

Description of the academic program

University name: Iraqia University

College: College of Education.

Scientific Department: Department of Arabic Language.

Academic Program Name: Bachelor's Degree in Arabic Language.

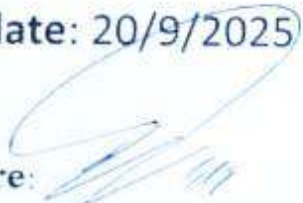
Name of the final certificate: Bachelor's Degree in Arabic Language.

Academic system: annual

Description preparation date: 2/9/2025

File filling date: 20/9/2025

The signature:



department head:

Prof. Dr. Bashar Abdul Latif Alwan

The date:

The signature:



scientific assistant

Asst. Prof. Dr. Oday Hameed Ahmed

The date:

The file is checked by:

Quality Assurance and University Performance section:

Director of the Quality Assurance and University Performance section: **Dr. Shorouq Saad Mahmoud**

The date:

The signature:



Approval of the Dean

Asst. Prof. Dr. Idris Ibrahim Saleh



AL-Iraqia University
College of Education
Department of Arabic language



Description of the academic program

Department of Arabic language

2025-2026

1. Program Vision

The department should be a cultural edifice that attracts interesting of Arabic students.

2. Program Mission

Providing society with generations who love the teaching profession, master the language, possess the skills, and contribute to social service

3. Program Goals

- 1. Inducing the Arabic language to its students and transforming its educational path from complexity and ambiguity to smoothness and clarity.**
- 2. Developing various linguistic and creative skills among Arabic students.**
- 3. Following the latest educational methods and training future generations on the optimal use of electronic knowledge resources.**
- 4. Preparing a scientific generation that possesses the tools, methods and methods of scientific research.**
- 5. Scientific communication between the department and scientific and cultural institutions.**

4. Program accreditation

The department did not obtain programmatic accreditation.

5. Other external influences**Non****6. Program structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews
Institution Requirements	6	12	14.6%	
College Requirements	6	6	14.6%	
Department Requirements	29	147	70.7%	
Summer Training	Non	non	Non	

7. Program description

Year/level	Course or course code	Name of the course or course	Credit hours	
2025/2026			theoretical	Practical
level one	Non	Arabic Grammar	3	
level one	Non	Arabic Morphology	2	
level one	Non	Rhetoric	2	
level one	Non	Pre-Islamic Arabic Literature	3	
level one	Non	Writing Skills	2	
level one	Non	Arabic Lexicography and Library Studies	2	
level one	Non	Sciences of the Quran and Prophetic Hadith	2	
level one	Non	Foundations of Education and	2	

		Teaching		
level one	Non	Educational and Developmental Psychology	2	
level one	Non	English Language	1	
level one	Non	Computer Skills		1
level one	Non	Human Rights and Democracy	1	
Second Level	Non	Grammar	3	
Second Level	Non	Morphology	2	
Second Level	Non	Rhetoric (semantics)	2	
Second Level	Non	Islamic literature	3	
Second Level	Non	Prosody and rhyme	2	
Second Level	Non	Dictionaries and sounds	2	
Second Level	Non	Ancient texts	2	
Second Level	Non	Foundations of education and educational guidance	2	
Second Level	Non	English	1	
Second Level	Non	Computers		1
Second Level	Non	Baath crimes	1	

The third level	non	Grammar	3	
The third level	Non	Abbasi poetry	2	
The third level	Non	Abbasi prose	2	
The third level	Non	Andalusian literature	2	
The third level	Non	Ancient Arabic criticism	3	
The third level	Non	Analysis of the Quranic text	2	
The third level	Non	Linguistics	2	
The third level	Non	Research and library methodology and text verification	2	
The third level	Non	curricula and methods of Teaching	2	
fourth level	Non	Grammar and its facilitation	4	
fourth level	Non	Modern Arab criticism	3	
fourth level	Non	Modern Arabic poetry	2	
fourth level	Non	Modern Arabic prose	2	
fourth level	Non	Philology	2	
fourth level	Non	Comparative literature	2	
fourth level	Non	Management, measurement and evaluation	2	
fourth level	Non	View and apply	2	
fourth level	Non	Research project	2	

8. Expected learning outcomes of the programme
Knowledge
1. Increase student knowledge of teaching skills. 2. Increase the student's knowledge of training skills. 3. Increasing the practical aspect of students. 4. Developing the research side of students.
Skills
1. Mental skills. 2. Auditory skills. 3. Visual skills.
Value
1. Scientific values. 2. Educational values. 3. Community values.
9. Teaching and learning strategies
The method of learning in this institution provides high-quality academic programs in preparing scientific cadres capable of absorbing all new scientific research and developing it to serve societal issues.

10. Evaluation methods
- Evaluated through monthly theoretical exams. - Evaluation is done through practical exams. - Evaluation is done through observation and application. - Evaluation is done through scientific reports.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff
	General	Special			Staff
Professor Dr	Arabic Language	Toward			Staff
Professor Dr	Arabic Language	Philology			Staff
Professor Dr	Arabic Language	Toward			Staff
Assistant Professor Dr	Islamic science	Prophetic hadith			Staff
Assistant Professor Dr	Arabic Language	Toward			Staff
Assistant Professor Dr	Arabic Language	Toward			Staff
Assistant Professor Dr	Arabic Language	Toward			Staff
Assistant Professor Dr	Arabic Language	language			Staff
Assistant Professor Dr	Arabic Language	Modern criticism			Staff
Assistant Professor Dr	Flags	Journalism			Staff
Assistant Professor Dr	Arabic Language	Toward			Staff
Professor	Arabic Language	Modern literature			Staff

Professor	Arabic Language	Modern literature			Staff
assistant teacher	management and economy	Finance and Banking			Staff
assistant teacher	Arabic Language	literature			Staff
assistant teacher	Arabic Language	language			Staff
assistant teacher	Arabic Language	language			Staff
assistant teacher	Arabic Language	language			Staff
assistant teacher	Arabic Language	literature			Staff
assistant teacher	Arabic Language	literature			Staff
assistant teacher	Arabic Language	language			Staff
assistant teacher	Arabic Language	literature			Staff
Professional Development					
Mentoring new faculty members.					
Regular in-person and electronic meetings are approved to guide new, visiting, full-time and part-time faculty members at the department level.					

Professional development of faculty members

It approves workshops, seminars, discussion groups, and training courses, as well as annual plans for academic courses that include proposals for developing and updating academic vocabulary, as well as community services performed by teachers in other educational and governmental institutions.

12. Acceptance Criterion

Admission is planned according to criteria set by the Ministry of Higher Education and Scientific Research in terms of setting the admission ceiling and the number of accepted students.

13. The most important sources of information about the program

- Vision, mission and goals of the department.**
- Guide to courses approved by the deans' committees of colleges of education.**
- Twinning Iraqi universities.**

14. Program Development Plan

Through self-evaluation of programmatic accreditation and preparing an improvement plan to fill the programmatic gaps approved in the department in order to obtain programmatic accreditation with the Ministry of Higher Education and Scientific Research.

Program Skills Outline															
Year/Level	Course Code	Course Name	Basic or optional	Required program Learning outcomes											
				Knowledge				Skills				Ethics			
				a1	a2	a3	a4	B1	B2	B3	B4	C1	C2	C3	C4
First stage	Non	Grammar	Basic	–	–	–	–	–	–	–	–	–	–	–	–
First stage	Non	Morphology	Basic	–	–	–	–	–	–	–	–	–	–	–	–
First stage	Non	Rhetoric (Al-Bayan and Al-Badie)	Basic	–	–	–	–	–	–	–	–	–	–	–	–
First stage	Non	Arabic literature before Islam	Basic	–	–	–	–	–	–	–	–	–	–	–	–

First stage	Non	Expression and creation	Basic	–	–	–	–	–	–	–	–	–	–	–	–
First stage	Non	Sciences of the Qur'an and the Prophet's Hadith	Basic	–	–	–	–	–	–	–	–	–	–	–	–
First stage	Non	General psychology and growth	Basic	–	–	–	–	–	–	–	–	–	–	–	–
First stage	Non	English	Basic	–	–	–	–	–	–	–	–	–	–	–	–
First stage	Non	Computers	Basic	–	–	–	–	–	–	–	–	–	–	–	–

First stage	Non	Human rights and democracy	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Second stage	Non	Grammar	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Second stage	Non	Morphology	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Second stage	Non	Rhetoric (semantics)	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Second stage	Non	Islamic literature	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Second stage	Non	Prosody and rhyme	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Second	non	Dictionaries	Basic	–	–	–	–	–	–	–	–	–	–	–	–

stage		and sounds													
Second stage	Non	Ancient texts	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Second stage	Non	Foundations of education and educational guidance	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Second stage	Non	English	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Second stage	Non	Computers	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Second stage	non	Baath crimes	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Third	Non	Grammar	Basic	–	–	–	–	–	–	–	–	–	–	–	–

stage															
Third stage	Non	Abbasi poetry	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Third stage	Non	Abbasi prose	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Third stage	Non	Andalusian literature	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Third stage	Non	Ancient Arabic criticism	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Third stage	Non	Analysis of the Quranic text	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Third stage	Non	Linguistics	Basic	–	–	–	–	–	–	–	–	–	–	–	–

Third stage	Non	Research and library methodology and text verification	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Third stage	Non	curricula and methods of Teaching	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Fourth stage	non	Grammar and its facilitation	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Fourth stage	Non	Modern Arab criticism	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Fourth stage	Non	Modern Arabic poetry	Basic	–	–	–	–	–	–	–	–	–	–	–	–

Fourth stage	Non	Modern Arabic prose	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Fourth stage	Non	Philology	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Fourth stage	Non	Comparative literature	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Fourth stage	Non	Management, measurement and evaluation	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Fourth stage	Non	View and apply	Basic	–	–	–	–	–	–	–	–	–	–	–	–
Fourth stage	Non	Research project	Basic	–	–	–	–	–	–	–	–	–	–	–	–

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first stage 2025–2026

	Subject	The number of hours		number of units
		Theoretical	Practical	
1	Arabic Grammar	3	–	6
2	Arabic Morphology	2	–	3
3	Rhetoric (Imagery and Stylistic Devices)	3	–	6
4	Pre-Islamic Arabic Literature	2	–	4
5	Writing Skills	2	–	4
6	Arabic Lexicography and Library Studies	2	–	3
7	Sciences of the Quran and Prophetic Hadith	2	–	3
8	Foundations of Education and Teaching	1	–	2
9	Educational and Developmental Psychology	2	–	4
10	English Language	2	–	4
11	Computer Skills	1		2
12	Human Rights and Democracy			2
	the total		–	43

Course description form

1. Course Name	
Grammar/first stage	
2. Course Code	
Non	
3. Semester/year	
2025–2026	
4. Date this description was prepared	
1–9–2025	
5. Available attendance forms	
Presence	
6. Number of study hours (total)/number of units (total)	
(90) hours	
7. Name of the course administrator (if more than one name is mentioned)	
Name: Prof. Hadi Ahmed Farhan Email:Hadi.Farhan@aliraqia.edu.iq	
8. Course objectives	
A– Cognitive objectives a1–Knowing the sections of Arabic speech. a2–Knowing the inflected and inflected form of nouns, verbs and letters. a3– Knowing the types of parsing and its original and secondary signs. a4–Knowledge of the indefinite noun and knowledge of Arabic speech. a5– Knowing the subject, the predicate, and the rulings related to them.	Objectives of the study subject

a6– Knowing the nullifiers of the beginning and the literal and actual reports. B – The skills objectives of the course. B1 – The ability to express correctly and deliver correctly. B2 – Distinguishing between objects through inflectional movements. B3 – Distinguishing between the pronoun “ha” and the bound feminine “ta’,” and between the simple feminine “ta’” and the subject’s “ta’.” B4– Distinguishing between grammatical letters (alif, waw, and yaa) and pronouns (duplicative, plural, and feminine). C– Emotional and value goals C1– Developing a sense of pride in the Arabic language and that it is the identity of the nation. C2– Developing a sense of loyalty to the Arabic language and defending it in international forums. C3– Strengthening the student’s connection with the sources of legislation and language represented by the Holy Qur’an and the Sunnah of the Prophet. C4– Strengthening the connection to the nation’s heritage and learning about its symbols and scholars.						
9. Teaching and learning strategies						
1– Descriptive methods. 2– Dialogical methods. 3– Deductive methods.					The strategy	
10. Course structure						
Evaluation method	Learning method	Name of the unit or	Required learning outcomes	hours	the week	

		topic			
Oral exam	Dialogue and discussion	Sections of Arabic speech	Know the parts of speech	12	1-4
Oral exam	Presentati on, dialogue and deduction	The Arabized and the built	Knowledge of construction, parsing, its types, and original and secondary grammatical signs.	12	5-8
Oral exam	Presentati on and dialogue	The dual and the plural	Knowing the grammatical sections that are expressed with letters	9	9-11
Oral exam	Presentati on and deduction	Parsing the defective nouns and verbs	Knowledge of apparent and discretionary parsing	12	12-15
Oral exam	Presentati on and discussion	Knowledge and indefiniteness	Knowledge of knowledge in Arabic	12	16-20
Oral exam	Presentati on and discussion	The subject and the predicate	Knowledge of the subject, the predicate, and the way speech is structured	12	21-25
Oral exam	Presentati	was and	Knowing the	9	26-28

	on and discussion	her sisters	annulants of the beginning and its sisters		
Oral and written test	Presentati on and discussion	Cad and her sisters	Knowledge of approach verbs	6	29–30
11. Course evaluation					
1–Oral exams. 2– Written tests. 3– Class activities. 4– Research activities.					
12. Learning and teaching resources					
Explanation of Ibn Aqeel on Ibn Malik's Alfiyyah in Grammar			Required textbooks (methodology, if any)		
1–Ibn al–Nazim's explanation of the millennium 2– Explaining the paths to Al–Muradi. 3–Meanings of Grammar by Dr. Fadel.			Main references (sources)		
Journal of the Iraqi Scientific Academy. Journal of the College of Arabic Language in Cairo. Journal of the Arabic Language Academy in Damascus. Journal of the Jordanian Arabic Language Academy.			Recommended supporting books and references (scientific journals, reports....)		
Comprehensive library. Lisan Al–Arab website.			Electronic references, Internet sites		

Course description form

Course Name	
Morphology / first stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Dr. Talib Khamis Wadi Email: talib.kh.wadi@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives a1– Knowing the sources of verbs, their controls and weights, and the reason for the multiple sources of one verb, and there are verbs that have no source in Arabic, and knowing which is the original, the verb or the source? And see the linguistic disagreement on this issue. a2– Enabling students to know the chapters on verbs, the controls for each chapter, and to know the verb that comes under the chapter by analogy or anomaly and how that occurs. a3– Knowing how to weigh a word according to	Objectives of the study subject

precise controls and conditions.

a4– How to distinguish between active and passive verbs, and the active and passive verbs in wording and meaning.

a5– How to distinguish between a verb, a noun, and a letter.

a6– Enabling the student to know the obligation and permissibility of affirming the action.

B – The skills objectives of the course.

B1 – Make the student master writing using specific morphological and linguistic controls.

B2– He knows when to confirm the action and when not to do so.

B3– He is able to speak fluently and masterfully.

B4– Realizes the importance of word structure in determining meaning when placed in the context of the text.

C– Emotional and value goals

C1– Pride in his nation’s language and nationality.

C2–Speaking and writing in the language of the fathers and grandfathers who shaped the history and civilization of his people.

C3– The language student aspires to be a brilliant writer or an excellent poet, as this is a strong motivation for mastering the language.

C4–All of this necessitates and imposes on the language student the mastery of his language sciences, especially grammar and morphology.

Teaching and learning strategies

4– Descriptive methods.

The strategy

5– Dialogical methods.

6– Deductive methods.

Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Written and oral tests, daily and monthly	–Method of delivery. And the inductive method. The text method and the method of discussion and dialogue	1– Definition of morphology – explaining its subject and composition · 2– Morphology balance. 3–Segments of the word and what is included in the study of morphology. 4–The verb and its divisions: past, present, and imperative.	A– Providing the student with an overview of morphology. B– Making the student know how to weigh the word according to scientific controls. T– The student’s knowledge of the nouns and verbs that morphology specializes in studying, and making the student able to distinguish between the parts of speech.	8	1–4

=	Inductive method. The text method and the method of discussion and dialogue	1– The correct and the defective, their parts, and the connection of pronouns with them. 2– Abstract and more, their sections, and the meanings of increase.	D– Introducing the student to the types of correct and defective verbs and the features and characteristics of each type. C–Knowing abstract and augmented verbs and the meanings of their augmented letters.	8	5–8
=	=	Chapters on abstract triple action.	Enabling students to know the chapters of verbs, the controls for each chapter, and to know which verb comes in the chapter by analogy or abnormality and	8	9–12

			how that occurs.		
=	=	1– The transitive and intransitive verb. 2– The passive and active verb. 3–The verb is in the active and passive form.	Teaching students how to distinguish between active and passive verbs, and active and passive verbs in wording and meaning.	8	13–16
=	=	1– The affirmative verb with the heavy and light nouns, and another affirmative ruling 2–The name and its subdivisions	1– Enabling the student to know the ways and means of affirming the obligatory and permissible action, and when this is not allowed 2– Make the student know the parts and types of the	8	17–20

			noun.		
=	=	1– Bereft of nouns and more 2– The inanimate form of nouns and the derivatives from them.	Enabling the student to know the abstract noun and distinguish it from the more specific noun, as well as the inanimate noun from the derived noun, and how to use each of them according to certain conditions and controls.	8	21–24
=	=	Triangular sources and non–triangular sources	Knowing the sources of verbs, their controls and weights, and the reason for the multiple sources of one verb, and there are verbs that have no source in Arabic, and knowing which	8	25–28

			is the original, the verb or the infinitive? And see the linguistic disagreement on this issue.		
Course evaluation					
- Written and oral tests, daily, monthly and quarterly. - Preparing reports and research.					
Learning and teaching resources					
Shadha Al-Arf in the Art of Morphology by Sheikh Ahmed Al-Hamalawi			Required textbooks (methodology, if any)		
1- Explanation of the book Sibawayh by Abu Saeed Al-Sirafi. 2- Concise for the cooler. 3- Al-Muhadhdhab fi Ilm al-Marsif, by Dr. Hashem Taha Shalash, Dr. Salah Mahdi Al-Fartusi, and Dr. Abdel-Jalil Obaid Hussein Al-Ani. 4- Principles of Linguistics by Dr. Ahmed Muhammad Qaddour.			Main references (sources)		
1-Al-Ustad Magazine, published by the College of Education, Ibn Rushd, University of Baghdad.			Recommended supporting books and references (scientific journals, reports....)		
Grammar and morphology books in the comprehensive library.			Electronic references, Internet sites		

Course description form

Course Name	
Pre-Islamic (pre-Islamic) Arabic literature/first stage	
Course Code	
Non	
Semester/year	
2025-2026	
Date this description was prepared	
1-9-2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(120) hours – (480) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Professor Saadoun Mohsen Ismail Email:saadoun.m.ismail@aliraqia.edu.iq	
Course objectives	
A- Cognitive objectives Students' awareness of the most important artistic and thematic features of pre-Islamic literature. 2- Providing students the opportunity to taste literature and learn about its characteristics. 3- Get to know generally the pre-Islamic poets. 4- Identify the most important types of prose in that era. B – The skills objectives of the course. 1- An attempt to identify the most important characteristics that characterize pre-Islamic	Objectives of the study subject

literature. 2 – Students acquire the ability to read literary text Analyze and criticize it. 3 – Developing poetic taste. Enabling the student to know the basic foundations of Arabic poetry. C– Emotional and value goals 1– Developing pride in Arabic literature. 2– Creating creative researchers. 3– Deepening the student's self–confidence. 4– Creating a creative teacher					
Teaching and learning strategies					
7– Descriptive methods. 8– Dialogical methods. 9– Deductive methods.				The strategy	
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral exam	Recitation, dialogue, discussion and deduction	– The meaning of literature. Literature is divided according to eras.	Cognitive objectives specific to the lecture title	4	1
Oral exam	Recitation, dialogue, discussion and deduction	History of the Arabian Peninsula.	Cognitive objectives specific to the lecture title	4	2
Oral exam	Recitation,	Sources of Arabic	Cognitive	4	3

	dialogue, discussion and deduction	poetry. Pendants and favorites	objectives specific to the lecture title		
Oral exam	Recitation, dialogue, discussion and deduction	Sources of Arabic poetry. Listening books, enthusiasm books, collections	Cognitive objectives specific to the lecture title	4	4
Oral exam	Recitation, dialogue, discussion and deduction	Poetry narration and documentation.	Cognitive objectives specific to the lecture title	4	5
Oral exam	Recitation, dialogue, discussion and deduction	Plagiarism in pre-Islamic poetry.	Cognitive objectives specific to the lecture title	4	6
Oral exam	Recitation, dialogue, discussion and deduction	Doubt	Cognitive objectives specific to the lecture title	4	7
Written test	Recitation, dialogue, discussion and deduction	the first exam.	Cognitive objectives specific to the lecture title	4	8
Oral exam	Recitation,	Topics of Arabic	Cognitive	4	9

	dialogue, discussion and deduction	poetry before Islam. Spinning, lamenting	objectives specific to the lecture title		
Oral exam	Recitation, dialogue, discussion and deduction	– Topics of pre-Islamic Arabic poetry: praise, satire, and description	Cognitive objectives specific to the lecture title	4	10
Oral exam	Recitation, dialogue, discussion and deduction	Topics of Arabic poetry before Islam.	Cognitive objectives specific to the lecture title	4	11
Oral exam	Recitation, dialogue, discussion and deduction	Artistic characteristics of pre-Islamic Arabic poetry.	Cognitive objectives specific to the lecture title	4	12
Oral exam	Recitation, dialogue, discussion and deduction	The structure of the pre-Islamic poem.	Cognitive objectives specific to the lecture title	4	13
Oral exam	Recitation, dialogue, discussion and deduction	Pendants, the foundations of selection and naming, their themes and artistic features:	Cognitive objectives specific to the lecture title	4	14

Oral exam	Recitation, dialogue, discussion and deduction	Muallaqat poets	Cognitive objectives specific to the lecture title	4	15
Oral exam	Recitation, dialogue, discussion and deduction	Poets of Al- Mu'allaqat (Imru' Al-Qais)..	Cognitive objectives specific to the lecture title	4	16
Oral exam	Recitation, dialogue, discussion and deduction	Muallaqat poets– Zuhair bin Abi Salma	Cognitive objectives specific to the lecture title	4	17
Oral exam	Recitation, dialogue, discussion and deduction	Al-Harith bin Hilza	Cognitive objectives specific to the lecture title	4	18
Oral exam	Recitation, dialogue, discussion and deduction	Al-Nabigha Al- Dhubyani	Cognitive objectives specific to the lecture title	4	19
Oral exam	Recitation, dialogue, discussion and deduction	Amr bin Kulthum Al- Taghlabi– The dinner	Cognitive objectives specific to the lecture title	4	20

Oral exam	Recitation, dialogue, discussion and deduction	Ubaid bin Al- Abrar- Tarfa bin Al-Abd	Cognitive objectives specific to the lecture title	4	21
Oral exam	Recitation, dialogue, discussion and deduction	Poets of Al- Mu'allaqat – Labid bin Rabia	Cognitive objectives specific to the lecture title	4	22
Written test	Recitation, dialogue, discussion and deduction	Second exam	Cognitive objectives specific to the lecture title	4	23
Oral exam	Recitation, dialogue, discussion and deduction	Knight poets. (Technical and objective characteristics	Cognitive objectives specific to the lecture title	4	24
Oral exam	Recitation, dialogue, discussion and deduction	Tramp poets. Antara-Shanfari	Cognitive objectives specific to the lecture title	4	25
Oral exam	Recitation, dialogue, discussion and deduction	Tramp poets. Urwa bin Al-Ward – She is afflicted with evil	Cognitive objectives specific to the lecture title	4	26

Oral exam	Recitation, dialogue, discussion and deduction	Prose types and styles. Its types and technical and objective characteristics	Cognitive objectives specific to the lecture title	4	27
Oral exam	Recitation, dialogue, discussion and deduction	Public speaking.	Cognitive objectives specific to the lecture title	4	28
Oral exam	Recitation, dialogue, discussion and deduction	Proverbs.	Cognitive objectives specific to the lecture title	4	29
Oral exam	Recitation, dialogue, discussion and deduction	The soothsayers cooed	Cognitive objectives specific to the lecture title	4	30

Course evaluation

- 1 – Written and oral tests.
- 2 – Live speaking tests.
- 3 – Writing reports.

Learning and teaching resources

The history of Arabic literature, the pre-Islamic era. Dr.. Shawqi is a guest.	Required textbooks (methodology, if any)
Pre-Islamic poetry, its characteristics and arts, Yahya Al-Jubouri. History of Arabic Literature Before Islam, Dr.	Main references (sources)

Nouri Al-Qaisi, and: Dr. Adel Al-Bayati Studies in pre-Islamic poetry, Dr. Ghazwan's stubbornness. Collections of poets mentioned in the curriculum vocabulary	
Recent scientific research and studies published in peer-reviewed scientific journals.	Recommended supporting books and references (scientific journals, reports....)
Well-known electronic library sites for downloading books and magazines.	Electronic references, Internet sites

Course description form

Course Name	
Rhetoric / first stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: .Safa Khalil Ibrahim Email:safa.kh.ibrahim@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives a1–Knowing the sections related to each science of rhetoric a2–Knowing the linguistic and terminological definition of each rhetorical art a3– Knowing the branches of every rhetorical art B – The skills objectives of the course. B1–The ability to know every rhetorical art B2 – Distinguishing between the sections of Badi’ science and Bayan B3– Knowing the most important conditions that enable a person to become eloquent or eloquent C– Emotional and value goals C1– Developing a sense of pride in reporting Arabic C2– Developing a sense of pride that Arabic eloquence stems from the Holy Qur’an C3– Strengthening the student’s connection with sources of rhetoric or deriving examples from the Holy Qur’an or the	Objectives of the study subject

Sunnah of the Prophet.					
Teaching and learning strategies					
10– Descriptive methods. 11– Dialogical methods. 12– Deductive methods.				The strategies	
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral exam	Presentation and discussion	Arabic rhetoric: its origins and schools	Knowing the origins of rhetoric	12	1–4
Oral exam	Presentation and discussion	The science of rhetoric: definition, origin, types	Know the definition of rhetoric and its types	12	5–8
Oral and written examination	Presentation and discussion	Metaphor and the difference between it and reality	Knowing metaphor and its types	9	9–11
Oral exam	Presentation and discussion	Metaphor	Knowing metaphor and its types	12	12–15
Oral exam	Presentation and discussion	Metonymy	Knowledge of metonymy and its types	12	16–20
Oral exam	Presentation and discussion	Badi science	Know the definition of Badi science and its development	12	21–25
Oral exam	Presentation	Verbal enhancers	Knowledge of	9	26–28

Oral and written examination	and discussion Presentation and discussion	Moral enhancers	alliteration and assonance Knowledge of counterpoint and puns	6	29–30
Course evaluation					
1– Oral exams 2– Written tests 3– Speaking tests					
Learning and teaching resources					
Rhetoric and Application/Ahmed Matloub			Required textbooks (methodology, any)		
Secrets of Rhetoric/Abdul Qahir Al-Jarjani Clear Rhetoric/Ali Al-Jarim and Mustafa Amin			Main references (sources)		
Journal of the Iraqi Scientific Academy			Recommended supporting books and references (scientific journals, reports....)		
The comprehensive library			Electronic references, Internet site		

Course description form

Course Name	
Creation and expression / first stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Dr. Yasser Tawfiq Falih Email: Yasser.T.Flayh@aliraqia.edu.iq	
Course objectives	
A– Objectives1 a1_Introducing the student to the aesthetics of writing style a2– Providing the student with information that helps him strengthen his expression a3– Encouraging him to read and read a4– Introducing him to the writers he studiedZoeln the literary style of writing a5– Introducing him to literary books that help him acquire stylistic skills B – The skills objectives of the course. B1 – Care should be taken in choosing the	Objectives of the study subject

appropriate books for reading B2 – Distinguishing between negative writings and positive writings B3– Strengthening his connection to the book and enhancing the values and morals of what he reads B4– Linking it to the Arab literary heritageAnd motivating him to direct others towards him C– Emotional and value goals C1– Directing the student to pay attention to his writing style C2– Developing a love of literary writing in oneself C3– Connecting the student to the book and introducing him to its importanceTe					
Teaching and learning strategies					
13– Descriptive methods. 14– Dialogical methods. 15– Deductive methods.				The strategy	
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral exam	Reading and dialogue	Listening skill	Talk about skills	4	1–4
Oral exam	Reading and dialogue	Reading skill and its goals	Talk about skills	4	5–8

Oral exam	Reading and dialogue	Writing skill	Talk about skills	4	9–11
Written test	Reading and dialogue	Speaking skill	Talk about skills	4	12 – 15
Oral exam	Dialogue	Public speaking and delivery skill	Talk about skills	4	16 – 20
Written test	Reading and dialogue	Dictation, writing the hamza and its forms	Arabic writing	4	21–25
Written and oral test	Reading and dialogue	Reading texts by major writers	Characteristics of artistic and literary expression	4	26 – 30

Course evaluation

- 1– Oral exams**
- 2– Written tests**
- 3– Class activities**

Learning and teaching resources

Encyclopedia of Construction Education, Dr. Nabil Haltam	Required textbooks (methodology if any)
Construction facilitation by Khalil Hindawi Writing and expression: Muhammad Salam Easy creation by Ali Reda	Main references (sources)
The Book of Insights by Al-Manfaluti, The Book of Message by Ahmed Hassan Al-	Recommended supporting books and references

Zayat, The Book of Inspiration of the Pen by Al-Rafi'i, Fayd Al-Khatir by Ahmed Amin	(scientific journals, reports....)
Archive website Endowment Library Lisan Al-Arab website Hindawi Foundation website	Electronic references, Internet sites

Course description form

Course Name	
Sciences of the Qur'an and the Noble Prophet's Hadith / First stage	
Course Code	
Non	
Semester/year	
2025-2026	
Date this description was prepared	
1-9-2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Mustafa Muhammad Abdullah Email: mustafa.m.abdullah@aliraqia.edu.iq	
Course objectives	
A- Cognitive objectives a1- The student's knowledge of the sciences of the Qur'an and the history of its composition. a2- The student's knowledge of the revelation of the Holy Qur'an and the phenomenon of revelation. a3- The Meccan and Medinan student's knowledge of writing the Qur'an and Jum'ah. a4- The student's knowledge of the science of hadith and the most important books written on it. a5- The student's knowledge of the categories of authentic, hasan, and weak hadith. a6- The student's knowledge of the situation in the Prophet's Sunnah and its sections.	Objectives of the study subject

B – The skills objectives of the course.

B1 – The ability to know the Qur’anic style and the Prophetic style.

B2 – Distinguishing between Qur’anic scripture and Prophetic speech.

B3 – Excellence between Meccan and Medinan download.

B4– Distinguishing between authentic hadith and others.

C– Emotional and value goals

C1– Developing a sense of pride in the Holy Qur’an and the Sunnah of the Prophet.

C2– Developing a sense of loyalty to the true religion and defending the Qur’an and the pure Sunnah.

C3– Strengthening the student’s connection with the sources of Islamic legislation, the Qur’an and the Sunnah of the Prophet.

C4– Strengthening the student’s connection to the heritage of the Islamic nation.

Teaching and learning strategies

16– Descriptive methods.

17– Dialogical methods.

18– Deductive methods.

The strategy

Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral exam	Dialogue	The	Introducing the	8	1–4

	and discussion	emergence of Qur'anic sciences	sciences of the Qur'an and the history of its composition		
Oral and written test	Dialogue and discussion	The development of the Qur'an	The development of the form of the Qur'an, Quranic readings	8	5-8
Oral exam	Dialogue and discussion	Interpretation of the Koran	Interpretation of the Qur'an in the era of the Prophet, Companions, and Followers	6	9-11
Oral exam	Dialogue and discussion	Introduction to Hadith and Sunnah	Definition of the meaning of hadith, impact and Sunnah	8	12-15
Oral exam	Dialogue, discussion and deduction	Criticism of novels	Introduction to wound science and modification	8	16-20
Oral exam	Dialogue and discussion	Sections of Hadith	Right, good, weak	8	21-25
Oral exam	Dialogue and discussion	Collections of the Sunnah of the Prophet	The situation in the Sunnah of the Prophet and its sections	6	26-28
Oral and	Dialogue	Selected	Beware of	4	29-30

written test	and discussion	hadiths for memorization and analysis	suspicion, be honest. acts are judged by what we meant to accomplish through them		
Course evaluation					
1– Oral exams. 2– Written tests 3– Illustrative tests. 4– Research activities.					
Learning and teaching resources					
Sciences of the Qur'an / Dr. Ghanem Qaddouri and Lectures on Hadith Sciences / Dr. Harith Suleiman			Required textbooks (methodology, if any)		
Investigations in the Sciences of the Qur'an / Dr. Manna Al-Qattan, Sciences of the Holy Qur'an / Dr. Qahtan Al-Duri, Sciences of Hadith / Subhi Al-Saleh, Tayseer Mutlih Al-Hadith / Mahmoud Al-Tahan			Main references (sources)		
The narrator's training book, the introduction by Ibn al-Salah, the Journal of Islamic Sciences of the Iraqi University, the Journal of Islamic Sciences of the University of Baghdad, and all magazines concerned with Islamic sciences.			Recommended supporting books and references (scientific journals, reports....)		
Comprehensive library			Electronic references, Internet sites		

Course description form

Course Name	
Human rights and democracy / first stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: .Ghosun Hassan Saleh Email:ghosoun.h.saleh@aliraqia.edu.iq	
Course objectives	
1. Cognitive objectives: For the learner to understand and recognize the importance of freedom and human rights in the past and present. The learner understands the most important contents of democracy and human rights at the international, regional and national levels. 2. Subject–specific skills: Apply concepts of freedom and human rights to shed light on this issue. Determine the mechanisms for human action, societies a	Objectives of the study subject

governments towards issues of freedom, human rights a democracy					
Teaching and learning strategies					
- Lecture method: explaining the material and verifying that the information reaches the learners. - Dialogue method: by asking questions, and encouraging learners to express, communicate, discuss, and give examples. - Guidance and guidance style. - Group discussion method, and preparing short reports on some ambiguous topics.				The strategy	
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Daily tests	Theoretical	Human rights and democracy	Freedom: its concept and controls, freedom among Arabs and Muslims, and controls of freedom in Islam.	8	1–4
Daily tests	theoretical	Human rights and democracy	The concept of freedom in ancient freedoms, and the stages of	8	5–8

			their development in the Middle Ages and modern times		
Daily tests	Theoretical	Human rights and democracy	Freedom in America, the theory of the social contract, and the separation of powers	8	9–12
Daily tests	Theoretical	Human rights and democracy	The dialectical relationship between freedom, rights recognition, and democracy	8	13–16
Daily tests	Theoretical	Human rights and democracy	Human rights and their characteristics, and human rights in ancient civilizations	8	17–20
Daily tests	Theoretical	Human rights and democracy	The concept of human rights in Islam, and its position on them	8	21–24
Daily tests	theoretical	Human rights	Terms and	8	25–28

		and democracy	concepts of international human rights law, the universality of human rights and their manifestations		
Daily tests	Theoretical	Human rights and democracy	Democracy, its concept and forms, Islam's position on it, the concept of democracy of learning and socialization, and models of modern democracies and their modern forms.	4	29–30
Course evaluation					
1. Exams: (written, oral) 2. Preparing daily assignments. 3. Writing research papers.					
Learning and teaching resources					
Human rights, democracy and children's rights (co-authored)			Required textbooks (methodology, any)		
Prepared and translated by Mahmoud Al-Hilali and Aziz Lazraq			Main references (sources)		

Human Rights Issues Magazine issued by the Arab Organization for Human Rights.	Recommended supporting books and references (scientific journals, reports....)
United Nations website: a For peace, dignity and equality on a healthy planet	Electronic references, Internet site

Course description form

Course Name	
General psychology and growth – first stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Rasmiya Sahab Sarhan. Email:rasmya.sahab.sarhan@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives a1– Definition of general psychology 2– Definition of educational psychology a3– Get nakedIn developmental psychology a4–Definition of Anul know general psychology a5– Definition ofEarly, late and adolescence stages of the individual a6– Knowing the individual differences between individuals B – The skills objectives of the course.	Objectives of the study subject

B1–The ability to explain the meaningS in the student's own style B2 – The ability to...Distinguish between types of general psychology B3 – The ability to tName a childhood developmental chart C– Emotional and value goals C1–The student enjoyed the lecture 2–The student’s sympathy for the lesson topic C3–RThe student loses interest in the knowledge he receives C4– TaqThe relationship between the student and the subject professor					
Teaching and learning strategies					
1. Lecture method 2. Discussion method 3. Interrogation style				The strategy	
Course structure					
Evalua tion metho d	Learni ng metho d	Name of the unit or topic	Required learning outcomes	hours	the week
Daily and editorial calendar	Dialogue and discussion	Definition of general psychology	Knowledge of psychology	9	1–4
Daily and editorial calendar	Presentati on and deduction	Definition of developmental psychology	Knowledge of developmental psychology	9	5–8

		and genetics			
Daily and editorial calendar	Simulation and role playing	Enumeration of each type	Know the types of general psychology	9	9-11
Daily and editorial calendar	Presentation and discussion	Definition of the embryonic stage, childhood, and old age	Knowing the individual's age stages	9	12-15
Daily and editorial calendar	Presentation and discussion	Early, middle and late stage	Knowing the various stages of childhood	9	16-20
Daily and editorial calendar	Simulation and role playing	Mild and severe adolescence	Knowing the stages of adolescence	8	21-25
Daily and editorial calendar	Presentation and discussion	Tools for collecting descriptive and experimental information	Knowledge of psychology methods	7	26-28

Course evaluation

1. Daily tests
2. Written tests
3. Evaluative tests

Learning and teaching resources	
Educational Psychology (Al–Azirjawi)	Required textbooks (methodology, if any)
Al–Azergawi	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
Comprehensive Library Al–Misbah website	Electronic references, Internet sites

Course description form

Course Name	
Computers / first stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(30) hours – (60) units	
Name of the course administrator (if more than one name is mentioned)	
Name:.. Ahmed Mouloud Ahmed Email:ahmed.m.ahmed@aliraqia.edu.iq	
Course objectives	
1. Cognitive objectives: – The student’s understanding of the material – The ability to analyze and apply what you have learned practically on the calculator. – The evaluation is done by presenting the material to the students in the laboratory and then applying it. 2. Course–specific skill objectives: – Live questions and answers about previous material – Expanding the student's ability to use the	Objectives of the study subject

computer. Datashow presentation of how to work and carry out tasks.					
Teaching and learning strategies					
4. Lecture method 5. Discussion method 6. Interrogation style				The strategy	
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Daily tests	Theoretical + scientific	Computer	.Types of computers, computer parts. .Windows operating system .Run the calculator. .Desktop and its components. .Taskbar properties. .Ways to open the Start menu.	4	1-4

			.Basic icons.		
Daily tests	Theoretic al + scientific	Computer	.Open a document or icon. .Preview windows, close windows, arrange windows, minimize open windows. .Toolbars.	4	5–8
Daily tests	Theoretic al + scientific	Computer	.Image cutting tool. .Set time and date. .Desktop handling. .Arrange icons on the desktop.	4	9–12
Daily tests	Theoretic al + scientific	Computer	.Change the size of desktop icons. .Hide and show symbols.	4	13–16

			.Select icons on the desktop		
Daily tests	Theoretical + scientific	Computer	.Change the desktop background. .Use a screen saver. .What are files? .What are folders?	4	17–20
Daily tests	Theoretical + scientific	Computer	1. Creating a file and how to save it. 2. What are abbreviations? 3. Change the names of files and folders.	4	21–24
Daily tests	Theoretical + scientific	Computer	.Copy and paste files and folders. .Browse different	4	25–28

			folders and views. .Recycle bin and ways to delete files.		
Daily tests	Theoretical + scientific	Computer	.Delete files and folders in the basket. .Permanently delete folders from the calculator. .Restore items from the basket. .Search for files and folders	2	29–30

Course evaluation					
4. Daily tests 5. Written tests 6. Evaluative tests					
Learning and teaching resources					
Windows book7, Muhammad Abu Al-Ala			Required textbooks (methodology, if any)		
Computer, Hamdtu Ahmadou2019			Main references (sources)		
Comprehensive Computer Science: Ibrahim Al-Aqeel			Recommended supporting books and references (scientific journals, reports....)		
locationmit opencourseware			Electronic references, Internet sites		

second stage				
	Subject	The number of hours		number of units
		Theoretical	Practical	
1	Grammar	3	–	6
2	Morphology	2	–	4
3	Rhetoric (semantics)	3	–	6
4	Islamic literature	2	–	4
5	Prosody and rhyme	2	–	4
6	Dictionaries and sounds	2	–	4
7	Ancient texts	2	–	4
8	Foundations of education and educational guidance	2	–	4
9	English		1	2
10	Computers	1		2
11	Baath crimes	1		2
	the total	21	1	42

Course description form

Course Name	
Grammar/second stage	
Course Code	
Non	
Semester/year	
2025-2026	
Date this description was prepared	
1-9-2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(90) hours – (180) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Prof. Dr. Walid Shaaban, . email: Walid.Sh.Ali@aliraqia.edu.iq	
Course objectives	
A- Cognitive objectives a1- Knowing the rest of the annulments of the beginning and their rulings. a2- Knowing the verbs that enter the nominal sentence and deleting, suspending and canceling them a3- Study of the subject and its deputy, their rulings and factors. a4- Study the verb form and its construction of the subject and object. a5- Study of all types of effects	Objectives of the study subject

a6– Study the condition and distinction, prevent them and treat them.

B – The skills objectives of the course.

B1 – The ability to pronounce correctly to explain the meanings of speech.

B2 – Distinguishing between transitive, intransitive, passive, and active verbs.

B3– The ability to know the subject from the effect.

B4– Explaining the types of objects and distinguishing between them

C– Emotional and value goals

C1– The Arabic language is the nation's identity. A sense of belonging and pride in it must be developed.

C2– Explaining the grammatical meanings through the grammatical movements.

C3– Distinguishing the effects from each other.

C4– Differentiating the case from discrimination.

Teaching and learning strategies

1– Descriptive methods

2– Dialogical methods

3– Discovery and deductive methods.

The strategy

Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral exam	Presentation, discussion and	Initiation copies	And her sisters, nor the one who denies sex, and her sisters	12	1–4

	deduction				
Testing and written	Dialogue and speech	Nominatives	The subject and the passive subject	12	5–8
Oral exam	Dialogue, discussion and deduction	The accusative ones	Transgression, immanence and object	12	9–11
Testing and written	Dialogue and deduction	The accusative ones	The absolute object and its direct object	12	12–15
Oral exam	Dialogue, speech, discussion and deduction	The accusative ones	Its effect and object	12	16–20
Testing and written	Dialogue and presentation	The accusative ones	Exception	9	21–25
Oral exam	Dialogue, presentation, and deduction	The accusative ones	Adverb	9	26–28
Oral and written test	Presentation, discussion and deduction	The accusative ones	Discrimination	6	29–30
Course evaluation					

- 1- Oral exam
- 2- Written test (daily and monthly)
- 3- Automatic test
- 4- Research and extracurricular assignments

Learning and teaching resources

Explanation of Ibn Aqeel on Al-Fiyah Ibn Malik	Required textbooks (methodology, if any)
• Explanation of Al-Ashmouni on Al-Fiyah by Ibn Malik • Collector of Scientific Lessons / Mustafa Al-Ghalayini • Meanings of grammar / Dr. Fadel Al-Samarrai	Main references (sources)
• Journal of the Iraqi Scientific Academy • Arabic language magazine in Cairo • Journal of Arabic Language Sciences and Literature	Recommended supporting books and references (scientific journals, reports....)
• Language people website • Al-Fasih website • Oasis of Arabs website	Electronic references, Internet sites

Course description form

Course Name	
Morphology / second stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: .Omar Muhammad Jassim Email: omar.m.jassim@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives a1 Introducing the student to the subject of morphology and its cognitive foundations – a2 Enabling the student to use the acquired linguistic skills by controlling morphological forms – a3 Empowering the student through nouns, pronouns, and substitutions – a4 Enabling the student to master spelling and writing skills B – The skills objectives of the course. B1 Training on morphological rules through various	Objectives of the study subject

examples –

B2 Distinguishing error from correctness in spelling rules –

B3 The ability to represent morphological rules in Qur’anic texts and literary and linguistic evidence –

B4 The ability to apply the name section in all its details in the future

C– Emotional and value goals

C1 Deepening the student’s self–confidence –

C2 Creating a creative teacher who loves the teaching profession –

C3 Stimulate the energy inside him and bring it out

Teaching and learning strategies

- Dialogical and recitation methods
- Lectures
- Modern illustrative methods such as DATA show

The strategy

Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Interrogation	Lecture and presentation	the male and the female	Cognitive goals	2	1
Interrogation	Lecture and presentation	A sign of femininity	Cognitive goals	2	2
Interrogation	Lecture and	The correct, extended, and	Cognitive goals	2	3

	presentation	shortened noun			
Interrogation	Lecture and presentation	I flexed them	Cognitive goals	2	4
Interrogation	Lecture and presentation	Combine them	Cognitive goals	2	5
Feedback and questioning	Lecture and presentation	Crushing masses and their weights	Cognitive goals	2	6
Interrogation	Lecture and presentation	Collect the few	Cognitive goals	2	7
Interrogation	Lecture and presentation	Collection of many	Cognitive goals	2	8
Interrogation	Lecture and presentation	Supplement to the plural of many	Cognitive goals	2	9
Feedback and questioning	Lecture and presentation	Zoom out	Cognitive goals	2	10

Feedback and questionin g	Lecture and presentatio n	Minimization weights	Cognitive goals	2	11
Feedback and questionin g	Lecture and presentatio n	Lineage	Cognitive goals	2	12
Feedback and questionin g	Lecture and presentatio n	Completion of lineage	Cognitive goals	2	13
Feedback and questionin g	Lecture and presentatio n	The benefits	Cognitive goals	2	14
Feedback and questionin g	Lecture and presentatio n	Completion of advertisements	Cognitive goals	2	15
Feedback and questionin g	Lecture and presentatio n	Substitution	Cognitive goals	2	16
Interrogati on	Lecture and presentatio n	The origin of Arabic writing	Cognitive objectives and writing skills	2	17
Interrogati on	Lecture and	Arabic dictation rules	Cognitive objectives and	2	18

	presentatio n		writing skills		
Interrogati on	Lecture and presentatio n	Delete	Cognitive objectives and writing skills	2	19
Interrogati on	Lecture and presentatio n	the increase	Cognitive objectives and writing skills	2	20
Interrogati on	Lecture and presentatio n	Allowance	Cognitive objectives and writing skills	2	21
Interrogati on	Lecture and presentatio n	The thousand cabin	Cognitive objectives and writing skills	2	22
Interrogati on	Lecture and presentatio n	The extended alif	Cognitive objectives and writing skills	2	23
Interrogati on	Lecture and presentatio n	The long ta	Cognitive objectives and writing skills	2	24
Interrogati on	Lecture and presentatio n	T' marbuta	Cognitive objectives and writing skills	2	25

Interrogation	Lecture and presentation	The opposite	Cognitive objectives and writing skills	2	26
Interrogation	Lecture and presentation	The Dhaa	Cognitive objectives and writing skills	2	27
Interrogation	Lecture and presentation	the chapter	Cognitive objectives and writing skills	2	28
Interrogation	Lecture and presentation	Al-Wasl	Cognitive objectives and writing skills	2	29
Interrogation	Lecture and presentation	The hamza and the rulings on drawing it	Cognitive objectives and writing skills	2	30
Interrogation	Lecture and presentation	The hamza and the rulings on drawing it	Cognitive objectives and writing skills	2	31

Course evaluation

- .1 Weekly, monthly and final exams**
- .2 Preparing discussion circles within the class to discuss the lesson material to overcome the difficulties faced by some students**
- .3 Testing students during the application phase**

Learning and teaching resources

Shadha Al–Arf fi the Art of Morphology, Sheikh Ahmed Al–Hamalawi, edited by Mahmoud Shaker, Al–Nibras Printing and Publishing Establishment	Required textbooks (methodology, if any)
Morphological Application, Abdo Al Rajhi, Dar Al Nahda Al Arabiya,2002 Explanation of Ibn Aqeel on the Alfiyyah of Ibn Malik, edited by Muhammad Abdel Moneim Khafaji, Dar Ibn Zaydoun	Main references (sources)
- Journal of the Iraqi Scientific Academy. - Research published in peer–reviewed and respected scientific journals.	Recommended supporting books and references (scientific journals, reports....)
Modern comprehensive library Al–Fasih website Arabes Tong	Electronic references, Internet sites

Course description form

Course Name	
Islamic Literature / Second Stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(90) hours – (180) units	
Name of the course administrator (if more than one name is mentioned)	
Name: .Safa Khalil Ibrahim Email:safa.kh.ibrahim@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives a1–Knowing the historical period in which Islamic literature began and when it ended a2–Knowledge of prominent Islamic poets a3– Knowing the most important events that occurred in the Islamic era a4–Knowing the new terms that have appeared in poetry and prose B – The skills objectives of the course. B1 – The ability to know the connection between the Islamic and Umayyad era	Objectives of the study subject

B2 – Distinguishing between poets of the pre-Islamic and Islamic era B3 – Know the intent of the term plagiarism C– Emotional and value goals C1– Developing a sense of pride in Arabic literature C2– Developing a sense of pride that the most prominent events are moving toward the Islamic call C3– Strengthening the student’s connection with the sources of Islamic literature and linking them to the meanings of the Holy Qur’an and the Sunnah of the Prophet					
Teaching and learning strategies					
1– Elocutionary methods 2– Dialogical methods 3– Exploratory and deductive methods				The strategy	
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral exam	Dialogue and discussion	Define the term Islamic literature	Knowledge of the term Islamic literature	12	1–4
Oral exam	Presentation and discussion	The impact of the Qur’an on poetry	Knowing the impact of the Qur’an and the Messenger on poetry	12	5–8
Oral exam	Discussion and	Themes and purposes of	Knowledge of poetic	9	9–11

	dialogue	Islamic poetry	purposes in the Islamic era		
Oral exam	Discussion and presentation	Artistic characteristics of Islamic poetry	Knowledge of style, language and imagination	12	12–15
Oral and written test	Presentation and discussion	Study of Hassan bin Thabit – Kaab bin Malik – Abdullah bin Rawaha	Knowledge of Islamic poets	12	16–20
Oral exam	Discussion and presentation	Islamic conquest poetry	Knowing the term Islamic conquests	12	21–25
Oral exam	Discussion and dialogue	Umayyad literature	Knowing the connection between Umayyad and Islamic literature	9	26–28
Oral and written examination	Presentation and discussion	Umayyad prose	Knowledge of Umayyad prose	6	29–30
Course evaluation					
1– Oral exams 2– Written tests 3– Speaking tests					
Learning and teaching resources					

Al-Amali in Islamic Literature/Ibtisam Marhoon Al-Saffar	Required textbooks (methodology, if any)
History of the Islamic Era / Shawqi Deif Arabic Literature and History/A course book at Muhammad bin Saud Islamic University	Main references (sources)
Journal of the Iraqi Scientific Academy	Recommended supporting books and references (scientific journals, reports....)
Comprehensive library	Electronic references, Internet sites

Course description form

Course Name	
Rhetoric and application/second stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Dr. Talib Farhan Saud Email: talib.f.saud@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives a1– Knowing the levels of Arabic rhetoric. a2– Knowing the levels of Quranic systems. a3– Knowledge of the three sciences of rhetoric: meanings, statement, and badi’. a4– Knowledge of the indefinite noun and knowledge of Arabic speech. a5– Knowing the subject, the predicate, and the rulings related to them. a6– Knowing the nullifiers of the beginning and the literal and actual reports.	Objectives of the study subject

B – The skills objectives of the course.

B1 – The ability to express eloquently.

B2 – Distinguishing between levels of speech and choosing the most eloquent and eloquent one.

B3 – Knowledge of semantics and its relationship to grammar and systems.

B4– The ability to know rhetorical methods and accurately use them in understanding Qur’anic texts

C– Emotional and value goals

C1– Developing a sense of pride in the Arabic language and that it is the nation’s identity.

C2– Developing a sense of loyalty to the Arabic language and defending it in international forums.

C3– Strengthening the student’s connection with the sources of legislation and language represented by the Holy Qur’an and the Sunnah of the Prophet.

C4– Strengthening the connection to the nation’s heritage and learning about its symbols and flag.

Teaching and learning strategies

1–Oratory methods.

2– Dialogical methods.

3– Discovery and deductive methods.

The strategy

Course structure

Evaluation

Learning

Name of the

Required

hours

the

method	method	unit or topic	learning outcomes		week
Oral exam	Presentation, dialogue and discussion	Semantics	Introducing the science of semantics and its relationship to systems and grammar	10	1–4
Oral exam	Presentation, dialogue and discussion	Sections of speech in rhetoric	Sections of rhetorical speech: news and construction	10	5–8
Written test	Presentation, dialogue and discussion	The news and its sections	Knowledge of rhetorical news and its types	8	9–11
Oral exam	Presentation, dialogue and discussion	Construction and its sections	Knowledge of construction and its types	10	12–5
Oral exam	Presentation, dialogue and discussion Elicit	Presentation and delay method	Knowledge of rhetorical methods – advance and delay	10	16–20
Oral exam	Presentation, dialogue and discussion	Definition and indefiniteness method	Know the definition and indefiniteness	10	21–25

Oral exam	Presentatio n, dialogue and discussion	Connecting and separating method	Knowledge of connection and separation	10	26–28
Written test	Presentatio n, dialogue and discussion	Brevity, redundancy, and equality	Knowledge of brevity, redundancy, and equality	4	29–30

Course evaluation

- 1– Oral exams.
- 2– Written tests.
- 3– Speaking tests.
- 4– Research activities.

Learning and teaching resources

Book of Rhetoric and Application – Dr. Ahmed Matloub	Required textbooks (methodology, if any)
1– Jawaher Al–Balagha – Ahmed Al–Hashemi 2– Methods of Statement – Fadel Hassan Abbas 3– Evidence of the Miracle – Abdul Qaher Al–Jurjani	Main references (sources)
Journal of the Iraqi Scientific Academy. Journal of the Arabic Language Academy in Damascus.	Recommended supporting books and references (scientific journals, reports....)
Comprehensive library. Lisan Al Arab website.	Electronic references, Internet sites

Course description form

Course Name	
Prosody and rhyme / second stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Dr. Yasser Tawfiq Falih Email: Yasser.T.Flayh@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives a1– Introducing the characteristics of Arabic poetic meter. a2– Access to the seas of Arabic poetry and its interpretations. a3– Comparing different poetic meters to distinguish between the various poetic seas. a4– Examining the prosodic characteristics of Arabic poetry. a5– Knowing how to cut prosody according to poetic rhythms.	Objectives of the study subject

a6– The developments that the science of prosody and poetic rhyme has undergone. B – The skills objectives of the course. B1 – Giving students the ability to understand the limits of various prosodic terms. B2 – Distinguishing between poetic seas and their activations. B3 – Identify the origins of prosodic fragmentation and the types of poetic rhyme. C– Emotional and value goals C1– Strengthening the ties between Arabic poetry and its scholars. C2– Identify the importance of poetic meter in adjusting the vocal rhythm of a poetic line. C3– Clarifying the scientific importance of Arab heritage sources in addition to modern sources. C4– Knowing the other characteristics of Arabic and explaining their importance, not just the characteristics of grammar, morphology, and rhetoric.					
Teaching and learning strategies					
1– Standard method. 2– Inductive method. 3– Text method. 4– Descriptive method.				The strategy	
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral and	1– Standar	Introduction	Presentational	8	1–4

written test	d method. 2– Inductive method. 3– Descriptive method.	to prosody	information		
Oral and written test	1– Standard method. 2– Inductive method. 3– Descriptive method.	Prosodic activations – audio clip	Prosodic circuits	8	5–8
Oral and written test	1– Standard method. 2– Inductive method. 3– Descriptive method.	The sea of turmoil and closeness	Expository writing	8	9–11
Oral and	1– Standard	The long and	Expository	8	12–15

written test	d method. 2– Inductive method. 3– Descriptive method.	turbulent sea	writing		
Oral and written test	1– Standard method. 2– Inductive method. 3– Descriptive method.	The calm and simple sea and sand	Expository writing	8	16–20
Oral and written test	1– Standard method. 2– Inductive method. 3– Descriptive method.	The full and abundant sea and other seas	Expository writing	8	21–25
Oral and	1– Standard	The limits of	Types of	8	26–28

written test	d method. 2– Inductive method. 3– Descriptive method.	rhyme, its types and letters	rhyme		
Oral and written test	1– Standard method. 2– Inductive method. 3– Descriptive method.	Its meters, rhymes and rhythms	Free verse weights	8	29–30

Course evaluation

- 1– Oral exams.
- 2– Editorial news
- 3– Scientific reports.

Learning and teaching resources

Features of prosody and rhyme – Dr. Omar Al-Asaad

The balance of gold in the making of Arab poetry – the author (Sayyid Ahmed Al-Hashemi)

Seas of Arabic Poetry, Hebron Shows – Dr. Ghazi dies

Introduction to prosody – Dr. Mohsen

Required textbooks (methodology, if any)

Ali Oribi	
Journal of the Iraqi Scientific Academy Journal of the Arabic Language Academy in Damascus Journal of the Arabic Language Academy in Cairo	Main references (sources)
Comprehensive library Lisan Al-Arab website Al-Fasih Network	Recommended supporting books and references (scientific journals, reports....)
Features of prosody and rhyme – Dr. Omar Al-Asaad The balance of gold in the making of Arab poetry – the author (Sayyid Ahmed Al-Hashemi) Seas of Arabic Poetry, Hebron Shows – Dr. Ghazi dies Introduction to prosody – Dr. Mohsen Ali Oribi	Electronic references, Internet sites

Course description form

Course Name	
Arabic dictionaries – and sounds, the second stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Dr. Imad Hamid Abdullah Email: Imad.Abdullah@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives a1–Knowledge of the Arabic dictionary a2–Knowledge of treatment departments a3– Knowing the difference between a dictionary and a dictionary a4–Knowing the sound and its importance a5– Knowing the characteristics of sounds a6– Knowing the exits of these sounds B – The skills objectives of the course. B1 – The ability to extract a word from the	Objectives of the study subject

dictionary B2– The ability to know dictionaries and their types B3 – Distinguishing between sounds, their characteristics and functions B4– The ability to distinguish between each sound in terms of voicing and character C– Emotional and value goals C1–Developing speaking and discussion skills C2– Developing linguistic knowledge that enables the possessor to excel in his specialty C3–The educational and moral structure of the faculty member C4– Build a confident personality to interact and communicate with students					
Teaching and learning strategies					
1– Seductive methods 2– Dialogical methods 3–Discovery and deductive methods					The strategy
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral exam	Dialogue and discussion	Dictionary sections	Knowledge of dictionary sections	10	1–4
Oral and written test	Dialogue and discussion	Dictionary and dictionary	Knowledge of the dictionary, its importance,	10	5–8

			and the difference between the dictionary and the dictionary		
Oral exam	Dialogue and discussion	Dictionaries of words and dictionaries of meanings	Dictionary of knowledge of dictionaries of words and meanings	10	9–11
Oral exam	Dialogue, discussion and presentation	Lexical schools	Dictionaries of meanings	10	12–15
Written oral examination	Dialogue and discussion	The importance of sound and its function	Linguistic sounds	10	16–20
Written oral examination	Dialogue and discussion	Audio sections	Audio sections	10	21–25
Written oral examination	Dialogue and discussion	Sound qualities	Sound qualities	10	26–28
Oral exam	Presentation and	Characteristics of sounds and	Distinguish between	2	29–30

	discussion	their origins	sounds		
Course evaluation					
1–Oral exams 2– Written tests 3– Automatic tests 4– Research activities					
Learning and teaching resources					
1–Arabic dictionary 3–Linguistic sounds			Required textbooks (methodology, if any)		
1–The Arabic dictionary between theory and practice 2–Sounds, their characteristics and exits			Main references (sources)		
1–Journal of the Iraqi Scientific Academy 2–Journal of the College of Arabic Language – Cairo 3–Journal of the Arabic Language Academy – Damascus 4–Journal of the Arabic Language Academy			Recommended supporting books and references (scientific journals, reports....)		
			Electronic references, Internet sites		

Course description form

Course Name	
Ancient texts / second stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Prof. Dr. Yacoub Hassan Abde Email:Yacoub.Abd@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives 1– That the student acquires the ability to carry out education and education through knowledge and training. 2 That the student acquires the skills of teaching the Arabic language and planning for teaching it in the general education stages. 3 – That the student acquires the skills of educational evaluation and achievement tests in the Arabic language in the general education stages. B – The skills objectives of the course.	Objectives of the study subject

Enabling the student to use appropriate educational means to teach the Arabic language in its various branches at all stages of general education C– Emotional and value goals Raising the level of the student’s emotional abilities and developing them to understand the feelings of his colleagues. The student also develops mentally when he is encouraged to think pictorially while using language, so the student becomes accustomed to respecting and appreciating others, and sharing in their joys and sorrows.					
Teaching and learning strategies					
1– Seductive methods 2– Dialogical methods 3–Discovery and deductive methods				The strategy	
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Participati on and exam	Reading, explaining and commentin g	The will of Imam Ali, peace be upon him	Outputs that deal with students from a comprehensive education perspective with innovation and creativity	Two hours	s1
Participati on,	Reading, explaining	Text selections from Al–Kamil	Outputs that deal with	Two hours	s2

examination and attendance	and commenting	Al-Malbarad's book	students from a comprehensive perspective, education with innovation and creativity. Outputs that deal with students from a comprehensive perspective, education with innovation and creativity.		
Participation, examination and attendance	Reading, explaining and commenting	Imam Ali, may God bless him, entrusted his face to Malik bin Al-Ashtar	Outputs that deal with students from a comprehensive education perspective with innovation and creativity	Two hours	s3
Participation, examination and attendance	Reading, explaining and commenting	Imam Ali, may God bless him, entrusted his face to Malik bin Al-Ashtar	Outputs that deal with students from a comprehensive education perspective with innovation and creativity	Two hours	s4

Participation, examination and attendance	Reading, explaining and commenting	Imam Ali, may God bless him, entrusted his face to Malik bin Al-Ashtar	Outputs that deal with students from a comprehensive education perspective with innovation and creativity	Two hours	s5
Participation, examination and attendance	Reading, explaining and commenting	Imam Ali, may God bless him, entrusted his face to Malik bin Al-Ashtar	Outputs that deal with students from a comprehensive education perspective with innovation and creativity	Two hours	s6
Course evaluation					
1–Oral exams 2– Written tests 3– Automatic tests 4– Research activities					
Learning and teaching resources					
Nahj al-Balagha, The Book of Misers			Required textbooks (methodology, if any)		
Little literature and great literature The Book of Abstinence and Sociability by Al-Tawhidi, Al-Maqamat Al-Baghdadi			Main references (sources)		
			Recommended supporting books and references (scientific journals,		

	reports....)
	Electronic references, Internet sites

Course description form

Course Name	
Foundations of education and guidance / second stage	
Course Code	
Non	
Semester/year	
2025-2026	
Date this description was prepared	
1-9-2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: .Abeer Sabah Hussein Email:abeer.s.hussein@aliraqia.ed.iq	
Course objectives	
A- Cognitive objectives a1- Knowing the foundations of education a2- Knowledge of the foundations of education systems a3- Knowing the types of ancient civilizations a4- Knowing the types of exams in ancient civilizations a5- Knowledge of educational and psychological guidance a6- Knowing the types of guidance B – The skills objectives of the course. B1 – The ability to distinguish between systems	Objectives of the study subject

and general foundations of education

B2 – Distinguishing between types of ancient civilizations

B3 – Distinguishing between educational guidance and psychological and vocational guidance

B4– Distinguishing between psychological counseling sessions and psychological disorders

C– Emotional and value goals

C1– Developing a sense of pride in civilization and the nation’s identity

C2– Developing the individual’s sense of knowledge of education and defending its institutions

C3– Strengthening the student’s connection to the counseling and guidance process

C4– Enriching the student with information about psychological counselling

Teaching and learning strategies

1– The illocutionary method

2– Dialogue method

3– Discovery and deductive methods.

The strategy

Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Daily calendar	Dialogue and	Definition of the	Knowledge of cultural	9	1 – 4

	discussion	foundations of education	foundations and systems		
Daily calendar	Recitation, dialogue and deduction	Definition of ancient educational systems	Knowing the types of ancient civilizations	9	5 – 8
Written test	Recitation and dialogue	Know the difference between old and modern systems	Knowing the types of exams in ancient civilizations	9	9 – 11
Daily calendar	Presentation and deduction	Definition of guidance and counselling	Knowledge of educational guidance and general guidance	9	12 – 15
Daily calendar	The method of imitation and imitation	Definition of psychological counselling	Knowledge of psychological counseling and its types	9	16 – 20
Daily calendar	The method of imitation and imitation	Definition of counseling sessions	Knowledge of vocational guidance and its types	8	21–25
Editorial calendar	The method of imitation and	Definition of mental disorders	Knowing the duties and tasks of the educational	7	26–28

	imitation		advisor		
Course evaluation					
1– Written tests 2– Illustrative tests 3– Research activities					
Learning and teaching resources					
Topics of the foundations of education and psychological counseling			Required textbooks (methodology, if any)		
1– Primitive Education (Dr. Nima Abdel Samad) 2– Counseling and mental health (Dr. Hussein Rabie)			Main references (sources)		
			Recommended supporting books and references (scientific journals, reports....)		
Al Misbah website			Electronic references, Internet sites		

Course description form

Course Name	
Computer / second stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(30) hours – (60) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Ahmed Mouloud Ahmed Email:ahmed.m.ahmed@aliraqia.edu.iq	
Course objectives	
1. Cognitive objectives: – The student's understanding of the material – The ability to analyze and apply what you have learned practically on the calculator. – The evaluation is done by presenting the material to the students in the laboratory and then applying it. 2. Course-specific skill objectives: – Live questions and answers about previous material – Expanding the student's ability to use the computer.	Objectives of the study subject

– Datashow presentation of how to work and carry out tasks.					
Teaching and learning strategies					
Theoretical method: Explanation by presenting the material of a programmePoint power in the form of diagrams and picture to attract the student's attention and help him not feel bored. The practical method is to apply what was presented on the calculator and conduct daily and monthly exams.				The strategies	
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Daily tests	Theoretical + scientific	Computer	Hardware and software components and explanation of Microsoft Word2010	8	1–4
Daily tests	Theoretical + scientific	Computer	The main interface of Word, plain text, and main textWord Art	8	5–8
Daily tests	Theoretical + scientific	Computer	General page settingsWord, text box, and keyboard shortcuts	8	9–12
Daily tests	Theoretical + scientific	Computer	Insert drawings, basic shapes, pictures, and cartoons	8	13–16
Daily tests	Theoretical + scientific	Computer	Insert explanatory charts and statistical charts	8	17–20

Daily tests	Theoretical + scientific	Computer	Inserting and formatting tables, and automatic summing and sorting operations	8	21–24
Daily tests	Theoretical + scientific	Computer	program explanationpowerpoint	8	25–28
Daily tests	Theoretical + scientific	Computer	Create presentations	4	29–30
Course evaluation					
1– Written tests 2– Illustrative tests 3– Research activities					
Learning and teaching resources					
Office2010: Ihsan Muhammad Abdullah Al-Haisami			Required textbooks (methodology, if any)		
1. Brief in Computer Science: Sami Al-Omari. Microsoft word2010: Written by: Muhammad Abu Al-Ala.			Main references (sources)		
Comprehensive Computer Science: Ibrahim Al-Aqeel			Recommended supporting books and references (scientific journals, reports....)		
locationmit opencourseware			Electronic references, Internet sites		

Course description form

Course Name	
Crimes of the Baath regime in Iraq / the second stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(30) hours – (60) units	
Name of the course administrator (if more than one name is mentioned)	
Name: .Ghosun Hassan Saleh Email:ghosoun.h.saleh@aliraqia.edu.iq	
Course objectives	
1. Cognitive objectives: That the learner understands and recognizes the importance of freedom and human rights in the past and present. And that the learner understands the most important contents of democracy and human rights at the international, regional and national levels. 2. Subject–specific skills: Applying the concepts of freedom and human rights to shed light on this issue and determine the mechanisms for human action, societies and governments towards issues of freedom, human rights and democracy.	Objectives of the study subject

Teaching and learning strategies					
1– The illocutionary method 2– Dialogue method 3– Discovery and deductive methods.				The strategy	
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Daily tests	Theoretical	Baath Party crimes in Iraq	- Chapter One: The crimes of the Baath regime according to the Law of the Supreme Iraqi Criminal Court in 20142005 - The concept of crimes and their types. - Crimes of the Moth regime according to the documentation of the Iraqi Criminal	4	1–4

			Wisdom Law.		
Daily tests	Theoretical	Baath Party crimes in Iraq	Chapter Two: Psychological and social crimes, their effects, and the most prominent violations of the Baathist regime in Iraq. - psychological crimes, - Mechanisms of psychological crimes. - Psychological effects of crimes.	4	5–8
Daily tests	Theoretical	Baath Party crimes in Iraq	- Social crimes. - Militarization of society. - The Baathist regime's position on religion, violations of Iraqi laws.	4	9–12
Daily tests	Theoretical	Baath Party crimes in Iraq	- Pictures of human rights violations.	4	13–16

			- Some decisions regarding political and military violations of the Baath regime, - Prison and detention places of the Baath regime.		
Daily tests	Theoretical	Baath Party crimes in Iraq	Chapter Three: Environmental crimes of the Baath regime in Iraq. - Environmental crimes. - Military and radiation pollution.	4	17-20
Daily tests	Theoretical	Baath Party crimes in Iraq	- Destruction of cities and villages. - Drying the marshes. - Razing	4	21-24

			palm groves and crops.		
Daily tests	Theoretical	Baath Party crimes in Iraq	Chapter Four: Mass Graves Crimes: Genocide cemeteries events.	4	25–28
Daily tests	Theoretical	Baath Party crimes in Iraq	Chronological classification of genocide graves in Iraq for duration 1963 AD – 2003 AD.	2	29–30
Course evaluation					
4– Written tests 5– Illustrative tests 6– Research activities					
Learning and teaching resources					
The curriculum for the crimes of the Baath Party in Iraq, approved by the Ministry of Higher Education and Scientific Research			Required textbooks (methodology, if any)		
			Main references (sources)		
			Recommended supporting books and references (scientific journals, reports....)		

United Nations website: Peace, dignity and equality on a healthy planet

Electronic references, Internet sites

Third stage				
	Subject	The number of hours		number of units
		Theoretical	Practical	
1	Grammar	3	–	6
2	Abbasi poetry	2	–	6
3	Abbasi prose	2	–	6
4	Andalusian literature	3	–	4
5	Ancient Arabic criticism	2	–	6
6	Analysis of the Quranic text	2	–	4
7	Linguistics	2	–	4
8	Research and library methodology and text verification	2	–	4
9	curricula and methods of Teaching	2	–	4
	the total	20	0	40

Course description form

Course Name	
Grammar/third stage	
Course Code	
Non	
Semester/year	
2025-2026	
Date this description was prepared	
1-9-2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(90) hours – (180) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Bilal Muhammad Abdullah Email: Bilal.Abdullah@aliragia.edu.iq	
Course objectives	
A- Cognitive objectives a1-Knowing prepositions. a2-Knowing addition. a3- Knowing the operation of the source. a4-Knowing the operation of the factor from derivatives. a5- Knowing the nouns of superlative and exclamatory. a6-Knowing the minions. B – The skills objectives of the course. B1 – The ability to express correctly and deliver correctly.	Objectives of the study subject

B2 – Distinguishing between objects through inflectional movements. B3 – Distinguishing between the factor derivatives and the non-factor ones. B4– Distinguishing between the functions in terms of meaning. C– Emotional and value goals C1– Developing a sense of pride in the Arabic language and that it is the identity of the nation. C2– Developing a sense of loyalty to the Arabic language and defending it in international forums. C3– Strengthening the student’s connection with the sources of legislation and language represented by the Holy Qur’an and the Sunnah of the Prophet. C4– Strengthening the connection to the nation’s heritage and learning about its symbols and scholars.	
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Teaching and learning strategies

1– Elocutionary methods. 2– Dialogical methods. 3– Discovery and deductive methods.	The strategy
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Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral exam	Dialogue and discussion	Prepositions	Knowing prepositions	12	1–4
Oral exam	Presentatio	add	Knowledge of	12	5–8

	n, dialogue and deduction		addition in Arabic		
Oral exam	Presentation and dialogue	Implementation of the source	Know the operating conditions of the source	9	9–11
Oral exam	Presentation and deduction	The active participle and the active participle	Knowing the derivation of the active participle and the object and their function	12	12–15
Oral exam	Presentation and discussion	Superlative noun and exclamatory forms	Knowing the nouns of superlative and exclamatory	12	16–20
Oral exam	Presentation and discussion	The adjective	Knowing the adjective	12	21–25
Oral exam	Presentation and discussion	Emphasis	Know the affirmation	9	26–28
Oral and written test	Presentation and discussion	Attifi format, statement, and allowance	Knowledge of Attifi Nasam, Statement, and Substitution	6	29–30
Course evaluation					
1–Oral exams.					
2– Written tests.					

3– Class activities.	
4– Research activities	
Learning and teaching resources	
Explanation of Ibn Aqeel on Ibn Malik’s Alfiyyah in Grammar	Required textbooks (methodology, if any)
1–Ibn al–Nazim’s explanation of the millennium 2– Explaining the paths to Al–Muradi. 3–Meanings of Grammar by Dr. Fadel.	Main references (sources)
Journal of the Iraqi Scientific Academy. Journal of the College of Arabic Language in Cairo. Journal of the Arabic Language Academy in Damascus. Journal of the Jordanian Arabic Language Academy.	Recommended supporting books and references (scientific journals, reports....)
Comprehensive library. Lisan Al–Arab website. Al–Fasih website.	Electronic references, Internet sites

Course description form

Course Name	
Linguistics / third stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: .Ahmed Osama Alaa El–Din Email:ahmed.o.aladdin@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives a1– Identifying the oldest linguistic research methods and the first foundations of modern linguistics. a2– Identify the comparative approach in linguistic study and its importance in discovering large linguistic families. a3– Identify the historical method and its role in tracking linguistic phenomena throughout the long history of the language. a4– Identify the important role played by de	Objectives of the study subject

Saussure in transferring linguistic research from the historical side to the scientific side.

a5– Identifying the transformative generative approach that focused on the mental and mathematical aspects before the verbal process and the formation of vocabulary and sentences.

a6– Identifying the pragmatic dimension in the study of language and the most important pragmatic theories and their proponents.

B – The skills objectives of the course.

B1 – Learn about the applied aspect of language study.

B2 – Learn about applied linguistics and its centers around the world.

B3 – Examining the needs that modern linguistic curricula meet in clarifying some of the illusions and mistakes that the predecessors made when studying the Arabic language.

C– Emotional and value goals

C1– Strengthening the ties between the Arabic language and the Western research methods that have come to us.

C2– Identify the position of Arabic among other languages.

C3– Explaining the importance of Western linguistic research methods in facilitating Arabic grammar and Arabic linguistic studies in general.

C4– A statement of the richness and breadth of ancient Arabic scholars, and it is taught according to the latest linguistic theories in the world.

Teaching and learning strategies					
1– Standard method. 2– Inductive method. 3– Text method. 4– Descriptive method.				The strategy	
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral and written test	4– Standard method.	Introduction to linguistics	Differentiate between overlapping terms	8	1–4
	5– Inductive method.				
	6– Descriptive method.				
Oral and written test	4– Standard method.	Theoretical linguistics	Study of Arabic linguistic levels	8	5–8
	5– Inductive method.				
	6– Descriptive method.				

Oral and written test	4– Standard method. 5– Inductive method. 6– Descriptive method.	Applied linguistics	Practical applications of linguistics around the world	8	9–11
Oral and written test	4– Standard method. 5– Inductive method. 6– Descriptive method.	Comparative approach	Identifying the origins of linguistic comparisons according to the vision of the comparative approach and the practical applications of this approach to Arabic	8	12–15
Oral and written test	4– Standard method. 5– Inductive	Historical method	Explaining the importance of the idea	8	16–20

	e method. 6– Descrip tive method.		of linguistic change in the emergence of the historical method and its applications to Arabic		
Oral and written test	4– Standar d method. 5– Inductiv e method. 6– Descrip tive method.	Descriptive method	Linguistic forms and the transition from historical research to scientific research of the language and its applications to Arabic	8	21–25
Oral and written test	4– Standar d method. 5– Inductiv e method.	Transformati ve generative approach	Moving from linguistic forms to deep structure in	8	26–28

	6– Descriptive method.		the process of speech production and knowing the mental transformations of vocabulary and sentences generated by the language speaker.		
Oral and written test	4– Standard method. 5– Inductive method. 6– Descriptive method.	Pragmatics – grammar the text	The pragmatic function of language and textual connections	8	29–30
Course evaluation					
1– Oral exams. 2– Editorial news 3– Scientific reports.					
Learning and teaching resources					
Investigations in Linguistics and			Required textbooks (methodology, if		

Linguistics – Dr. Rashid Al–Obaidi	any)
Linguistic research methods between heritage and modernity – Dr. Nima Al–Azzawi Linguistics – Dr. Ramadan Abdel Tawab Pragmatics among Arab scholars	Main references (sources)
Journal of the Iraqi Scientific Academy Journal of the Arabic Language Academy in Damascus Journal of the Arabic Language Academy in Cairo	Recommended supporting books and references (scientific journals, reports....)
Comprehensive library Lisan Al–Arab website Al–Fasih Network	Electronic references, Internet sites

Course description form

Course Name	
Text analysis of Surat Al-Kahf	
Course Code	
Non	
Semester/year	
2025-2026	
Date this description was prepared	
1-9-2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: .Ammar Ibrahim Ali Email: ammar.i.ali@aliraqia.edu.iq	
Course objectives	
A- Cognitive objectives a1- Correct recitation a2- Knowing the grammatical aspects in the surah a3- Knowledge of the jurisprudential rulings contained in the Surah a4- Knowledge of the Qur'anic readings of the surah B – The skills objectives of the course. B1 The ability to read correctly B2 Linking the Quranic text to the language	Objectives of the study subject

B3 Practical application of the parsing of the surah B4– Extracting rhetorical arts in the surah C– Emotional and value goals C1– Developing a sense of pride in the language C2– Connect the student emotionally to the stories contained in the surah C3– Strengthening the connection to the nation’s linguistic heritage C4– Enhancing the student’s confidence in his Arabic language					
Teaching and learning strategies					
1– The illocutionary method 2– Dialogical method				The strategy	
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral exam	Diction	Analysis of a Qur’anic text, naming the reasons for its revelation, knowing the Meccan and Medinan verses, appropriateness of the verses	Introduction to text analysis and introduction to Surah Al-Kahf	4	1–2
Oral exam	Diction	Language,	The first text	8	3–6

		parsing, morphology, rhetoric and general meaning	and the number of its verses15 verses		
Oral and written test	Diction	Language, parsing, morphology, rhetoric, general meaning	The second and third texts and the number of their verses22 verse	12	7–12
Oral exam	Diction	Their language, morphology, eloquence, and general meaning	Completion of the third and fourth texts and the number of their verses23	8	13–16
Oral exam	Diction	Their language, morphology, eloquence, and general meaning	The fifth and sixth texts, the number of their verses22	12	17–22
Oral exam	Diction	Their language, morphology, eloquence, and general meaning	Completing the sixth text and beginning with the seventh and the number of its verses18 ten verses	8	23–26
Oral and written test	Diction	Its language, morphology, eloquence, and	Supplement to the seventh text	8	27–30

		general meaning			
Course evaluation					
1– Oral exams					
2– Written tests					
Learning and teaching resources					
			Required textbooks (methodology, if any)		
The parsing of the Qur'an, its explanation, the table on the parsing of the Qur'an, its morphology, and the best interpretations			Main references (sources)		
The book Meanings of Grammar and the Book of Rhetoric of the Word by Dr. Fadel Al-Samarrai			Recommended supporting books and references (scientific journals, reports....)		
Comprehensive library YouTube clips of Dr. Fadel Al Samari's Fans Channel, Sharjah Channel, and others			Electronic references, Internet sites		

Course description form

Course Name	
Abbasi literature – poetry / third stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name Saif Al–Din Abdul Hafez Abdullah Email: Saif.AI–Din.A.Abdullah@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives a1– Training students to understand the aspects of innovation in Abbasid poetry (meanings, words, music) a2– Training students to analyze poetic texts. a3– Enabling students to savor the literary text and analyze its content. a4– Raising the student’s ability and enabling him to balance poetic texts. a5– Supplement their linguistic dictionary with many authentic Arabic vocabulary. B – The skills objectives of the course. B1 – Introduction to the most important poets	Objectives of the study subject

of the Abbasid era. B2 – Knowing the innovative poets, and the reasons that ruled them renewal. B3 – Knowing the imitated poets, and the reasons that ruled them to be imitated. C– Emotional and value goals C1– Developing the student’s feelings of love for his literature and strengthening his belonging to his Arabism. C2– Promoting the noble positive values extracted from authentic Arabic poetry in the souls of students.					
Teaching and learning strategies					
1– Lecture method 2– Discussion method					The strategy
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
the test	Lecture	A brief overview of the Abbasid era	Identify the most important stages of the history of the Abbasid era.	2	the first
the test	Lecture	Sources for studying the literature of the	Identifying the sources of	2	the second

		Abbasid era	studying the literature of the Abbasid era		
the test	Lecture	The traditional stage (old poetic purposes).	Knowledge of ancient poetic purposes in the literature of the Abbasid era	2	the third
the test	Lecture	Study the purpose of praise while analyzing a poetic form artistically	Know the purpose of praise	2	the fourth
the test	Lecture	Study the purpose of satire and analyze a poetic form artistically	Know the purpose of satire	2	Fifth
the test	Lecture	Studying the purpose of lament and analyzing a poetic form	Know the purpose of lament	2	VI

		artistically			
the test	Lecture	Study the purpose of the ghazal and analyze the poetic model artistically	Know the purpose of spinning	2	Seventh
the test	lecture	Study the purpose of describing and analyzing a poetic form artistically	Know the purpose of the description	2	VIII
the test	Lecture	Characteristics of Abbasid poetry in the traditional stage	Knowing the characteristics of hair in the traditional stage	2	Ninth
	Lecture	Study of the poet Bashar bin Burd (artistic analysis of a sample of his poems)	Learn about the biography of the poet Bashar bin Burd and his poetry.	2	The tenth
		Studying the poet Al-Buhturi and artistically	Learn about Al-Buhturi's	2	eleventh

		analyzing a sample of his poems.	biography and poetry.		
the test	lecture	A study of the poet Sharif Al-Radi, with an artistic analysis of a sample of his poems.	Learn about the biography of the poet Sharif Al-Radi and his poetry.	2	twelveth
the test	Lecture and discussion	The renewal phase (new purposes in the Abbasid era)	Identify the most important aspects of innovation in Abbasid literature	2	Thirteenth
the test	Lecture and discussion	The topic of asceticism and mysticism, with an analysis of a poetic form.	Learn about the nature of this topic	2	fourteenth
the test	Lecture	The literature of companionship and sitting, with an analysis of a poetic form.	Learn about the nature of this topic	2	Fifteenth
the test	lecture	Studying educational poetry while	Learn about educationa	2	sixteen

		knowing its most important characteristics.	I poetry		
the test	Lecture	Study of wineries with lattice model analysis.	Learn about the nature of this topic	2	seventeenth
the test	Lecture and discussion	Characteristics of Abbasid poetry in the renewal stage.	Identifying the most important characteristics of Abbasid poetry in the renewal stage	2	eighteen
the test	Lecture and discussion	The poet Abu Nawas and an artistic analysis of a sample of his poetry.	Knowing the biography of the poet Abu Nawas and his poetry	2	nineteenth
the test	Lecture	Muslim bin Al-Walid	Knowing the biography of Muslim bin Al-Walid and	2	The twentieth

			his poetry		
the test	Lecture	Abu Tammam (his life and poetry)	Knowing Abu Tammam's biography and poetry		twenty one
the test	lecture	Ibn Rumi (his life and poetry)	Study of the poet Ibn al- Rumi and his poetry		twenty tow
the test	Lecture	Al-Mutanabbi (His Life and Poetry)	Study of the poet Al- Mutanabbi and his poetry		twenty third
the test	Lecture	Abu Firas Al- Hamdani (his life and poetry)	A study of the poet Abu Firas Al- Hamdani and his poetry		twenty fourth
the test	Lecture	Abu Bakr Al- Sanubari	A study of the poet Abu Bakr Al- Sunubari and his		25th

			poetry		
the test	Lecture	Abu Alaa Al-Maarri	A study of the poet Abu Al-Ala Al-Maarri And his hair		twenty-sixth
the test	Lecture	Sibt bin Al-Tawidi	Study of the poet Sibt bin Al-Tawidi and his poetry		27th
the test	Lecture	Al-Busiri	Study of the poet Al-Busiri and his poetry		Twenty-eighth
the test	lecture	Omar bin Al-Farid	Study of the poet Omar bin Al-Farid and his poetry		XXIX
the test	Lecture	Perceptions of Arabic poetry in the Middle Ages.	Study of Arabic poetry in the Middle Ages		thirty

Course evaluation					
– Oral exam – Written exam – Quarterly reports.					
Learning and teaching resources					
Arabic literature in the Abbasid era Dr.. Nazim Rashid The Abbasid era, history of literature, Shawqi Deif In Abbasid literature, vision and art, Ezz al–Din Ismail Text and Method: Studies in Abbasid Literature, Montaser Al–Ghazanfari Poetry in the Abbasid Era: Its Manifestations and Most Important Trends, Ali Naguib Atwi.			Required textbooks (methodology, any)		
1– Songs by Abu Al–Faraj Al–Isfahani. 2– The End of Arrab in the Arts of Literature, Shihab al–Din al–Nuwayri.			Main references (sources)		
Al–Mawrid Magazine, Fosool Magazine, Alam Al–Fikr Magazine.			Recommended supporting books and references (scientific journals, reports....)		
Aloka – Adab website			Electronic references, Internet sites		

Course description form

Course Name	
Abbasi literature (prose) / third stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: .Doaa Qais Shukr Email:doaa.q.shukr@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives a1–The student’s knowledge of the types of prose arts a2–Knowing the wordThe most important prose arts developed in the Abbasid era. a3– Knowing the wordI love the art of signatures and its purpose. a4–IDThe student introduces himself to the most important and famous writers who established the rules of Arabic prose. a5– Knowing the wordThe most important and	Objectives of the study subject

famous translators and the most important books translated books a6– The student’s knowledge of the art of Maqamat and its ancient and modern terminology. B – The skills objectives of the course. B1 –The student keeps up with the development of prose from the pre-Islamic era up to the Abbasid era B2 –Know the changes that occurred in prose arts in each era B3 –Distinguishing between types of sermons (political, religious, jihadi, ceremonial) B4– Distinguish meProse in the first Abbasid era and the second Abbasid era. C– Emotional and value goals C1– Pride in moneyRuth Arab Literary. C2– Strengthening the connection with PetraThe Arab nation and getting to know its most prominent scholars C3–StrengtheningqueenrequesterTo use it for thisArt because it has importance in expression in every place and time. C4–The student uses creative arts and quotes from verses of the Holy Quran in all prose pieces.	
Teaching and learning strategies	
1– Deliverable methods. 2– Dialogical methods. 3– Discovery and deductive methods.	The strategy

Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
the test Oral	Dialogue and discussion	Introduction to prose and the most important prose arts, letters, rhetoric, stories, autographs, translated prose, prose of books and works, debates, Al-Jahiz, his birth and upbringing, his morals, his sarcasm and his rarity, his position on populism, his writings, his prose and his style.	Knowledge of prose arts	12	1-4
Oral and written test	Dialogue and discussion	Sahl bin Harun, his biography, his prose, and his style. Ibn al-Zayat, his biography, his writing style. Ibn Qutaybah, his biography, his books, and his style.	The most important prose book in the first Abbasid era	12	5-8

Oral exam	Dialogue and discussion	Ibn al-Muqaffa, his life and his most important works, Ahmed bin Yusuf, his life and his most important works	The most important prose book in the first Abbasid era	9	9–11
Oral exam And the written test	Dialogue and discussion	Introduction, direction of craftsmanship, direction of transmission, Abu al-Fadl ibn al-Ameed, his biography, his art of construction, Abu Hayyan al-Tawhidi, his biography, books, and his style of writing.	Prose in the second Abbasid era and its most prominent figures	12	12–15
Test and oral	Dialogue and discussion	Maqamat, the linguistic and terminological meaning, its origin, the authors of Maqamat, the subject of Maqamat, the style of Maqamat, Badi' al-Zaman al-Hamdani, his	The most important prose book in the second Abbasid era	12	16–20

		biography, his works, his prose and his style.			
Oral exam	Dialogue and discussion	The honorable judge, his biography, his works, his creation, Imad al-Din al-Asbahani, his biography, his works, his writing art. The conclusion.	The most important prose book in the second Abbasid era	12	21-25
Oral exam	Dialogue and discussion	Book review	Book review	15	26-30

Course evaluation

- 1- Oral exams.
- 2- Written tests.
- 3- Automatic tests.
- 4- Research activities.

Learning and teaching resources

Arabic Literature in the Abbasid Era – Dr. Nazim Rashid	Required textbooks (methodology, if any)
History of Arabic Literature (The First Abbasid Era) – Karl Brockelmann	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites

Course description form

Course Name	
Ancient Arabic criticism / the third stage	
Course Code	
Non	
Semester/year	
2025-2026	
Date this description was prepared	
1-9-2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(90) hours – (180) units	
Name of the course administrator (if more than one name is mentioned)	
Name: .Youssef Saad Khalif Email:youssef.s.khalif@aliraqia.edu.iq	
Course objectives	
A- Cognitive objectives 1 --Recognizing and reviewing old monetary issues a2-Getting to know the most important critics of ancient Arab thought a3- Linking the ancient and the modern a4-Understanding ancient monetary terminology and its development a5- Preserving old critical sayings a6- Criticism of ancient poetry B – The skills objectives of the course.	Objectives of the study subject

B1–Developing the skill of correct reading of literary text B2 – Developing the analytical ability of literary text B3– Developing the skill of choosing, tasting, and making judgments C– Emotional and value goals C1– Conclusion and deduction: enabling the student to draw conclusions and deductions about the beginnings of the emergence of ancient Arabic criticism and its path c2 – Classification: The student should be aware of the critical ideas, positions of ancient Arab critics, and their opinions regarding the topics presented. C3 – Questioning: For the student to interact with ancient critical opinions and ideas, to raise questions about the methods of reading texts and understanding the nature of developments and intellectual transformations stemming from historical and social circumstances and attempts to shift paths towards development and renewal and being influenced by Greek critics.	
Teaching and learning strategies	
1– Deliverable methods. 2– Dialogical methods. 3– Discovery and deductive methods.	The strategy

Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Discussion	Providing a theoretical lecture	The concept of criticism	Achieving cognitive goals	2	1
Class posts	Providing a theoretical lecture	Critic traits	Achieving cognitive goals	2	2
Class posts	Providing a theoretical lecture	The relationship of criticism to literature	Achieving cognitive goals	2	3
Class posts	Providing a theoretical lecture	Forms and issues of criticism in a given era Before Islam	Achieving cognitive, value and emotional goals	2	4
Discussion + homework	Providing a theoretical lecture	Strengthening and balancing	Achieving cognitive, value and emotional goals	2	5
Discussion + homework	Providing a theoretical lecture	The concept of honesty and exaggeration in an era	Achieving cognitive, value, emotional and skill goals	2	6

		Islam emerged			
Discussion + homework	Providing a theoretical lecture	Criticism in the first century AH	Achieving cognitive, value-based and emotional goals, and achieving skill- based goals	2	7
Class participation	Providing a theoretical lecture	Bee concept and industry	Achieving cognitive goals	2	8
Class postsH	Providing a theoretical lecture		Achieving cognitive goals	2	9
Class posts	Presenting an in- person lecture	Ibn Salam's approach in his book, Classes Stallions of poets	Achieving cognitive goals	2	10
Class posts	Presenting an in- person lecture	His position on bees, plagiarism, and narrators	Achieving cognitive goals	2	11
Oral discussion	Exam	Students' concerns about Ibn Salam's book	Achieving cognitive, skills and qualification goals	2	12
Paper	Exam	Exam	Achieving		13

exam			measurement and evaluation	2	14
Paper exam	Exam	Discussing daily reports	Achieving cognitive, skills and qualification goals	2	
Class posts	In-person lecture	Review the material for the first semester	Achieving cognitive, skills and qualification goals	2	15
Class posts	In-person lecture	Jahiz and his most prominent works and his approach to... Authorship	Achieving cognitive goals	2	16
Class posts	In-person lecture	His position on pronunciation and meaning	Achieving cognitive goals	2	17
Discussion , duty my house	In-person lecture	His position on ancient and modern poetry	Achieving cognitive goals	2	18
Paper exam	Exam	Ibn Qutaybah and his book Poetry and Poets	Achieving measurement and evaluation		19
Class posts	In-person lecture	Ibn al-Mu'tazz and his wonderful book, the reason for	achieve goals Cognitive	2	20

		writing it, and his position on ancient and modern poetry			
Class posts	In-person lecture	Ibn Tabataba and his book The Standard of Poetry, the Tools of Poetry and the Poet in his Book	achieve goals Cognitive and valuable And emotional	2	21
Class posts	In-person lecture	Qudamah Ibn Jaafar and the Greek Athar: Meanings in Poetry, Purposes of Poetry	achieve goals Cognitive and valuable And emotional	2	22
Class posts	In-person lecture	Abdul Qahir Al-Jarjani and systems theory	achieve goals Cognitive and valuable And emotional	2	23
Class posts	In-person lecture	Judge Al-Jarjani and the theft case	achieve goals Cognitive and valuable And emotional	2	24
Class posts	In-person lecture	Al-Marzouqi and the poetry column	achieve goals Cognitive and valuable And emotional	2	25

Class participation	In-person lecture	Hazem Al-Qartajani and his views on poetry	achieve goals Cognitive and valuable And emotional	2	26
Class participation	In-person lecture	Amedi and the budget approach	achieve goals Cognitive and valuable And emotional	2	27
Class participation	In-person lecture	Ibn Khaldun and his views on criticism and literature. His views on poetry: the definition of poetry, the eloquence of poetry	achieve goals Cognitive and valuable And emotional	2	28
Paper exam	Exam	Second semester exam	Achieving measurement and evaluation	2	29
Feedback	In-person lecture	Review the article	achieve goals Cognitive and valuable And emotional	2	30

Course evaluation

- **Written exams (semester and final)**
- **Oral exams and class discussions**
- **Homework**
- **Reports and research**

Learning and teaching resources	
Lectures on the history of criticism among the Arabs, Dr. Ibtisam Marhoon Al-Saffar, Dr. Nasser Halawi, Al-Attar Publications, first edition 2004.	Required textbooks (methodology, if any)
– History of literary criticism Among the Arabs from the pre-Islamic era to the fourth century AH, Dr. Taha Ahmed Ibrahim, Authorship, Translation and Publishing Committee Press – Cairo, 1973	Main references (sources)
Issues of the Journal of the College of Arts/University of Baghdad	Recommended supporting books and references (scientific journals, reports....)
Nour Library /https://www.noor-book.com	Electronic references, Internet sites

Course description form

Course Name	
Library, research and textual analysis / third	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Bilal Muhammad Abdullah Email: Bilal.Abdullah@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives a1– Knows the concept of the library. a2– Enumerate the types of libraries a3– Enumerate the types of library catalogues a4– Differentiate between the concept of sources and the concept of references a–5 Knows the characteristics of research and the qualities of a good researcher. a6– Explains the steps for preparing scientific research and its components. a7– Enumerates scientific research methods.	Objectives of the study subject

a8– He investigates ancient linguistic texts. B – The skills objectives of the course. B1– Learn how to use the library catalogues. B2– Uses information sources in preparing scientific research. B3– Learn how to prepare comprehensive scientific research. B4– It investigates ancient linguistic texts. C– Emotional and value goals C1– Encouraging students to visit libraries and learn about them. C2– It develops in students a love of reading and reading information sources. C3– The student acquires the scientific habit of scientific research. C4– The student knows the value of manuscripts and their achievement.	
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Teaching and learning strategies	
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-Inductive method	The strategy
- Deductive method	

Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Written and oral tests	Discussion and brainstorming	Introduction to defining libraries	Introducing the student in the linguistic and terminological sense to the	2	the first

			library and the units and divisions that make up the library		
Written and oral tests	Discussion and brainstorming	Types of libraries	Explaining the types of libraries and their goals	2	the second
Written and oral tests	Discussion and brainstorming	Types of catalogs in libraries	Defining the concept of the index and explaining the types of indexes in libraries	2	the third
Written and oral tests	Discussion and brainstorming	Sources, references and basic concepts	Introducing the student to the concept of sources and references and explaining the difference between them	2	the fourth
Written and oral tests	Discussion and brainstorming	Search features Researcher recipes	Introducing the student to the characteristics of good	2	Fifth

			scientific research and the qualities of a successful researcher		
Written and oral tests	Discussion and brainstorming	The researcher's work (steps for preparing the research).	Introducing the student to the steps of preparing scientific research	2	VI
Written and oral tests	Discussion and brainstorming	Choose a topic And the wording of the title	Introducing the student to how to choose a research topic and how to formulate the research title or define the problem	2	Seventh
Written and oral tests	Discussion and brainstorming	Research structure (research plan)	Introducing the student to how to develop a research plan with the application	2	VIII
Written	Discussion	Research	Introducing	2	Ninth

and oral tests	and brainstorming	supplements Elements that precede the introduction (preliminaries)	the student to writing the introductions that precede the elements that precede the introduction		
Written and oral tests	Discussion and brainstorming	the introduction Conclusion	Introducing the student to the components of the introduction and conclusion and writing them.	2	The tenth
Written and oral tests	Discussion and brainstorming	Research supplements that come after the conclusion	Introducing the student to research supplements after the conclusion, organizing information sources, appendices, and indexes	2	eleventh
Written	Discussion		Introducing	2	twelveth

and oral tests	and brainstorming	Collect scientific material	the student to traditional and computerized information collection tools, questionnaire s, interviews, and observation		
Written and oral tests	Discussion and brainstorming	Writing the material on cards	Teaching the student methods of documenting information and how to document it on cards (folders) and sort it according to the research plan	2	Thirteenth
Written and oral tests	Discussion and brainstorming	Drafting the material and starting to write it	Teaching the student how to formulate the material and begin writing it	2	fourteenth
Written	Discussion	Scientific	Teaching the	2	Fifteenth

and oral tests	and brainstorming	material tab	student how to classify scientific material		
Written and oral tests	Discussion and brainstorming	Writing the text	Teaching the student how to write the material in the body, adding, commenting, types of information, and presenting it in the research	2	sixteen
Written and oral tests	Discussion and brainstorming	Documenting footnotes (documentation methods)	Introducing the student to the methods of documenting global sources	2	seventeenth
Written and oral tests	Discussion and brainstorming	Documentation of footnotes (documentation of books, periodicals, letters, and	Teaching the student how to document sources of information in research (book,	2	eighteen

		electronic sources)	magazine, university thesis, electronic sources, others)		
Written and oral tests	Discussion and brainstorming	Scientific research methods: Definition of research method and its types	Introducing the student to the concept of research methodology in language and terminology, and explaining its types and classification according to some Arab and foreign scholars	2	nineteenth
Written and oral tests	Discussion and brainstorming	Historical research method	Introducing the student to the historical research method, its steps, criticizing sources,	2	The twentieth

			evaluating the method, and examples of studies about it		
Written and oral tests	Discussion and brainstorming	Descriptive research method	Introducing the student to the descriptive research method, its steps and methods, evaluating the method and examples of studies about it	2	21st
Written and oral tests	Discussion and brainstorming	Experimental research methodology	Introducing the student to the experimental research method, its steps, evaluating the method, and examples of studies about it	2	twenty tow

Written and oral tests	Discussion and brainstorming	Comparative research methodology	Introducing the student to the historical research method, its steps, data collection tools and applications, evaluating the method and examples of studies about it	2	twenty third
Written and oral tests	Discussion and brainstorming	Exploratory research method	Introducing the student to the historical research method, its steps, data collection tools, evaluating the method, and examples of studies about it	2	twenty fourth
Written and oral tests	Discussion and brainstorm	Manuscript verification (definition of	Introducing the student to the concept of	2	25th

	ing	investigation)	investigation in language and terminology and identifying its elements		
Written and oral tests	Discussion and brainstorm ing	Investigation elements	Introducing the student to the basic elements involved in the investigation of the investigator conducting the investigation, his qualities and skills	2	twenty–sixth
Written and oral tests	Discussion and brainstorm ing	Controls for selecting the manuscript	Introducing the student to the controls for selecting manuscripts and the locations of manuscripts	2	27th
Written	Discussion	Investigation	Introducing	2	Twenty–

and oral tests	and brainstorming	steps	the student to the steps of preparing a manuscript investigation with the application		eighth
Written and oral tests	Discussion and brainstorming	Excerpting the verses and hadiths of the Prophet	Introducing the student to the graduation of Qur'anic verses and hadiths and how to explore them	2	XXIX
Written and oral tests	Discussion and brainstorming	Punctuation marks and investigation supplements	Introducing the student to the punctuation marks and abbreviations used in the investigation, and the investigation's supplements and necessities	2	thirty

Course evaluation					
- Daily exam - Monthly exam - Scientific reports.					
Learning and teaching resources					
.Scientific research methods and sources of Islamic studies / Muhammad Rakan Al-Daghmi. .Spotlight on research and sources / Abdul Rahman Amira. .Editing and publishing texts / Abdul Salam Muhammad Haroun. .How to write a research paper or dissertation / Ahmed Shalabi. .Lectures on verifying texts / Hilal Naji. – Beirut: Dar Al-Gharb Al-Islami,1994. .Libraries in Islam: their origins, development, and fates / Muhammad Mahira Hamada. How to write a research paper or dissertation / Ahmed Shalabi.			Required textbooks (methodology, if any)		
-Principles of research / Abdul Hadi Al-Fadhli. -Library and research principles / Mohi Hilal Al-Sarhan and Hamoudi Zein Al-Abidin. -Editing and publishing texts / Abdul			Main references (sources)		

Salam Muhammad Haroun. -The ABCs of research in Sharia sciences / Farid Al-Ansari. -Glimpses into the library, research and sources / Muhammad Ajaj Al-Khatib. Research skills and information sources / Kingdom of Saudi Arabia.	
-Journal of the College of Islamic Sciences / University of Baghdad -Research published in peer-reviewed and respected scientific journals.	Recommended supporting books and references (scientific journals, reports....)
-Comprehensive library -Al-Rashad Library -Library of the Great Mosque -Endowment Library website -Library of Alexandria website -Al-Mustafa Electronic Library website	Electronic references, Internet sites

Course description form

Course Name	
Curricula and teaching methods / third stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Taiba Sarmad Muhammad Email: tiba.s.muhamad@aliragha.edu.iq	
Course objectives	
A– Cognitive objectives a1– Introducing the student to the meaning of the curriculum a2– Introducing the student to the meaning of methods a3– Introducing the student to the meaning of educational method a4– Introducing the student to the types of teaching methods a5– Introducing the student to the differences between the methods used in teaching a6– Providing the student with information about	Objectives of the study subject

individual differences between individuals B – The skills objectives of the course. B1 – The ability to explain the lesson in the student's own style B2 – The ability to distinguish between types of teaching methods B3 – The ability to distinguish between types of educational curricula B4– The ability to recognize modern methods and trends C– Emotional and value goals C1– The student enjoys the lecture C2– The student's sympathy for the topic of the lesson C3– The student's satisfaction with the knowledge he receives C4– Strengthening the relationship between the student and the subject professor	
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Teaching and learning strategies

1– The illocutionary method 2– Dialogue method 3– Discovery and deductive methods	The strategy
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Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Daily calendar	Dialogue and discussion	Definition of educational curricula	Knowledge of educational curricula	9	1 – 4
Daily	Dialogue	Definition of	Knowing the	9	5 – 8

calendar	and discussion	types of curricula	types of curricula		
Daily calendar	Simulation and role playing	Definition of teaching methods	Knowledge of teaching methods	9	9 – 11
Editorial calendar	Presentatio n and discussion	Definition of types of methods	Knowing the types of teaching methods	9	12 – 15
Daily calendar	Presentatio n and discussion	Definition of types of teaching methods	Knowing the teacher's teaching style	9	16 – 20
Daily calendar	Simulation and role playing	Definition of modern trends	Knowledge of modern trends in teaching	8	21–25
Editorial calendar	Presentatio n and discussion	Definition of the teaching plan	Know how to draw a teaching plan	7	26–28

Course evaluation

- 1– Written tests**
- 2– Illustrative tests**
- 3– Research activities**
- 4– Simulation tests**

Learning and teaching resources

Teaching concepts – methods – methods – strategies (Dr. Khaled Obaidat)
Modern educational curricula (Dr.

Required textbooks (methodology, if any)

Muhammad Al-Hila)	
Teaching concepts – methods – methods – strategies (Dr. Khaled Obaidat) Modern educational curricula (Dr. Muhammad Al-Hila)	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
Al Misbah website	Electronic references, Internet sites

fourth stage				
	Subject	The number of hours		number of units
		Theoretical	Practical	
1	Grammar and its facilitation	3	–	6
2	Modern Arab criticism	3	–	6
3	Modern Arabic poetry	2	–	4
4	Modern Arabic prose	2	–	4
5	Philology	2	–	4
6	Comparative literature	2	–	4
7	Management, measurement and evaluation	2	–	4
8	View and apply	1	1	4
9	Research project	–	2	4
	the total	17	3	40

Course description form

Course Name	
Grammar and its facilitation – fourth stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(90) hours – (180) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Sulaf Mustafa Kamel Email:sulaf.m.kamel@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives a1– The student must master structural grammatical methods, composition and deception a2– That the student recognizes the cases of permissibility and prohibition in the use of calls, warnings, prohibitions, and denials a3– For the student to become familiar with the cases of permissibility and prohibition in using verbs in commands, prohibitions, oaths, and conditions.	Objectives of the study subject

a4– That the student becomes familiar with the cases of permissibility and prohibition in using numbers a5– To be familiar with facilitation attempts and their results a6– For the student to become familiar with the grammatical philosophies behind the doctrines of grammarians B – The skills objectives of the course. B1– Mastering the skill of dictationAnd correct writingAnd its rules related to parsing B2– Mastering the skill of correct speech and reading B3– Mastering the skill of simplifying information and conveying it to recipients C– Emotional and value goals C1– Developing a spirit of pride and high confidence in the ability of specialists in Arabic sciences to participate constructively in community service and educating young people. C2– Motivating humanitarian practices C3– Stimulating the spirit of joint work	
Teaching and learning strategies	
Discussion Brainstorming Raise the problem and search for a solution Frequent self– and classroom tests Assigning small research tasks	The strategy

Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Daily testing and competition in scheduled reruns	View charts and tables for call divisions	Intentional and unintended indefinite noun The call of knowledge and knowledge in addition	Mastering the methods of calling	12 hours	the first–the fourth
Daily testing And a semester test	Show a chart of what is prohibited from being Morphology	Prohibited for one reason Prohibited for two reasons	Mastering the use of prohibited morphemes	12 hours	Fifth–eighth
Daily testing and competition in scheduled reruns		Present tense accusative and its tools	Distinguish the faces of the present tense	12 hours	IX–Twelve
Oral daily activity	View the Nawasib plan	(2) The infinitive infinitive (an)	(2) Memorizing and	9 hours	Thirteenth – fifteenth

			using accusative letters		
		(Ki and permission)			
Semester test	View the passport chart	The present tense and its negative articles (lam) and (why)	Distinguis hing the faces of the present tense		
		The present tense has the terminating article (la) and the imperative word (), and the negative articles () and (why)	Memorizin g and using jussive particles for one verb		
Suppleme ntary test		What is certain is that you did it	Mastering the conditiona l style		
		(2/5 – 2/18) Spring break	(2/5 – 2/18) Spring break		
		(2/5 – 2/18) Spring break	(2/5 – 2/18)		

			Spring break		
A training test for students to re-present the material	Board and projector	The answer is linked to the F Condition and section meeting Rules for matching numbers and their used metaphors	Condition extensions And eloquent use For the number	9	Week eighteen– week twentieth
Daily testing	Board and projector	Sentences that have a place of parsing	Sentences and structures	15	the week26
		Facilitating grammar according to the ancients	Facilitatio n efforts		the week27
		Ibn Mudaa Al– Qurtubi			the week28
	Board and projector	Facilitating grammar according to modern scholars			the week29
		Ibrahim Moustafa			the week30
		Al–Makhzoumi			the week31
Comprehe nsive		Comprehensive review and			

testing		examination			
Course evaluation					
Daily testing Evaluate class activity and participate orally Quarterly class test Evaluation of research missions					
Learning and teaching resources					
Explanation of Ibn Aqeel on the Alfiyyah			Required textbooks (methodology, if any)		
Facilitating the explanation of Ibn Aqeel by Hosni Abdel Jalil Clear grammar by Ahmed Amin and Ali Al-Jarim The basic rules of Sayed Ahmed Al Hashemi			Main references (sources)		
Al-Ustaz Magazine, Journal of Educational Studies			Recommended supporting books and references (scientific journals, reports....)		
Comprehensive dictation website The official website of the comprehensive library			Electronic references, Internet sites		

Course description form

Course Name	
Philology/Fourth stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: .Muhammad Talab Marwan Email:Muhammad.T.Marwan@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives a1– Introducing the characteristics of the Arabic language other than grammar, morphology, and rhetoric. a2– Acquaintance with the Semitic languages (the islands) a3– Comparing the characteristics of the Arabic language with its Semitic sisters (the Jazarites) a4– Examining the phonetic, morphological, grammatical and semantic characteristics of Arabic a5– The spread and decline of the Arabic language. a6– The reforms that Arabic calligraphy underwent and the stages of its development.	Objectives of the study subject

B – The skills objectives of the course.

B1 – Giving students the ability to understand the limits of various linguistic terms.

B2 – Distinguishing between linguistic phenomena such as synonymy, cognates, and antonyms.

B3 – Identifying the origins of Arabic calligraphy, the stages of its development, and the reforms it has undergone.

C– Emotional and value goals

C1– Strengthening the ties between the Arabic language and its learners.

C2– Identify the position of Arabic among other languages.

C3– Clarifying the scientific importance of Arab heritage sources in addition to modern sources.

C4– Knowing the other characteristics of Arabic and explaining their importance, not just the characteristics of grammar and morphology.

Teaching and learning strategies

1– Standard method.

2– Inductive method.

3– Text method.

4– Descriptive method.

The strategy

Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral and written test	7– Standard method. 8– Inductive method. 9– Descriptive method.	Introduction to Philology	Identify the characteristics of the Arabic language in general	8	1–4
Oral and written test	7– Standard method. 8– Inductive method. 9– Descriptive method.	Semitic (insular) languages	Examining the distinctive characteristics of the Arabic language among its Semitic sisters (the Jazarites)	8	5–8
Oral and written test	7– Standard method. 8– Inductive	Semitic (insular) languages	Getting to know the Semitic languages	8	9–11

	9–	e method. Descriptive method.		(Jazirat) and Arabic sisters		
Oral and written test	7– 8– 9–	Standar d method. Inductiv e method. Descriptive method.	Sources of Arabic jurisprudence	Access to ancient and modern linguistic sources of the Arabic linguistic heritage	8	12–15
Oral and written test	7– 8– 9–	Standar d method. Inductiv e method. Descriptive method.	Levels of Arabic Philology	Identify the phonetic, morphologi cal and grammatica l characterist ics of Arabic	8	16–20
Oral and written test	7– 8–	Standar d method. Inductiv	Arabic calligraphy and the possibility of	Identify the possibility of the spread of	8	21–25

	9–	e method. Descriptive method.	its spread	Arabic calligraphy after Islam		
Oral and written test	7– 8– 9–	Standar d method. Inductiv e method. Descrip tive method.	Arabic calligraphy and its origins	Knowing the origin of Arabic calligraphy and the stages of its developmen t	8	26–28
Oral and written test	7– 8– 9–	Standar d method. Inductiv e method. Descrip tive method.	Arabic calligraphy and its reforms	Knowing the reforms that occurred in Arabic calligraphy	8	29–30
Course evaluation						
1– Oral exams. 2– Editorial news 3– Scientific reports.						

Learning and teaching resources	
Philology – Dr. Hatem Al-Damen	Required textbooks (methodology, if any)
Al-Sahibi in Philology – Ibn Faris / Philology – Al-Tha'alabi	Main references (sources)
Journal of the Iraqi Scientific Academy Journal of the Arabic Language Academy in Damascus Journal of the Arabic Language Academy in Cairo	Recommended supporting books and references (scientific journals, reports....)
Comprehensive library Lisan Al-Arab website Al-Fasih Network	Electronic references, Internet sites

Course description form

Course Name	
Modern Arabic Literature (Poetry)/Fourth Stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Saadoun Mohsen Ismail Email:saadoun.m.ismail@aliraqia.edu.iq	
Course objectives	
1– Cognitive objectives: 1– Enabling students to obtain knowledge and understanding of the history of the development of modern literature. 2– Understanding the social and cultural developments that helped lead to the renaissance of modern poetry. 3– Enabling the student to obtain knowledge and understanding of modern Arabic literature and its arts. 4– Knowledge Poetic schools, the circumstances of their emergence, the most prominent poets, and the characteristics of their poetry.	Objectives of the study subject

5– Reading selected poetic examples by modern poets. B – The skills objectives of the course. 1 – The ability to understand, analyze and criticize literary texts. 2– Sound knowledge of linguistic and rhetorical skills. 3– Knowledge of scientific research skills and methods, critical and creative thinking, and problem solving. 4– Developing the skill of reading text correctly. 5– Developing poetic taste. 6– Enabling the student to know poetic trends. C– Emotional and value goals 1 – Developing pride in Arabic literature. 2– Creating creative researchers. 3– Deepening the student’s self–confidence.					
Teaching and learning strategies					
1– Elocutionary methods. 2– Dialogical methods. 3– Deductive methods.				The strategy	
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral exam	Recitation, dialogue, discussion and deduction	– Modern and contemporary Arabic poetry (term and concept): the beginnings of the	Cognitive objectives specific to the lecture title	2	1

		Arab Renaissance, and the most important poetic schools that followed its emergence.			
Oral exam	Recitation, dialogue, discussion and deduction	– Modern and contemporary Arabic poetry (term and concept): the beginnings of the Arab Renaissance, and the most important poetic schools that followed its emergence.	Cognitive objectives specific to the lecture title	2	2
Oral exam	Recitation, dialogue, discussion and deduction	– The Revival School and its most important poets: (Al-Baroudi, Al-Haboubi, Ahmed Shawqi, Al-Kazemi, Al-Rusafi, Al-Jawahiri, Badawi Al-Jabal).	Cognitive objectives specific to the lecture title	2	3
Oral exam	Recitation, dialogue, discussion and	– Analysis of a sample of the poetry of Al-Baroudi and	Cognitive objectives specific to the lecture	2	4

	deduction	Ahmed Shawqi according to the four levels (rhetorical, rhythmic, syntactic, and semantic).	title		
Oral exam	Recitation, dialogue, discussion and deduction	Analysis of a sample of Al-Rusafi and Al-Jawahiri's poetry according to the four levels (rhetorical, rhythmic, syntactic, and semantic).	Cognitive objectives specific to the lecture title	2	5
Oral exam	Recitation, dialogue, discussion and deduction	– The Romantic stage, the factors influencing Arabic poetry and its most important pioneers, the Diwan School: its concept and its most important pioneers, and the most prominent contents and visions that came into their poetry.	Cognitive objectives specific to the lecture title	2	6

Oral exam	Recitation, dialogue, discussion and deduction	– Analysis of a sample of the poetry of Al-Mazni and Abdul Rahman Shukri according to the four levels (rhetorical, rhythmic, syntactic, and semantic)	Cognitive objectives specific to the lecture title	2	7
Oral	Recitation, dialogue, discussion and deduction	– The Migrant School: Introduction to it, its most important pioneers, and its artistic and stylistic characteristics.	Cognitive objectives specific to the lecture title	2	8
Oral exam	Recitation, dialogue, discussion and deduction	– The Pen League: its concept, its most important pioneers, and the most prominent contents and visions contained in their poetry	Cognitive objectives specific to the lecture title	2	9
Oral exam	Recitation, dialogue, discussion	Analysis of a sample of Elijah Abi Madi's poetry	Cognitive objectives specific to	2	10

	and deduction	according to the four levels: (rhetorical, rhythmic, syntactic, and semantic)	the lecture title		
Oral exam	Recitation, dialogue, discussion and deduction	– The Andalusian League: its concept, its most important pioneers, and the most prominent contents and visions contained in their poetry. Analysis of a sample of Rashid Salim Al-Khoury's poetry according to the four levels: (rhetorical, rhythmic, syntactic, and semantic).	Cognitive objectives specific to the lecture title	2	11
Oral exam	Recitation, dialogue, discussion and	– The Apollo School: its concept, its most important pioneers,	Cognitive objectives specific to the lecture	2	12

	deduction	and the most prominent contents and visions contained in their poetry.	title		
Written test		the first exam	Cognitive objectives specific to the lecture title	2	13
Oral exam	Recitation, dialogue, discussion and deduction	– Analysis of a sample of Ibrahim Naji's poetry according to the four levels (rhetorical, rhythmic, syntactic, and semantic).	Cognitive objectives specific to the lecture title	2	14
Oral exam	Recitation, dialogue, discussion and deduction	– The Symbolic School: its concept, its most important pioneers, and the most prominent contents and visions contained in their poetry	Cognitive objectives specific to the lecture title	2	15
Oral exam	Recitation, dialogue,	Analysis of a sample of Saeed	Cognitive objectives	2	16

	discussion and deduction	Akl's poetry according to the four levels (rhetorical, rhythmic, syntactic, and semantic)	specific to the lecture title		
Oral exam	Recitation, dialogue, discussion and deduction	– The realistic stage: factors influencing Arabic poetry and its most important pioneers.	Cognitive objectives specific to the lecture title	2	17
Oral exam	Recitation, dialogue, discussion and deduction	– Free poetry: the beginnings, pioneering, terminology.	Cognitive objectives specific to the lecture title	2	18
Oral exam	Recitation, dialogue, discussion and deduction	– Analysis of a sample of Badr Shaker Al-Sayyab's poetry according to the four levels (rhetorical, rhythmic, syntactic, and semantic).	Cognitive objectives specific to the lecture title	2	19
Oral exam	Recitation, dialogue, discussion	– Analysis of a sample of the poetry of Nazik al-	Cognitive objectives specific to	2	20

	and deduction	Malaika and Mahmoud Darwish according to the four levels (rhetorical, rhythmic, syntactic, and semantic)	the lecture title		
Written test		Second exam	Cognitive objectives specific to the lecture title	2	21
Oral exam	Recitation, dialogue, discussion and deduction	– Prose poem: (origin, concept, and leadership). Analysis of a sample of Adonis's poetry according to the four levels (rhetorical, rhythmic, syntactic, and semantic).	Cognitive objectives specific to the lecture title	2	22
Oral exam	Recitation, dialogue, discussion and deduction	– Analysis of a sample of the poetry of Zaher Al-Jizani and Raad Abdul Qader according to the	Cognitive objectives specific to the lecture title	2	23

		four levels (rhetorical, rhythmic, synthetic, and semantic).			
Oral exam	Recitation, dialogue, discussion and deduction	– Contemporar y trends (open text – flash poem – poetry poem – interactive poem)	Cognitive objectives specific to the lecture title	2	24
Course evaluation					
1– Written and oral tests. 2– Live speaking tests. 3– writing reports.					
Learning and teaching resources					
– Modern Arabic Literature: A Study of its Poetry and Prose. Dr . Salem Al–Hamdani, Dr. Faiq Mustafa.			Required textbooks (methodology, if any)		
– Contemporary Arabic Literature in Egypt. Dr. Shawqi is a guest – Studies in Contemporary Arabic Poetry, Shawqi Deif. – In modern literature, Omar Desouki, c/1–2. – Contemporary poetry in the light of modern criticism, Mustafa Al–Saharti. – Collections of poets			Main references (sources)		

mentioned in the curriculum vocabulary.	
Recent scientific research and studies published in peer-reviewed scientific journals.	Recommended supporting books and references (scientific journals, reports....)
Well-known electronic library sites for downloading books and magazines.	Electronic references, Internet sites

Course description form

Course Name	
Modern Arabic Literature (Prose) / Fourth Stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(90) hours – (180) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Dr. Hala Hamza Kazem Email:hala.h.kazem@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives 1 – Identify and learn about the most important modern prose arts in modern Arabic literature 2–Understanding the causes of the Great Literary Renaissance and its impact on the development of prose 3–Knowing the features of the novel, story, and article in modern Arabic literature 4 – Understanding the major transformational references that led to the development of Arabic prose B – The skills objectives of the course. B1 – Developing the skill of correct reading of literary texts.	Objectives of the study subject

B2 – Developing the analytical and critical ability of the literary text, deducing its developments, and revealing its implications.

B3 – Developing the skill of selecting and appreciating narrative and fictional texts and tracking the process of their transformation and development.

C– Emotional and value goals

C1 –Enabling the student to draw conclusions and deductions about the variables of Arabic literature, specifically the prose arts, and their transformations during the Arabs’ transition from the stage of occupation and subordination to liberation and political independence. Social, and the impact of these transformations on the nature of prose and its arts in form and content

C2 – Classification: The student should be aware of the transformations in prose after the Arab Renaissance and the impact of mixing with the West in developing its paths and correcting its accumulated errors.

C3 – Questioning: For the student to interact with writers and their texts, to raise questions about the methods of reading different texts and analyzing them with our intellectual structure stemming from building on artistic cognitive tools, and understanding the nature of developments and transformations and the historical and social conditions pressing towards shifting paths towards development and renewal and being influenced by

European sciences, knowledge and arts.					
Teaching and learning strategies					
1– Elocutionary methods. 2– Dialogical methods. 3– Deductive methods.				The strategy	
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Discussion	Providing a theoretical lecture	Manifestations, factors and causes of the renaissance of modern Arabic prose	Achieving cognitive goals	2	1
Class posts	Providing a theoretical lecture	The role of missions and schools in the renaissance and development of modern Arabic prose	Achieving cognitive goals	2	2
Class posts	Providing a theoretical lecture	The role of translations, newspapers, and printing presses in the development of prose	Achieving cognitive goals	2	3
Class	Providing	The art of the	Achieving	2	4

posts	a theoretical lecture	article and its most prominent figures are the West	cognitive, value and emotional goals		
Discussion + homework	Providing a theoretical lecture	The Arabic article, its characteristics and its most prominent figures	Achieving cognitive, value and emotional goals	2	5
Discussion + homework	Providing a theoretical lecture	Mustafa Lutfi Al-Manfaluti, his most prominent works	Achieving cognitive, value, emotional and skill goals	2	6
Discussion + homework	Providing a theoretical lecture	Fahmy Al- Mudarres, the most prominent features of his articles	Achieving cognitive, value-based and emotional goals, and achieving skill- based goals	2	7
Paper exam	Exam	Exam	Achieving measurement and evaluation	2	8
Class postsH	Providing a theoretical lecture	The story and its emergence factors	Achieving cognitive goals	2	9
Class	Presenting	Stages of the	Achieving	2	10

posts	an in– person lecture	emergence of the modern Arabic novel	cognitive goals		
Class posts	Presenting an in– person lecture	Towards the novels of the late nineteenth and early twentieth centuries	Achieving cognitive goals	2	11
Oral discussion	Exam	Discussing quarterly reports	Achieving cognitive, skills and qualification goals	2	12
Paper exam	Exam	experimental examination	Achieving cognitive, skills and qualification goals	2	13 14
Paper exam	Exam	First semester exam	Achieving cognitive, skills and qualification goals	2	
Class posts	In–person lecture	Problems faced by the Arabic novel	Achieving cognitive, skills and qualification goals	2	15

Class posts	In-person lecture	Social and political implications In the novel	Achieving cognitive goals	2	16
Class posts	In-person lecture	The short story in the Arab world Its most prominent features and most important landmarks	Achieving cognitive goals	2	17
Discussion , duty my house	In-person lecture	Mahmoud Taymur, and the characteristics of his stories	Achieving cognitive goals	2	18
Paper exam	Exam	Quest exam	Achieving measurement and evaluation		19
Class posts	In-person lecture	Factors of the emergence of the novel in the West	achieve goals Cognitive	2	20
Class posts	In-person lecture	Modern narrative techniques	achieve goals Cognitive and valuable And emotional	2	21
Class posts	In-person lecture	Types of narration, its patterns and	achieve goals Cognitive and valuable	2	22

		formations Narrative perspective	And emotional		
Class posts	In-person lecture	Personality types, place and time	achieve goals Cognitive and valuable And emotional	2	23
Class posts	In-person lecture	Naguib Mahfouz and the most important features of his novels	achieve goals Cognitive and valuable And emotional	2	24
Class posts	In-person lecture	Analysis of the novel A Magian Love Story by Abdul Rahman Munif	achieve goals Cognitive and valuable And emotional	2	25
Class participation	In-person lecture	Analysis of Naguib Mahfouz's novel, A Beginning and an End	achieve goals Cognitive and valuable And emotional	2	26
Class participation	In-person lecture	Biography, Fadwa Tuqan's biography as a model	achieve goals Cognitive and valuable And emotional	2	27
Class participation	In-person lecture	Discussing the questions posed by students about the	achieve goals Cognitive and valuable And emotional	2	28

		subject in general			
Paper exam	Exam	Second semester exam	achieve goals Cognitive and valuable And emotional	2	29
Feedback	In-person lecture	Review the article	achieve goals Cognitive and valuable And emotional	2	30
Course evaluation					
– Written exams (semester and final) – Oral exams and class discussions – Homework – Reports and research					
Learning and teaching resources					
A study of his poetry and prose: Dr. Samel Al-Hamdani, Dr. Faiq Mustafa Ahmed			Required textbooks (methodology if any)		
In modern literary criticism / principles and applications Dr.. Faiq Mustafa, Dr. Abdul Redha Ali, Dar Al-Kutub for Printing and Publishing, University of Mosul, second edition, 2000.			Main references (sources)		
Issues of the Collection of Pens issued by the House of General Cultural Affairs – the Iraqi Ministry of Culture. Issues of the Collection of Foreign Culture issued by the Iraqi Ministry of Culture			Recommended supporting books and references (scientific journals, reports....)		
Al novela net website/https://alriwaya.net			Electronic references, Internet sites		

Course description form

Course Name	
Modern literary criticism / fourth stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(90) hours – (180) units	
Name of the course administrator (if more than one name is mentioned)	
Name: .Youssef Saad Khalif Email:youssef.s.khalif@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives a1– Enabling students to identify areas of proficiency in literary texts a2– Training students to employ the procedures of various critical schools on literary texts. a3– Enabling students to savor literary texts and analyze their content. a4– Raising the student’s ability and enabling him to balance poetic texts. a5–Knowing the philosophical impact on criticism throughout the ages. B – The skills objectives of the course. B1 – Acquaintance with the most important critics of literary literature.	Objectives of the study subject

B2 – Knowledge of modern monetary schools and their most important pioneers. B3 – Knowing the modernist critical schools and their most important pioneers. C– Emotional and value goals C1– Developing the student’s feelings of love for literary texts, and recognizing their aesthetics. C2– Strengthening students’ critical ability, through reviewing the most important critical opinions that dealt with literature and judged it or against it.					
Teaching and learning strategies					
Lecture method. Discussion method. Brainstorming				The strategy	
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
the test	Lecture	Critical concepts: literature – art – beauty – style	Study of critical concepts: literature – art – beauty – style	2	the first
the test	Lecture	Trends in modern literary criticism (academic criticism – impressionistic	Study of trends in modern literary criticism (academic criticism – impressionistic criticism)	2	the second

		criticism)			
the test	Lecture	Ethnological theory (its concept – its most important schools)	Study of gender theory	2	the third
the test	Lecture	The classical school that separates the boundaries of races	Study of the classical school that separates the boundaries of races	2	the fourth
the test	Lecture	The cross-fertilization school and the open text school	Study of the cross-fertilization school and the open text school	2	Fifth
the test	Lecture	Gender theory – application	Studying literary models according to the theory of literary genres	2	VI
the test	Lecture	Contextual critical approaches (historical approach)	Study of contextual critical approaches (historical approach)		Seventh
the test	Lecture	Historical method –	Analysis of a literary text	2	VIII

		application	according to the historical method		
the test	Lecture	Psychological approach	Study of psychological method	2	Ninth
	Lecture	Psychological approach – application	Analysis of a literary text according to the psychological approach	2	The tenth
		The social approach	Study of the social method	2	eleventh
the test	Lecture	The social approach – application	Analysis of a literary text according to the sociological approach	2	twelfth
the test	Lecture and discussion	Structural approach	Study of textual (structural) approaches	2	Thirteenth
the test	Lecture and discussion	Structural approach – application	Analysis of a literary text according to the structural approach	2	fourteenth
the test	Lecture	Stylistic approach	Study of stylistics	2	Fifteenth
the test	Lecture	Stylistic approach – application	Analysis of a literary text according to style	2	sixteen

the test	Lecture	Semiotics	Study of semiotics	2	seventeenth
the test	Lecture and discussion	Semiotics – application	Analysis of a literary text according to the semiotic approach	2	eighteen
the test	Lecture and discussion	Reading and receiving – application	Study of reading and reception theory	2	nineteenth
			application	2	The twentieth
		application	application		twenty one
		application	application		twenty two
		application	application		twenty third
		application	application		twenty fourth
		Interpretation theory	Study of interpretation theory		25th
		Interpretation theory – application	Study of an applied model according to interpretation theory		twenty –sixth
		Cultural	Study of cultural		27th

		criticism	criticism		
		Cultural criticism – application	Study of an applied model according to cultural criticism		Twenty – eighth
		Feminist criticism	Study of feminist criticism		XXIX
		application	Study of a literary model according to feminist criticism		thirty

Course evaluation

Oral exam

Written exam

Scientific reports

Learning and teaching resources

Literary Criticism, Muhammad Ghoneimi Hilal

In literary criticism, Ismail Mazhar

Modern literary criticism, its origins and trends, Ahmed Kamal Zaki

Literary criticism, Ahmed Amin

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

Contemporary Literary Theory, Raman Selden.

Modern Literary Criticism, Muhammad Ghoneimi Hilal.

Main references (sources)

Al-Mawrid Magazine, Fosool Magazine, Alam Al-Fikr Magazine.

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

Course description form

Course Name	
Comparative Literature / Fourth Stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Dr. Hala Hamza Kazem Email:hala.h.kazem@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives a1– Training students to compare international texts a2– Training students to know the difference between comparative literary schools. a3– Knowing the most important terms in comparative literature. B – The skills objectives of the course. B1 – Understanding the most important international literary texts. B2– Knowledge of authentic literary texts. B3 – Knowledge of literary texts influenced by authentic texts. C– Emotional and value goals	Objectives of the study subject

C1– Promoting human belonging and openness to others.					
C2– Distinguishing between positive influence that promotes morals and nations, and dissolution in others and loss of identity.					
Teaching and learning strategies					
Lecture method. Discussion method. Brainstorming				The strategy	
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
the test	lecture	The term “comparative literature”	Knowledge of comparative literature	2	the first
the test	lecture	Origin and development	Knowing the origins of comparative literature and its development.	2	the second
the test	lecture	Literary relations	Study the literary relations between nations.	2	the third
the test	lecture	Features of comparison in	Knowing the roots of	2	the fourth

		heritage	comparative literature in ancient sources		
the test	lecture	Journeys (reference to comparisons in ancient sources).	Knowing the impact of travel on the emergence of comparative literature through comparison between peoples.	2	Fifth
the test	lecture	The impact of the Romantic movement on the emergence of comparative literature	Knowing the impact of the Romantic movement on the emergence of comparative literature	2	VI
the test	lecture	The impact of the scientific movement on the emergence of comparative literature	Knowing the impact of scientific wisdom on the emergence of comparative literature	2	Seventh

the test	lecture	Comparative literature and general literature	Knowledge of the term comparative literature and general literature	2	VIII
the test	lecture	Schools of Comparative Literature (French School)	Learn about the schools of comparative literature and the ideas of the French school.	2	Ninth
	lecture	American School	Know the ideas of the American school.	2	The tenth
the test	lecture	Slavic school	Know the most important ideas of the Slavic school	2	Eleventh
the test	lecture	Areas of comparative literature (influence and influence)	Knowing the factor of influence and influence among international literature	2	Twelveth

the test	Lecture and discussion	Similarities and differences	Knowing the similarities and differences between international literatures.	2	Thirteenth
the test	Lecture and discussion	Intertextuality and comparison	Knowledge of the term intertextuality and its relationship to comparative literature	2	fourteenth
the test	lecture	Translation	Knowing the impact of translation, enhancing influence and influence among different nations	2	Fifteenth
the test	lecture	The impact of realism in Arabic literature	Studying the impact of realism in Arabic literature	2	sixteen
the test	lecture	The impact of	Studying the	2	seventee

		existentialism in Arabic literature	impact of existentialism in Arabic literature		nth
the test	Lecture and discussion	Literary genres	Studying literary genres, their origins, and their transmission among world literatures.	2	eighteen
the test	Lecture and discussion	Cultural globalization	Study of globalization and its role in comparative literature	2	nineteenth
the test	lecture	application	application	2	The twentieth
the test	lecture	application	application		twenty one
the test	lecture	application	application		twenty two
the test	lecture	application	application		twenty third
the test	lecture	The relationship of comparative literature to the history of	Studying the relationship between comparative		twenty fourth

		literature	literature and literary history		
the test	lecture	The relationship of comparative literature to literary criticism.	Studying the relationship between comparative literature and literary criticism		25th
the test	lecture	Sourology in comparative literature	Study of the term formalism in comparative literature		twenty–sixth
the test	lecture	The image of the Arab in the literature of others	Studying the image of the Arab in the literature of others		27th
the test	lecture	The image of the other in ancient Arabic literature	The image of the other in ancient Arabic literature		Twenty–eighth
the test	lecture	The image of the other in Arabic literature in the modern era	Studying the image of the other in Arab literature in the modern		XXIX

			era		
the test	lecture	Comparative literature in the Arab world	Study of comparative literature in the Arab world.		thirty
Course evaluation					
1 Oral exam 2 Written exam 3 Scientific reports					
Learning and teaching resources					
Comparative Literature – Dr. Youssef Bakkar, Dr. Khalil Al–Sheikh Literary genres, doctrines and schools (in comparative literature), Dr. Shafiq Al–Bikai Studies in theatrical criticism and comparative literature, Dr. Muhammad Zaki Al–Ashmawy Schools of Comparative Literature, a systematic study, Saeed Alloush			Required textbooks (methodology)		
Statement and clarification, Al–Jahiz. The Journey of Ibn Battuta, Muhammad bin Abdullah bin Battuta.			Main references (sources)		
Al–Mawrid Magazine, Fosool Magazine, Alam Al–Fikr Magazine.			Recommended supporting books and references (scientific journals, reports....)		
Aloka – Adab website			Electronic references, Internet sites		

Course description form

Course Name	
Measurement and evaluation / fourth stage	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: Rasmiya Sahab Sarhan. Email:rasmya.s.sarhan@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives a1– Introducing the student to the meaning of measurement a2– Introducing the student to the meaning of evaluation a3– Introducing the student to the meaning of evaluation a4– Introducing the student to the types of evaluation a5– Introducing the student to the types of statistical equations a6– Introducing the student to the tools for gathering information B – The skills objectives of the course.	Objectives of the study subject

B1 – The ability to explain the lesson in the student's own style B2 – The ability to distinguish between types of teaching methods B3 – The ability to distinguish between types of educational curricula B4– The ability to recognize modern methods and trends C– Emotional and value goals C1– The student enjoys the lecture C2– The student's sympathy for the topic of the lesson C3– The student's satisfaction with the knowledge he receives C4– Strengthening the relationship between the student and the subject professor	
Teaching and learning strategies	
1– The illocutionary method 2– Dialogue method 3– Discovery and deductive methods	The strategy

Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Daily calendar	Dialogue and discussion	Definition of the meaning of measurement	Know the meaning of measurement	9	1 – 4
Daily calendar	Presentati on and deduction	Definition of the meaning of calendar	Know the meaning of calendar	9	5 – 8
Daily calendar	Presentati on and discussion	Enumeration of types of measurement	Know the meaning of assessment and testing	9	9 – 11
Written test	Presentati on and discussion	Enumeration of types of calendar	Know the types of samples	9	12 – 15
Daily calendar	Presentati on and interrogation	Definition of types of samples	Knowledge of information collection tools	9	16 – 20
Daily calendar	Dialogue and discussion	Definition of exploratory sample	Know the types of statistical equations	8	21– 25
Written test	Dialogue and discussion	Definition of question bank	Know the question bank	7	26– 28
Course evaluation					
1– Written tests					
2– Illustrative tests					

3– Research activities	
4– Simulation tests	
Learning and teaching resources	
An explanation of the subject of measurement and evaluation in the teaching process	Required textbooks (methodology, if any)
Measurement and evaluation in teaching science (Dr. Rahim Younis Crowe Al-Azzawi)	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
Al Misbah website	Electronic references, Internet sites

Course description form

Course Name	
Observation and application / stage four	
Course Code	
Non	
Semester/year	
2025–2026	
Date this description was prepared	
1–9–2025	
Available attendance forms	
Presence	
Number of study hours (total)/number of units (total)	
(60) hours – (120) units	
Name of the course administrator (if more than one name is mentioned)	
Name: .Khaled Hamid Jassim Email:khalid.h.jasim@aliraqia.edu.iq	
Course objectives	
A– Cognitive objectives –After completing the course, the student can: 1– Introducing students to choose the topic that suits the purpose for which the lesson is prepared and the level. 2– Teaching students educational and scientific information during the preparation period. 1. Teaching students the teaching competencies and program specifications based on them. B – The skills objectives of the course. After completing the course, the student will be able to: –Teaching students the technique of arousal and its	Objectives of the study subject

working mechanisms in the classroom.

Students learn about the positive points and how to activate them, as well as the negative points and how to address them.

3– Teaching students the principles of (how to teach) and how to study.

C– Emotional and value goals

1. The student should be aware of the importance of the role he will play when practicing the teaching profession
2. That the student contributes to preserving the artistic and aesthetic heritage of his nation and keeping pace with the new.
3. That the student is able to instill moral awareness and noble values.

Teaching and learning strategies

- . Lecture and discussion.
- . Cooperative education.
- . Stability and reasoning in the teaching process
- . Activating the role of students in the classroom through group participation.

The strategy

Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Exam	Lecture and discussion	Relevance of the topic to the purpose of the lesson	Choose a topic	2	1
Exam	Lecture and discussion	How to write a daily plan for the theoretical lesson	Lesson plan training	2	2
Exam	Lecture and discussion	Relevance of the topic to the student's environment	Choose a topic	2	3
Exam	Lecture and discussion	How to write a theoretical lesson	Lesson plan training	2	4
Exam	Lecture and discussion	Relevance of the topic to students' inclinations	Choose a topic	2	5
Exam	Lecture and discussion	How to write the plan for the practical lesson	Lesson plan training	2	6
Exam	Lecture and discussion	The connection between the material and the goal of the	Choose the method of implementation or material	2	7

		lesson			
Exam	Lecture and discussion	How to write the plan for the practical lesson	Lesson plan training	2	8
Exam	Lecture and discussion	The material is compatible with the students' abilities	Choose the method of implementation or material	2	9
Exam	Lecture and discussion	How to write the plan for the practical lesson	Lesson plan training	2	10
Exam	Lecture and discussion	Linking excitement to the goal	Excitement and direction	2	11
Exam	Lecture and discussion	How to write the plan for the practical lesson	Lesson plan training	2	12
Exam	Lecture and discussion	The relationship of excitement to the intellectual level of students	Excitement and direction	2	13
Exam	Lecture and discussion	The student presents a lesson in front of the class	Lesson delivery training	2	14
Exam	Lecture and discussion	How to get excited	Excitement and direction	2	15

Course evaluation	
1. Daily activities 2.Theoretical tests 3. Practical tests	
Learning and teaching resources	
Teaching methods and techniques	Required textbooks (methodology, any)
Zoqan Obaidat and Suhaila Abu Al-Samid, Teaching Strategies in the Twenty-First Century,2009	Main references (sources)
Al-Sawy, Mohamed Wagih, Learning by Ends and Means, A Future Vision, Ain Shams University,2002.	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet site