (types and styles) | Cognitive and mental skills | 4 | April 4 |
| Classroom performance and tests | The lecture | Prose topics (types and styles) | Cognitive and mental skills | 4 | May 1 |
| Classroom performance and tests | The lecture | Prose topics (types and styles) | Cognitive and mental skills | 4 | May 2 |
| | | Final exams | | | |

11. Course Evaluation

The grade is distributed out of 100 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 (Pre-Islamic Era), Dr. Shawqi Dayf
Studies in pre-Islamic poetry, Dr. Nouri Hamoudi Al-Qaisi.

Required textbooks (methodology if any)

Pre-Islamic literature, its issues, purposes, figures, and arts, Dr. Ghazi Talimat.

Main References (Sources)

History of Arabic Literature, the

| | |
|---|---|
| Pre-Islamic Era, Dr. Shawqi Dayf Pre-Islamic poetry, its characteristics and arts, Dr. Yahya Al-Jubouri | |
| Sources of pre-Islamic poetry and its historical value, Dr. Nasser Al-Din Al-Assad Studies in the pre-Islamic era, Ahmed Abu al-Fadl | Recommended supporting books and references (scientific journals, reports...) |
| Adab website, the Arabic encyclopedia of Arabic literature. | Electronic references, websites |

Course Description Form

| |
|--|
| 1. Course name |
| General Arabic |
| 2. Course code |
| |
| 3. Semester/Year |
| Annual course |
| 4. Date this description was prepared |
| 10\11\2024 |
| 5. Available forms of attendance |
| In-person classroom lectures |
| 6. Number of study hours (total) / Number of units (total) |
| 60 |
| 7. Name of the course supervisor (if more than one name is mentioned) |
| Name: M.M. Ala Badr Dahi Email:ula.bader @tu.edu.iq: |
| 8. Course objectives |

| | |
|--|--|
| <p>.. A1- The student should be able to master the rules of the Arabic language in grammar, morphology, spelling and expression.</p> <p>A2- The student should be able to apply the rules of the Arabic language in various linguistic uses.</p> <p>A3- That the student is familiar with all the literature of the Arabic language (pre-Islamic, Islamic, Umayyad, Abbasid, Andalusian, modern and contemporary) and the most prominent poets of each stage and the most important literary texts in it, both poetry and prose.</p> <p>A4- That the student is familiar with all schools of literary criticism throughout the ages.</p> <p>A5- That the student is familiar with the sciences of the Holy Qur'an (rules of recitation, interpretation, hadith and its terminology and what is related to it).</p> <p>A6- The student learns modern technical skills in studying the language...</p> <p>....</p> <p>....</p> | <p style="text-align: right;">Subject objectives</p> |
|--|--|

9. Teaching and learning strategies

Strategy

10. Course Structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The week |
|---------------------------------|-----------------|---|-----------------------------|---------|------------|
| Classroom performance and exams | The lecture | Introducing students to the most prominent grammatical, linguistic, | Mental and cognitive skills | 2 | November 2 |

| | | | | | |
|--|--------------------|---|------------------------------------|----------|-------------------|
| | | morphological and literary applications (memorizing Surat Al-Kahf with analysis of the Qur'anic text) | | | |
| | | Introducing students to the most prominent poets throughout the ages (Amr ibn Kulthum, Abu Tayeb al-Mutanabbi) | | | November 3 |
| Classroom performance and exams | The lecture | Introducing students to the most prominent poets throughout the ages: Shaab Buan, Muhammad Mahdi Al-Jawahiri | Mental and cognitive skills | 2 | November 4 |
| Classroom performance and exams | The lecture | Introducing students to (hamzat al-wasl and hamzat al-qata', the middle hamza, and the extreme hamza) | Mental and cognitive skills | 2 | December 1 |
| Classroom performance and exams | The lecture | Punctuation marks of all types and their locations | Mental and cognitive skills | 2 | December 2 |
| Classroom performance | The lecture | Explanation of writing the | Mental and cognitive | 2 | December 3 |

| | | | | | |
|--|--------------------|---|------------------------------------|----------|-------------------|
| and exams | | open and connected taa | skills | | |
| Classroom performance and exams | The lecture | Explanation of writing the letters Dhad and Tha | Mental and cognitive skills | 2 | December 4 |
| Classroom performance and exams | The lecture | Exchange balance | Mental and cognitive skills | 2 | January 1 |
| Classroom performance and exams | The lecture | Its doors more tri-quadruple | Mental and cognitive skills | 2 | Kakon II 2 |
| Classroom performance and exams | The lecture | The deleted trilateral verb | Mental and cognitive skills | 2 | January 3 |
| Classroom performance and exams | The lecture | The doors of the simple trilateral verb | Mental and cognitive skills | 2 | January 4 |
| Classroom performance and exams | The lecture | Verb-like letters | Mental and cognitive skills | 2 | February 1 |
| Classroom performance and exams | The lecture | Kan and its sisters - their meanings | Mental and cognitive skills | 2 | February 2 |
| Classroom performance and exams | The lecture | The doors of the simple trilateral verb | Mental and cognitive skills | 2 | February 3 |
| Classroom performance and exams | The lecture | Defective, shortened and extended nouns, dual and plural | Mental and cognitive skills | | February 4 |
| | | vacation | | 2 | March 1 |
| Classroom performance and exams | The lecture | Correct verb - Weak verb | Mental and cognitive skills | 2 | |
| Classroom performance and exams | The lecture | Derivatives (active participle)- participle | Mental and cognitive skills | 2 | March 2 |
| Classroom performance and exams | The lecture | Subject - Subject Conditions - Subject Deputy | Mental and cognitive skills | 2 | March 3 |

| | | | | | |
|--|--------------------|---|------------------------------------|----------|----------------|
| Classroom performance and exams | The lecture | Speech - Types of sentences | Mental and cognitive skills | 2 | March 4 |
| Classroom performance and exams | The lecture | Parts of speech | Mental and cognitive skills | 2 | April 1 |
| Classroom performance and exams | The lecture | Subject and predicate | Mental and cognitive skills | 2 | April 2 |
| Classroom performance and exams | The lecture | Cases in which news must be presented | Mental and cognitive skills | 2 | April 3 |
| Classroom performance and exams | The lecture | Types of news (singular sentence and quasi-sentence) | Mental and cognitive skills | 2 | April 4 |
| Classroom performance and exams | The lecture | Broken in positions | Mental and cognitive skills | 2 | May 1 |
| Classroom performance and exams | The lecture | Open positions | Mental and cognitive skills | 2 | May 2 |
| Classroom performance and exams | The lecture | Masculine and feminine number | Mental and cognitive skills | 2 | May 3 |
| Classroom performance and exams | The lecture | Surah Ad-Duha memorization and interpretation | Mental and cognitive skills | 2 | May 4 |

| | | | | | |
|--|--------------------|---|------------------------------------|----------|---------------|
| Classroom performance and exams | The lecture | Objects in Arabic grammar / Object / Absolute Object | Mental and cognitive skills | 2 | June 1 |
| Classroom performance and exams | The lecture | The object of the verb (adverbs of time and | Mental and cognitive skills | 2 | June 2 |

| | | | | | |
|--|--------------------|--|--|----------|---------------|
| | | place) The object with it | | | |
| Classroom performance and exams | The lecture | Instrument name and weights | Mental and cognitive skills | 2 | June 3 |
| Classroom performance and exams | The lecture | Final exams | Mental and cognitive skills | 2 | June 4 |

11. Course Evaluation

The grade is distributed out of 100 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

| | |
|--|---|
| General Arabic for non-specialty sections: Sabah Ali Suleiman | Required textbooks (methodology if any) |
| General Arabic for non-specialized departments (Tikrit University - Habib Ahmed Al-Azzawi) - General Arabic for non-specialized departments: Amin Abdul Qader Hassan | Main References (Sources) |
| | Recommended supporting books and references (scientific journals, reports...) |
| Our Arabic Library Forums - | Electronic references, websites |

Course Description Form

| |
|-------------------------------|
| 1. Course name |
| Educational Psychology |
| 2. Course code |
| The first stage |
| 3. Semester/Year |

2024/2025

10- Course structure

4. Date this description was prepared

10/11/2024

5. Available forms of attendance

Classroom lectures

6. Number of study hours (total)

60 hours

7. Course Administrator Name

Mr. Sari Ahmed Moussa

sura.ahmed@tu.edu.iq

8. Course objectives

The curriculum aims to prepare female students to practice the teaching profession by learning about:

- 1- Identify 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.
- 5- The importance of educational applications of learning theories.

Subject objectives

9. Teaching and learning strategies

Standard method (lecturing).

- 1- Lecture method
- 2- Discussion and interrogation

Strategy

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watch es | The week |
|--|--------------------------------|--|-----------------------------------|-----------------|-----------------|
| Classroom performance And exams | Discussion And the terrogation | Definition of educational psychology | | 2 | November1 |
| Classroom performance And exams | Discussion And the terrogation | Stages of educational psychology | | 2 | November2 |
| Classroom performance And exams | Discussion And the terrogation | Arab Islamic philosophy | | 2 | November3 |
| Classroom performance And exams | Discussion And the terrogation | Modern philosophy | | 2 | November4 |
| Classroom performance And exams | Discussion And the terrogation | Definition of Psychology Its objectives and importance | | 2 | December1 |
| Classroom performance And exams | Discussion And the terrogation | Psychology schools | | 2 | December2 |
| Classroom performance And exams | Discussion And the terrogation | Branches of Psychology | | 2 | December3 |
| Classroom performance And exams | Discussion And the terrogation | Applied trend | | 2 | December4 |
| Classroom performance And exams | Discussion And the terrogation | Behavior factors affecting it | | 2 | January 1 |
| Classroom performance And exams | Discussion And the terrogation | The effect of genetics on behavior | | 2 | January 2 |
| Classroom performance And exams | Discussion And the terrogation | Interaction between genetics and environment | | 2 | January 3 |
| Classroom performance And exams | Discussion And the terrogation | Research Methods in Psychology Educational | | 2 | January 4 |
| Classroom performance And exams | Discussion And the terrogation | The importance of psychology in the process | | 2 | February 1 |

| | | Educational | | | |
|--|----------------------------------|---|--|---|------------|
| Classroom performance And exams | Discussion And the interrogation | educational objectives | | 2 | February 2 |
| Classroom performance And exams | Discussion And the interrogation | spring break | | | February 3 |
| Classroom performance And exams | Discussion And the interrogation | Influencing factors In the process of teaching and learning | | 2 | February 4 |
| Classroom performance And exams | Discussion And the interrogation | Attention and sensory perception | | 2 | March 1 |
| Classroom performance And exams | Discussion And the interrogation | Types of attention And the factors affecting it | | 2 | March 2 |
| Classroom performance And exams | Discussion And the interrogation | Sensory perception | | 2 | March 3 |
| Classroom performance And exams | Discussion And the interrogation | Influencing factors sensory perception | | 2 | March 4 |
| Classroom performance And exams | Discussion And the interrogation | Learning Theories (Conditional learning theory) | | 2 | April 1 |
| Classroom performance And exams | Discussion And the interrogation | Theory of insight | | 2 | April 2 |
| Classroom performance And exams | Discussion And the interrogation | Transfer of learning effect | | 2 | April 3 |
| Classroom performance And exams | Discussion And the interrogation | Types of transition | | 2 | April 4 |
| Classroom performance And exams | Discussion And the interrogation | How to benefit from the transition In the learning process | | 2 | May 1 |
| Classroom performance And exams | Discussion And the interrogation | Feedback | | 2 | May 2 |

| | | | | | |
|--|----------------------------------|-------------------|--|---|-------|
| Classroom performance And exams | Discussion And the interrogation | Types of feedback | | 2 | May 3 |
| Classroom performance And exams | Discussion And the interrogation | General review | | 2 | May 4 |

11. Course Evaluation

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

The grade is distributed through several channels:

1- Formative assessment through daily exams, observing and following up on the student's performance in class discussions and homework, and class assessment. The grade of this does not exceed 20% of the total score.

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

12. Learning and teaching resources

| | |
|--|--|
| bookEducational Psychology AuthorDr.Raouf Mahmoud Al-Qaisy. The Family in Islam by Martyr Muhammad Muhammad Sadiq al-Sadr | Required textbooks(methodology if any) |
| 1- Educational Psychology Dr. Fouad Abu Hatab. 2-Educational Psychology Dr.Rashid Marzouq Rashid. 3 -Educational Psychology Dr. Hana Hussein | Main References (Sources) |

| | |
|---|---|
| Al-Falfali. | |
| View all that is new and 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 Form

| | |
|---|--|
| 1. Course name | |
| Measurement and Evaluation | |
| 2. Course code | |
| Stage Four | |
| 3. Semester/Year | |
| 2024/2025 | |
| 4. Date this description was prepared | |
| 18/9/2024 | |
| 5. Available forms of attendance | |
| Classroom lectures | |
| 6. Number of study hours (total) | |
| 60 hours Number of units (total) 4 | |
| 7. Course Administrator Name | |
| Mr. Sari Ahmed Moussa | sura.ahmed@tu.edu.iq |
| 8. Course objectives | |
| <p>1– The curriculum aims to prepare female students to practice the teaching profession by learning about</p> <p>A– Many concepts and terms, including: Measurement, Testing and Evaluation</p> <p>–B– Types of achievement tests, how to formulate them, their advantages and disadvantages</p> | Subject objectives |

| | |
|---|-----------------|
| | |
| 9. Teaching and learning strategies | |
| 1- Giving a lecture 2- Discussion method And the interrogation | Strategy |
| | |

10- Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watch es | The week |
|--|--------------------------------|---|-----------------------------------|-----------------|-----------------|
| Classroom performance And exams | Discussion And the terrogation | Overview of development Calendar and measurement | | 2 | September3 |
| Classroom performance And exams | Discussion And the terrogation | ncepts of evaluation and measurement The test and the relationship between them | | 2 | September4 |
| Classroom performance And exams | Discussion And the terrogation | The importance of evaluation and measurement In the educational process | | 2 | October 1 |
| Classroom performance And exams | Discussion And the terrogation | Types of educational evaluation | | 2 | October2 |
| Classroom performance And exams | Discussion And the terrogation | Standard Calendar | | 2 | October3 |
| Classroom performance And exams | Discussion And the terrogation | spoken calendar | | 2 | October4 |
| Classroom performance And exams | Discussion And the terrogation | Achievement tests Which the teacher sets | | 2 | November1 |
| Classroom performance And exams | Discussion And the terrogation | Test map | | 2 | November2 |
| Classroom performance | Discussion And the | Essay tests | | 2 | November3 |
| | | | | | |

| | | | | | |
|--|--------------------------------|--|--|---|-----------|
| And exams | terrogation | | | | |
| Classroom performance And exams | Discussion And the terrogation | Tests with answers Short | | 2 | November4 |
| Classroom performance And exams | Discussion And the terrogation | Performance tests | | 2 | December1 |
| Classroom performance And exams | Discussion And the terrogation | Objective tests | | 2 | December2 |
| Classroom performance And exams | Discussion And the terrogation | Objective tests | | 2 | December3 |
| Classroom performance And exams | Discussion And the terrogation | Test paragraph analysis And improve it | | 2 | December4 |
| | | Spring break | | | January 1 |
| | | Spring break | | | January 2 |
| Classroom performance And exams | Discussion And the terrogation | Ease factor | | 2 | January 3 |
| Classroom performance And exams | Discussion And the terrogation | Test experience | | 2 | February2 |
| Classroom performance And exams | Discussion And the terrogation | discrimination coefficient | | 2 | February3 |
| Classroom performance | Discussion And the terrogation | Good test specifications | | 2 | ebruary 4 |

| | | | | | |
|--|----------------------------------|--|--|---|------------------------------|
| And exams | | | | | |
| | | | | | Application duration 45 days |
| Classroom performance And exams | Discussion And the interrogation | stability | | 2 | April 3 |
| Classroom performance And exams | Discussion And the interrogation | Objectivity and comprehensiveness | | 2 | April 4 |
| Classroom performance And exams | Discussion And the interrogation | Improve some means Non-test evaluation | | 2 | May 1 |

11. Course Evaluation

50 points for annual pursuit, 25 points for each semester, divided as follows:

20 marks for the written exam

5 marks per day, distributed between daily exams or reports.

50 marks final exam

12. Learning and teaching resources

| | |
|---|--|
| Evaluation and Measurement, written by Mustafa Mahmoud Al-Imam and others | 1- Books The reporter Required |
| Evaluation 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 Form

| | |
|---|--------------------|
| 1. Course name | |
| Arabic Grammar / First Stage | |
| 2. Course code | |
| | |
| 3. Semester/Year | |
| Annual course | |
| 4. Date this description was prepared | |
| 10/11/2024 | |
| 5. Available forms of attendance | |
| In-person classroom lectures | |
| 6. Number of study hours (total) / Number of units (total) | |
| 96 | |
| 7. Name of the course supervisor (if more than one name is mentioned) | |
| Name: Prof. Yassin Abdullah Naseef dyaseen@tu.edu.iq | |
| 8. Course objectives | |
| <p>Enabling female students to master the rules of the Arabic language (grammar and morphology) and its literature. •</p> <p>Introducing students to the most prominent grammarians and the most famous works in it, both ancient and modern, and comparing what the modern has added to the ancient. •</p> <p>Enhancing students' awareness of the horizons of linguistic culture, both ancient and modern, and acquiring various literary, linguistic and writing skills. •</p> | Subject objectives |
| 9. Teaching and learning strategies | |
| <p>Memory strategy such as: making mental connections between course topics and using new terms and keywords. .٣</p> <p>Cognitive strategy such as: receiving information, sending it, analyzing .٤</p> | Strategy |

it, repeating it, recognizing and using structures, and summarizing.

10. Course Structure

The academic year starts on 10/11/2024 and ends on 20/5/2024

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The week |
|---------------------------------|------------------------|---|-----------------------------------|----------------|-----------------|
| Classroom performance and exams | Standard method | Speech and what it consists of + noun signs | | 3 hours | November 3 |
| Classroom performance and exams | Standard method | Verb signs | | 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 built and the expressed | | 3 hours | December 3 |
| Classroom performance and exams | Standard method | The parsing of the six nouns | | 3 hours | December 4 |
| Classroom performance and exams | Standard method | Parsing of dual, sound masculine plural and sound feminine plural | | 3 hours | January 1 |
| Classroom performance and exams | Standard method | Indefinite and definite / pronoun | | 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 | Standard method | science / demonstrative | | 3 hours | February 1 |

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| exams | | pronoun | | | |
| Classroom performance and exams | Standard method | Relative / Definite | | 3 hours | February 2 |
| Classroom performance and exams | Standard method | Beginning: Subject and Predicate | | 3 hours | February 3 |
| Classroom performance and exams | Standard method | Delay news | | 3 hours | February 4 |
| | | | | vacation | March 1 |
| Classroom performance and exams | Standard method | News progress | | 3 hours | March 2 |
| Classroom performance and exams | Standard method | Delete the subject | | 3 hours | March 3 |
| Classroom performance and exams | Standard method | Delete news | | 3 hours | March 4 |
| Classroom performance and exams | Standard method | Multiple news | | 3 hours | April 1 |
| Classroom performance and exams | Standard method | Delete the subject and predicate | | 3 hours | April 2 |
| Classroom performance and exams | Standard method | Kan 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- Still-Still-I have not stopped- Terms of work | | 3 hours | May 1 |
| Classroom performance and exams | Standard method | 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 is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.

- Monthly written exam (20 marks) •
- Daily Exam + Preparation (5 marks) •
- Written exam (20 marks) •
- Daily Exam (5 marks) •
- Final Exam (50 marks) •

12. Learning and teaching resources

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| <ul style="list-style-type: none"> Ibn Aqil's explanation of Ibn Malik's Alfiyyah, edited by the scholar Muhammad Muhyi al-Din Abd al-Hamid • | <p>Required textbooks (methodology if any)</p> |
| <ul style="list-style-type: none"> Explanation of Shudhur Al-Dhahab by Ibn Hisham • The clearest paths by Ibn Hisham • | <p>Main References (Sources)</p> |
| <ul style="list-style-type: none"> Books explaining Ibn Malik's Alfiyyah • Clarification of objectives and paths • | <p>Recommended supporting books and references (scientific journals, reports...)</p> |
| <p>Our Arabic Library Forums</p> | <p>Electronic references, websites</p> |

Course description form

1. Course name

linguistics

2. Course code

3. Semester/year

annual

4. The date this description was prepared

2/15/2024

5. Available forms of attendance

Inside the classroom

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

Number of hours: 2 hours per week / number of units: 2

7. Name of the course administrator (if more than one name is mentioned)

Name: Prof. Dr. Huda Salah Rashid Email: huda-rashed@tu.edu.iq

8. Course objectives

- Analyzing some linguistic texts through the four levels (phonological, morphological, grammatical, and lexical).
He compares the origins of linguistics among ancient Arabic scholars and Western researchers
An analysis of some morphological forms and syntactic sentences compares Arab researchers with Western researchers
He evaluates some linguistic works, including poetic and prose texts

Objectives of the study subject

9. Teaching and learning strategies

1. The modified lecture
2. Discussion
3. Interrogation
4. Brainstorming
5. Motivational questions

10. Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
|--------------------|----------------------------|---------------------------|--|----------|-----------------|
| 1. Oral exams | 1. Presentation | Foundational terms | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | The first week |
| 2. Research duties | 2. Discussion and dialogue | Philology | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, | 2 | The second week |

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| | | | <p>speak, and transfer knowledge to others.</p> | | |
| <p>3. Students' attendance and participation during the lecture</p> | <p>3. Display on the electronic display</p> | <p>linguistics</p> | <p>Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others.</p> | <p>2</p> | <p>The third week</p> |
| <p>1. Oral exams</p> | <p>1. Presentation</p> | <p>Branches of linguistics</p> | <p>Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others.</p> | <p>2</p> | <p>fourth week</p> |
| <p>2. Research duties</p> | <p>2. Discussion and dialogue</p> | <p>Theoretical linguistics</p> | <p>Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand,</p> | <p>2</p> | <p>The fifth week</p> |

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| | | | <p>speak, and transfer knowledge to others.</p> | | |
| <p>3. Students' attendance and participation during the lecture</p> | <p>3. Display on the electronic display</p> | <p>History of the linguistic lesson</p> | <p>Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others.</p> | <p>2</p> | <p>the sixth week</p> |
| <p>1. Oral exams</p> | <p>1. Presentation</p> | <p>Linguistic lesson levels</p> | <p>Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others.</p> | <p>2</p> | <p>The seventh week</p> |
| <p>2. Research duties</p> | <p>2. Discussion and dialogue</p> | <p>Audio level</p> | <p>Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand,</p> | <p>2</p> | <p>The eighth week</p> |

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| | | | <p>speak, and transfer knowledge to others.</p> | | |
| <p>3. Students' attendance and participation during the lecture</p> | <p>3. Display on the electronic display</p> | <p>Morphological level</p> | <p>Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others.</p> | <p>2</p> | <p>The ninth week</p> |
| <p>1. Oral exams</p> | <p>1. Presentation</p> | <p>Synthetic level</p> | <p>Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others.</p> | <p>2</p> | <p>The tenth week</p> |
| <p>2. Research duties</p> | <p>2. Discussion and dialogue</p> | <p>Semantic level</p> | <p>Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand,</p> | <p>2</p> | <p>The eleventh week</p> |

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| | | | <p>speak, and transfer knowledge to others.</p> | | |
| <p>3. Students' attendance and participation during the lecture</p> | <p>3. Display on the electronic display</p> | <p>Trading level</p> | <p>Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others.</p> | <p>2</p> | <p>The twelfth week</p> |
| <p>1. Oral exams</p> | <p>1. Presentation</p> | <p>Linguistic research trends</p> | <p>Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others.</p> | <p>2</p> | <p>The thirteenth week</p> |
| <p>2. Research duties</p> | <p>2. Discussion and dialogue</p> | <p>a. Historical and comparative trend1. (Growing up, concepts, media).</p> | <p>Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand,</p> | <p>2</p> | <p>The fifteenth week</p> |

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| | | | <p>speak, and transfer knowledge to others.</p> | | |
| <p>3. Students' attendance and participation during the lecture</p> | <p>3. Display on the electronic display</p> | <p>2. The historical and comparative approach in modern Arab studies</p> | <p>Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others.</p> | <p>2</p> | <p>Sixteenth week</p> |
| <p>1. Oral exams</p> | <p>1. Presentation</p> | <p>B. Descriptive trend</p> | <p>Evaluating the extent of theoretical understanding of previous topics</p> | <p>2</p> | <p>Seventeenth week</p> |
| <p>2. Research duties</p> | <p>2. Discussion and dialogue</p> | <p>1. Circumstances of upbringing</p> | <p>Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others.</p> | <p>2</p> | <p>The eighteenth week</p> |
| <p>3. Students' attendance and participation during the</p> | <p>3. Display on the electronic display</p> | <p>2. Ferdinand de Saussure and the establishment of the</p> | <p>Students adjust the subject and understand it theoretically and practically, and enable them to</p> | <p>2</p> | <p>The nineteenth week</p> |

| lecture | | curriculum | perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | | |
|--|--------------------------------------|---|--|---|------------------------|
| 1. Oral exams | 1. Presentation | 3.Descriptivism according to Bloomfield | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | The twentieth week |
| 2. Research duties | 2. Discussion and dialogue | 4. The descriptive approach in Arabic studies | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | The twenty-first week |
| 3. Students' attendance and participation during the lecture | 3. Display on the electronic display | C. Generative trend | Students adjust the subject and understand it theoretically and practically, and enable them to | 2 | The twenty-second week |

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| | | | perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | | |
| 1. Oral exams | 1. Presentation | Chomsky and the circumstances of formulating the curriculum | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | The twenty-third week |
| 2. Research duties | 2. Discussion and dialogue | Curriculum concepts | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | Twenty-fourth week |
| 3. Students' attendance and participation during the lecture | 3. Display on the electronic display | Ability | Students adjust the subject and understand it theoretically and practically, and enable them to | 2 | The twenty-fifth week |

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|--|--------------------------------------|---------------|--|---|-------------------------|
| | | | perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | | |
| 1. Oral exams | 1. Presentation | Achievement | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | Twenty-sixth week |
| 2. Research duties | 2. Discussion and dialogue | Obstetrics | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | The twenty-seventh week |
| 3. Students' attendance and participation during the lecture | 3. Display on the electronic display | Total grammar | Students adjust the subject and understand it theoretically and practically, and enable them to | 2 | The twenty-eighth week |

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|--------------------|----------------------------|---|--|---|-----------------------|
| | | | perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | | |
| 1. Oral exams | 1. Presentation | the transfer | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | The twenty-ninth week |
| 2. Research duties | 2. Discussion and dialogue | Arab hadith scholars and the generative trend | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | Week thirtieth |

11. Course evaluation

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

12. Learning and teaching resources

| | |
|---|---|
| Linguistics Hatem Al-Damen, Linguistics Al-Saraan | Required textbooks (methodology, if any) |
| Linguistics and linguistic research methods, Ramadan Abdel Tawab Linguistic Schools, Geoffrey Sampson | Main references (sources) |
| He recommends some books, theses, and dissertations that include the course vocabulary | Recommended supporting books and references (scientific journals, reports...) |
| The Arabic language library is available on the Internet and includes everything related to the course in an accurate and clear detailed manner | Electronic references, Internet sites |

