Course Description Form/ Andalusian literature

1- Course name:	
Andalusian literature	
2- Course code for the fir	rst stage
Third stage	
3- Semester/Year	
2023-2024	
4- The date this description	on was prepared is 2/10/2024
26-3-2024	
5- Available forms of atte	ndance
Actual attendance in the lessons	classroom / distance learning / recording video
6- Number of study hour	s (total) Number of units (total)
60ho	urs, each hour 2 academic units
7- Name of the course ad	ministrator (if more than one name is mentioned)
Name: Assist .Prof Ahm	ed Naji Nayif
Email: ahmed.ar.hum@u	odiyala.edu.iq
8- Course objectives	
Objectives of the study subject	To make the product that emerges from the Arabic Language Department in the College of Education an effective element in serving society and delivering the required educational message at the highest levels of .science and education A- Cognitive objectives
	1- Enabling students to obtain knowledge and understanding of the intellectual .framework of modern criticism
	2. Preparing students psychologically and educationally for the teaching profession in .secondary schools
	3. Preparing students psychologically and

- educationally for the profession of teaching . modern criticism in secondary schools
- .B- The skills objectives of the course
- 1- Determines the mechanism for transferring theoretical knowledge to the practical aspect .within the school classroom
- 2- Apply modern criticism strategies in the .school classroom
- **3-** Applies appropriate methods to reduce the effect of forgetting
- 4- Apply learning theories in educational situations

9- Teaching and learning strategies

The strategy

- 1- Using the presentation and lecture method to provide students with the basics and topics related to the knowledge described in (A).
- 2- Through the method of questioning and discussion, the study materials are clarified and explained by the academic staff
- 3- Directing students to visit the library and the International Informatics Network to .obtain information and facts

Evaluation method

are semester exams, and attendance, daily 40 participation, and electronic attendance are .taken into account

end-of-semester exams % 60

Teaching and learning methods

- 1- Assigning students to make reports regarding the current lecture and .demonstrating its importance
- 2- Questioning students through a set of thinking questions (how, why, where, which) .for some topics
- 3- Forming discussion circles in which the student is rewarded for his answers, and his information is corrected if he makes a mistake, and it is done electronically according to the Classroom and Meet .program
- 4- Teaching students how to build their

	.ways of thinking and analysis]
		-

10- Cour	rse Structu	re			
The Week	The Hours	Required Learning Outcomes	Name Of The Unit/Topic	Teaching Method	Evaluation Method
The first week 1-10-2023	3	Students' control of this subject and its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to .others	Conquest and the history of Islam in Andalusia	Presentation 1. 2. Discussion and dialogue 3. Display on the electronic display	1- Oral exams 2- Research duties Students' attendan ce and participa tion during the lecture
The second week 10-8-2023	2		Sources for studying literature in Andalusia	=	=
The third week 17-10- 2023	2		Book (Morocco in Moroccan Jewelry)	=	=
fourth week 22-10- 2023	2		Book (The scent of perfume from the moist branch of Andalusia)	=	=

Week Five 20/29/1 3 2	3	Poet Abdul Rahman Al Dakhel	=	=
the sixth week 1/5 3 202/1	3	The poet Ibn Abd Rabbo Al-Andalusi	=	=
The sevent h week /1/1/12 3 202	3	kitab aleaqd alfarid	=	=
Week Eight 2/19/11 3 02	3	The poet Yahya bin Al-Hakam Al-Ghazal	=	=
The ninth week 2/26/11 3 02	3	Literature in the Umayyad era	=	=
tenth week /12/3 3 202	3	The era of the emirate	=	=
elevent h week /12/10 3 202	3	The era of the caliphate	=	=
The twelfth week 1 20/7/12 3 2	3	Literature in the era of sects and Almoravids	=	=
The thirtee	3	Topics of poetry in the era of sects and	=	=

41 1	I	41 • 1		
nth week		Almoravids		
12 / 5 2 3 202 /				
The fourtee nth week 202/2/1	3	alghazal / almadh	=	=
The fifteent h week 202/8/1	3	Pathos/asceticism and mysticism	=	=
The sixteen th and sevente enth weeks	3	lf-year holiday m 1/14/2024 il 1/25/2024	=	=
The eightee nth week, 20/27/1	3	Duality in the themes of Andalusian poetry	=	=
The ninetee nth week 202/2/4	2	The most famous poets	=	=
twentie th	2	The poet Abu Ishaq Al-Albiri	=	=

week				
The twenty first - week	2	The poet Ibn Shahid Al-Andalusi	=	=
The twenty two-week /2/18 2024	2	The poet Ibn Darraj al-Qastali	=	=
The twenty	2	The poet Ibn Zaydoun	=	=
three week /25/2 2024				
The tweny four-week	2	Prose and its topics in the era of sects and Almoravids	=	=
The twenty ive-week	2	Characteristics and artistic styles of prose	=	=
/3/10 2024	2			
The twenty six-week /3/17 2024	2	The most famous works of the era of the sects and the Almoravids	=	=
The twenty sevent	2	Message of Minions and Whirlwinds by	=	=

h-week 24-3- 2024		Ibn Shahid		
The twenty -eight week 31-3-2024	2	Prose in the Umayyad era and the Caliphate		=
The twenty -nine week 6-4-2024	2	Artistic prose and authorial prose	=	=
The thirty week 13-4-2024		Renewal in Andalusian poetry	=	=
The thirty one week 20-4-2024	2	Muwashahat	=	=
The thirty two week 27-4-2024	2	Nature poetry/Elegy poetry	=	=
The thirty three week 4-5-2024	2	Poetry of nostalgia and alienation		
The thirty four	2	The impact of	=	=

week 11-5-		Andalusian literature	
2024		on other European	
		literatures	

11.Course evaluation

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

12.Resources of learning and teaching

1- Required prescribed books	Required textbooks (methodology, if (any
2- Main references (sources)	Main references (sources)
3- Recommended books and references (scientific journals, reports,)	Recommended supporting books and references (scientific journals, (reports
4- Electronic references, Internet sites.	Electronic references, Internet sites

Ministry of Higher Education and Scientific Research Scientific Supervision and Scientific Evaluation Apparatus Directorate of Quality Assurance and Academic Accreditation Accreditation Department



Academic Program and Course Description Guide

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

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

<u>Course Description</u>: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

<u>Program Vision:</u> An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

<u>Program Mission:</u> Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

<u>Program Objectives:</u> They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

<u>Curriculum Structure</u>: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

<u>Teaching and learning strategies</u>: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extracurricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education and Human Sciences

Scientific Department: Department of Arabic language

Academic or Professional Program Name: Bachelor's

Final Certificate Name: Bachelor's degree in

Academic System: Annual

Description Preparation Date:

File Completion Date:

Signature: rubaabd al reda

abd al razak

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Ehab Sami Hussain

Signature:

1 (

Approval of the Dean

1. Program Vision

The Department of Arabic Language at the College of Education for Humanities/University of Diyala aspires to leadership in the field of teaching and scientific research in the Arabic language and literature locally, regionally and globally and seeks to provide integrated, high-quality education and distinguished educational programs with modern teaching methods and educational means. The department also seeks to attract distinguished teaching talents with experience and academic excellence.

2. Program Mission

- 1. Leadership in providing academic programs in the field of the Arabic language distinguished by research and creativity for community development.
- 2. Graduating qualified cadres in the field of the Arabic language, translating the visions and ideas of non-Arabic-speaking countries, and facilitating dialogue and communication between peoples. This can only be achieved by applying quality standards in providing good information to the student of the Arabic language.
- 3. Enhancing the intellectual, cultural, and educational level of students by developing their linguistic, intellectual, and research skills to meet the requirements of the labor market, providing distinguished graduates to serve the community, advancing the country's reality, and preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- 1- Preparing scientific cadres with the ability to take the initiative to be accredited to lead the educational process in society.
- 2- A graduate specializing in Arabic language and literature, Arabic with linguistic and literary skills.

- 3- Preparing specialized scientific cadres with master's and doctoral degrees to provide professional income and scientific researchers in society.
- 4- Conducting basic and applied studies and research, and holding scientific seminars and conferences that contribute to the progress of society.
- 5- Keeping up with the labor market and tourism developments.
- 6- The student's ability to master artistic drawing, drafting, and creativity.
- 7- New creativity in the field of the Arabic language.
- 8- Focusing on the practical aspect by training students on the skills of listening and conversation and preparing them on how to deal with such employees who communicate in Arabic in a way that competes with grammatical errors.
- 9- Effective entities in writing model books and general references.
- 10- New, experimental and comparative work in the field of Arabic language and literature.
- 11- Providing scientific expertise and advice to the educational institution in the community to ensure keeping pace with current development in its field of specialization.
- 12- Refine students' critical thinking skills.
- 13- Building engagement with the public sectors by conducting studies
- 14- Provides consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency? No

5. Other external influences

Is there a sponsor for the program? No

6. Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	37	4	%10.8108	1
College Requirements	37	4	%10،8108	1
Department Requirements	37	29	%78.3785	1
Summer Training	1	1	1	1
Other				

^{*} This can include notes whether the course is basic or optional.

7. Program Description					
Year/Level	Course Code Course Name Credit Hours				
			theoretical	practical	
Second stage		Computer	1	2	

8. Expected learning outcomes of the program			
Knowledge			
Learning Outcomes 1	Learning Outcomes Statement 1		
Skills	Skills		
Learning Outcomes 2	Learning Outcomes Statement 2		
Learning Outcomes 3	Learning Outcomes Statement 3		
Ethics			
Learning Outcomes 4	Learning Outcomes Statement 4		
Learning Outcomes 5	Learning Outcomes Statement 5		

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in implementing the program in general.

A- Cognitive objectives

- 1 Enabling students to obtain knowledge and understanding of the intellectual framework of pre–Islamic Arabic literature.
- 2- Preparing students psychologically and educationally for the teaching profession in secondary schools.
- 3- Preparing students psychologically and educationally for the profession of teaching pre-Islamic literature in secondary schools.
- B The program's skill objectives
- 1- Determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroom.
- 2- Applies morphology strategies within the school classroom.
- 3– Apply appropriate methods to reduce the effect of forgetting.

 Applies learning theories in educational situations.

10. Evaluation methods

- 1- Stimulating the element of motivation among students by rewarding the applicant with grades.
- 2- The correct answer is counted as an approved model answer in the daily or final exam.
- 3- Supporting students who have good competence in accordance with the requirements of the department.

Faculty Members Academic Rank Specialization Special Requirements/Skills (if applicable) General Special Staff Professor, Assistant

		Professor.
		Doctor
		teacher,
		assistant
		teacher

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

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

12. Acceptance Criterion

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

- 1 Admission is central
- 2- The student's desire.
- 3- Competitive rate between departments.

13. The most important sources of information about the program

- 1 Books, periodicals, theses and university dissertations that meet the latest study requirements in the morphology major
- 2- International Information Network.
- 3– The personal experience of the person teaching the course.

14. Program Development Plan

1- The curriculum denies taking into account students' inclinations, trends, needs,

and problems.

- 2- The curriculum should be adapted to the students' present and future, and there should be a compatibility between learning methods and the characteristics of students' development.
- 3- The teacher must have an influential personality on his students, because the student is influenced firstly by the teacher, and the capable professor adds a special style to the student's personality in teaching.

Periodic (annual) updating of approved training plans.

	Program Skills Outline														
		Required program Learning outcomes													
Year/Level Course Code		Course Name	Basic or												
		. Tume	optional	A1	A2	A3	A4	B1	B2	В3	B4	C1	C2	С3	C4
Second Stage		Computer	Basic	1	1	V	V	1	1	V	1	V	1	1	

Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

components (hardware and software) and various accessories. • Providing the student with skills for so computer applications such as Microsoft W and Microsoft PowerPoint. • Providing the student with knowled scientific concepts, and skills related to Internet. 9. Teaching and Learning Strategies Strategy 1- Presentation. 2- Discussion.	1 0	N	
2. Course Code: 3. Semester / Year: Annual 4. Description Preparation Date: 2024/4/3 5. Available Attendance Forms: Second stage students 6. Number of Credit Hours (Total) / Number of Units (Total) (90) Hours / (4) Units 7. Course administrator's name (mention all, if more than one name) Name: Ghazwan Khalid Email: ghazwankhalid84@gmail.com 8. Course Objectives • Providing the student with scientific knowle and concepts in the field of computers and concepts in the field of computers and needs of his community. • Introducing the student to the computer of the computer applications such as Microsoft W and Microsoft PowerPoint. • Providing the student with knowled scientific concepts, and skills related to Internet. 9. Teaching and Learning Strategies Strategy 1- Presentation. 2- Discussion.		e Name:	
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2- Discussion.			
	Strategy		
י וומווווע		3- Training.	
4- Brainstorming.		_	

5- Motivational questions.

10. Course Structure

Mest	Harrina	Required Learning	Unit or subject	Learning	Evaluation
Week	Hours	Outcomes	name	method	method
1	3	Students' understanding of this topic theoretically and practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Introduction to th physical components of a computer		
2	3	Students' understanding of this topic theoretically and practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Introduction to computer softwar components		
3	3	Students' understanding of this topic theoretically and practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Desktop features and instructions		
4	3	Students' understanding of this topic theoretically and practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Working with files and folders		
5	3	Students' understanding of this topic theoretically and practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Introduction to Microsoft Word		
6	3	Students' understanding of this topic theoretically and practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Home tab/Workin with texts		
7	3	Students' understanding o this topic theoretically and practically, and their abilit	Methods for Selectexts		

		to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.		
8	3	Students' understanding of this topic theoretically and practically, and their abilit to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Get to know the Insert tab	
9	3	Students' understanding of this topic theoretically and practically, and their abilit to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Page Layout tab	
10	3	Students' understanding of this topic theoretically and practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	View tab	
11	3	Students' understanding of this topic theoretically and practically, and their abilit to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Review tab	
12	3	Students' understanding of this topic theoretically and practically, and their abilit to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	How to print the document	
13	3	Students' understanding of this topic theoretically and practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Spring break	
14	3	Students' understanding of this topic theoretically and practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	opinig bi cak	

		Students' understanding o		
15	3	this topic theoretically and practically, and their abilit to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Introduction to Microsoft PowerPoint	
16	3	Students' understanding of this topic theoretically and practically, and their abilit to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Home tab	
17	3	Students' understanding of this topic theoretically and practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Insert tab	
18	3	Students' understanding of this topic theoretically and practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Design tab	
19	3	Students' understanding of this topic theoretically and practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Movements tab	
20	3	Students' understanding of this topic theoretically and practically, and their abilit to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Slideshow tab	
21	3	Students' understanding of this topic theoretically and practically, and their abilit to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Review tab	
22	3	Students' understanding of this topic theoretically and practically, and their ability to perceive and assimilate transform it into the ability	View tab	

		understand and speak, and		
		transfer this knowledge to others.		
23	3	Students' understanding of this topic theoretically and practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Introduction to th Internet	
24	3	Students' understanding of this topic theoretically and practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Types of computer networks	
25	3	Students' understanding of this topic theoretically and practically, and their abilit to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Benefits of networking	
26	3	Students' understanding of this topic theoretically and practically, and their abilit to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Internet protocols	
27	3	Students' understanding of this topic theoretically and practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	World Wide Web	
28	3	Students' understanding of this topic theoretically and practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Uses and harms of the Internet	
29	3	Students' understanding of this topic theoretically and practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.	Internet service provider	
30	3	Students' understanding o this topic theoretically and	Internet ownershi	

		practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.					
11. (Course I	Evaluation					
	_	score out of 100 accon, daily oral, monthly, o	_		•	tudent such as	
12. l	earning	and Teaching Reso	urces				
Require	d textboo	ks (curricular books, if a	ıny)	/			
Main ref	Main references (sources) The most important books with				oks within t		
				specialty that have an understandal			
				and uncomp	olicated acade	emic style.	

references

Recommended

(scientific journals, reports...)

Electronic References, Websites

books

and

Some books, theses, and dissertation

that include the course vocabulary a

Digital libraries on the Internet, whi

include everything related to the cours

recommended.



cation and Scientific Research
upervision and Evaluation Authority
ssurance and Academic Accreditation
Accreditation Department

دليل وصف البرنامج والمقرر الأكاديمي

Introduction:

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

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

This guide, in its second version, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the description of the academic program circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna track as the basis for their work.

In this regard, we can only emphasize the importance of writing a description of academic programs and courses to ensure the proper functioning of the educational process.

Concepts and terminology:

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

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

<u>Program Vision: An</u> ambitious picture for the future of the academic program to be a sophisticated, inspiring, stimulating, realistic and applicable program.

<u>Program Mission:</u> Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

<u>Program Objectives:</u> They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

<u>Curriculum Structure</u>: All courses / subjects included in the academic program according to the approved learning system (semester, yearly, Bologna track) whether it is a requirement (ministry, university, college and scientific department) with the number of study units.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by the student after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

<u>Teaching and learning strategies</u>: They are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. Describeall classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: University Diyala	
Faculty/Institute: College, Education for Human Sciences	

Scientific Department: Dep	artment Arabic
•	Program Name: Bachelor
Final Certificate Name: Bac	
Academic System: Yearly	
Date of preparation of the	description:
File filling date :	
: التوقيع	: التوقيع
: التوقيع :اسم المعاون العلمي	a.m.d: rubaabd al reda raz: اسم رئيس القسم
: التاريخ	: التاريخ
Check the file before	
Division of Quality Assurance	e and University Performance
Name of the Director of the O	Quality Assurance and University
Performance Division:	
Date	
Signature	
	Approval of

the Dean

1. Program Vision

The Department of Arabic Language at the College of Education for Human Sciences / Diyala University looks forward to leadership in the field of teaching and scientific research in Arabic language and literature locally, regionally and globally and seeks to provide integrated education of high quality and distinguished educational programs with modern teaching methods and teaching methods. The department also seeks to attract prestigious teaching competencies with experience and academic excellence.

2. Program Mission

- 1. Leadership in providing academic programs in the field of Arabic language distinguished research and creativity for community development.
- 2. Graduating qualified cadres in the field of Arabic language , translating the visions and ideas of non-Arabic speaking countries, and facilitating dialogue and communication between peoples. This can only be done by applying quality standards in giving good information to the Arabic language student.
- 3. Advancing the intellectual, cultural and educational level of the student by developing their linguistic, intellectual and research skills to meet the requirements of the labor market and provide distinguished graduates to serve the community and advance the reality of the country and prepare researchers

capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- 1- Preparing scientific cadres who hold a bachelor's degree and are responsible for leading the educational process in society.
- 2- A graduate specialized in Arabic language and literature equipped with linguistic and literary skills.
- 3- Preparing specialized scientific cadres of master's and doctoral degree holders to be supplied by Iraqi universities and scientific research institutions in society.
- 4- Conducting basic and applied studies and research and holding seminars and scientific conferences that contribute to the progress of society.
- 5- Keeping abreast of the labor market and knowledge developments.
 - * 6- Enabling the student to write artistic research, drafting and creativity.
- 7- Creativity and innovation in the field of Arabic language.
- 8- Focusing on the practical aspect by training students on the skill of listening and speaking to prepare them on how to deal with such an atmosphere that speaks classical Arabic free of grammatical errors.
- 9- Effective contribution to the writing of methodological books, assistance and general references.

- 10- Conducting theoretical, experimental and comparative research in the field of Arabic language and literature.
- 11- Providing scientific expertise and advice to the educational institution in the community in a manner that ensures keeping pace with the development in its field of specialization.
- 12- Refining students' critical and creative thinking skills.
- 13- Building partnership with the public and private sectors by conducting studies
- 14. Provide consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which side? No

5. Other external influences

Is there a sponsor for the program? No

6. Program Structure							
Reviews*	Percentage	Unit of study	Number of	Program Structure			
			Courses				
1	%10،8108	4	37	Requirements of the			
,				institution			
1	%10،8108	4	37	College			
,				Requirements			

1	%78،3785	29	37	Department
,				Requirements
1	1	1	1	Summer Training
				Other

^{*} It can include notes whether the course is basic or optional.

7. Program Description							
Credit Hours		Course Name	Course or Course Code	Year/Level			
practical	theoretical						
There isn't any		Exchange		The first			

8. Expected learning outcomes of the program					
Knowledge					
Learning Outcomes Statement 1	Learning Outcomes 1				
Skills					
Learning Outcomes Statement 2	Learning Outcomes 2				
Learning Outcomes Statement 3	Learning Outcomes 3				
Values					
Learning Outcomes Statement 4	Learning Outcomes 4				
Learning Outcomes Statement 5	Learning Outcomes 5				

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

- A- Cognitive objectives
- 1 Enable students to obtain knowledge and understanding of the intellectual framework of Arabic literature before Islam .
- 2- Preparing students psychologically and educationally for the teaching profession in secondary schools.

- 3- Preparing students psychologically and educationally for the profession of teaching pre-Islamic literature in secondary schools
- B- Program Skills Objectives
- 1- Determines the mechanism of transfer of theoretical knowledge to the applied side within the classroom.
- 2- Applies exchange strategies in the classroom.
- 3- Apply appropriate methods to minimize the impact of forgetfulness.

Apply learning theories in educational situations.

10. Evaluation methods

- 1- Raising the element of motivation among students by rewarding the applicant with grades.
- 2- Calculating the correct answer as a typical answer approved in the daily or final exam.
- 3- Supporting students who have good competence in line with the requirements of the department.

11. Faculty									
Faculty Members									
Preparation of the teaching staff		Special Requirements/Skills (if applicable)		Specialization		Academic Rank			
lecturer	angel			special	year				
1	54	1	1	Language	Arabic	Professor,			
				+	Language	Assistant			
				Literature		Professor.			
						Lecturer Doctor,			

		Assistant
		Lecturer

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

1Use the method of presentation and lecture in providing students with the basics and topics related to knowledge

Explained.

- 2 Through the method of interrogation and discussion, the study materials are clarified and explained by the academic staff
- 3 Directing students to visit the library and the international information network to obtain information and facts 0

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

- 1- Admission is centralized
- 2- The desire of the student.
- 3- Competitive rate between departments.

13. The most important sources of information about the program

- 1 Books, periodicals, theses and university theses thatmatch the last requirements of study in the specialty of exchange
 - 2- International Information Network.
 - 3 Personal experience of the course teacher.

14. Program Development Plan

- 1- The curriculum denies taking into account students' tendencies, trends, needs and problems .
- 2- The curriculum should be adapted to the present and future of students, and should be compatible between learning styles and the characteristics of student growth.
- 3- The teacher should have an influential personality in his students, because the student is affected first by the teacher, and the able professor adds a special style to the student's personality in teaching.

Periodic (annual) updating of approved training plans.

								Pro	ogran	n Skill	s Out	line			
]	Learnii	ng outco	mes re	quire	ed fro	m the	prog	ram						
Values				Skills				Kno	wledg	е		Basic or Course Course Name Code		Year/Level	
C4	С3	C2	C1	B4	В3	B2	B1	A4	A3	A2	A1	optional			
V	√	V	V	$\sqrt{}$	V	V	V	1	√	√	V	fundamental	Exchange		The first
															_
															-

Please tick the boxes corresponding to the individual learning outcomes from the program under evaluation.

Course Description Form

1. Course Name

Exchange

- 2. Course Code
- 3. Semester / Year

The academic year is two semesters per semester (15) weeks

4. The history of preparation of this description

2/10/2023

5. Available Attendance Forms

Daily attendance

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

2 hours per week * 30 weeks for the academic year = 60 scientific hours division

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

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m . Hedd Daud Salim

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- 8. Course Objectives
- Cognitive Objectives

Course Objectives

- A1- Enabling students to obtain knowledge and understanding of the intellectual framework of the exchange material
- A2- Preparing students psychologically and educationally for the teaching profession in secondary schools
- A3- Preparing students psychologically and educationally for the profession of teaching exchange in secondary schools
- A4- Enabling students to obtain an appropriate store of morphological vocabulary
 - Skills Objectives
- B1 Determines the mechanism of transferring theoretical knowledge to the practical side within the classroom
- B2 Applies exchange strategies in the classroom
- B3 Apply appropriate methods to reduce the impact of forgetfulness

- B4 Applies learning theories in educational situations
 - Value Objectives
- C1- Analysis of some texts from the Holy Qur'an, Arabic poetry or literary prose to clarify the morphological vocabulary contained therein.
- C2- Linking the various morphological vocabulary and realizing the extent of the interdependence of its material and meaning
- C3- Distinguishing between morphological vocabulary that agrees with article and different in action and meaning
- C4- Knowing and interpreting changes in the structure of morphological vocabulary
 - 9. Teaching and Learning Strategies
 - 1- The method of delivery and lecture in providing students with the basics and topics related to knowledge

2- Through the method of interrogation and discussion, the study materials are clarified and explained by the academic staff.

- 3- Directing students to visit the library and the international information network to obtain information and facts
- 4- Assigning students to make reports regarding the subject offered
- 5- Interrogate students with a set of questions to provoke their thinking and alert them to the most correct and accurate answers
- 6- Open a morphological issue for discussion and participation of students in their opinions and statement of the best opinions

10. Course Structure

Evaluation	Learning method	Unit or	Required Learning	Hours	The
method		subject	Outcomes		week
		name			
(1) Oral tests (2) Research Assignments (3) Student participation in telecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Morphology: definition - statement of its subject - authorship in it	Students control this subject and understand it theoretically, and their ability to perceive the scient material, absorb it and turn into a faculty of understandispeaking and transferring the knowledge to others		Week The firs

Strategy

(1) Oral tests	(1) Progressive	Morphological	Students control this subject	2	Week
(2) Research	presentation	balance	and understand it theoretica		Second
Assignments	(2) Practical		and practically, and their		
(3) Student	presentation on the		ability to perceive the scient		
participation in t	whiteboard		material, absorb it and turn		
lecture	(3) Discussion and		into a faculty of understandi		
	dialogue		speaking and transferring th		
	o o		knowledge to others		
(1) Oral tests	(1) Progressive	Exercises	Students control this subject	2	Week
(2) Research	presentation		and understand it theoretica		Third
Assignments	(2) Practical		and practically, and their		111114
(3) Student	presentation on the		ability to perceive the scient		
participation in t	whiteboard		material, absorb it and turn		
lecture	(3) Discussion and		into a faculty of understandi		
iecture					
	dialogue		speaking and transferring th		
(4) 0 1	(4) D	** 1 11.	knowledge to others		mi
(1) Oral tests	(1) Progressive	Verb and its	Students control this subject	2	The we
(2) Research	presentation	divisions: past -	and understand it theoretica		Fourth
Assignments	(2) Practical	present tense an	and practically, and their		
(3) Student	presentation on the	imperative	ability to perceive the scient		
participation in t	whiteboard		material, absorb it and turn		
lecture	(3) Discussion and		into a faculty of understandi		
	dialogue		speaking and transferring th		
			knowledge to others		
(1) Oral tests	(1) Progressive	Correct verb:	Students control this subject	2	Week
(2) Research	presentation	definition,	and understand it theoretical		\mathbf{V}
Assignments	(2) Practical	divisions	and practically, and their		
(3) Student	presentation on the		ability to perceive the scient		
participation in t	whiteboard		material, absorb it and turn		
lecture	(3) Discussion and		into a faculty of understandi		
iccture	dialogue		speaking and transferring th		
	ulalogue		knowledge to others		
(1) Oral tests		The connection	Students control this subject	2	The we
	(1) Drogragiya		and understand it theoretica	2	Sixth
(2) Research	(1) Progressive	pronouns with			Sixtn
Assignments	presentation	correct verbs	and practically, and their		
(3) Student	(2) Practical		ability to perceive the scient		
participation in t	presentation on the		material, absorb it and turn		
lecture	whiteboard		into a faculty of understandi		
	(3) Discussion and		speaking and transferring th		
	dialogue		knowledge to others		
(1) Oral tests		Exercises	Students control this subjec	2	The we
(2) Research	(1) Progressive		and understand it theoretic		Seventh
Assignments	presentation		and practically, and their		
(3) Student	(2) Practical		ability to perceive the scient		
participation in t	presentation on the		material, absorb it and turn		
lecture	whiteboard		into a faculty of understandi		
	(3) Discussion and		speaking and transferring th		
	dialogue		knowledge to others		
(1) Oral tests	-	The ill verb: its	Students control this subject	2	The we
(2) Research	(1) Progressive	definition - its	and understand it theoretica		Eighth
Assignments	presentation	divisions	and practically, and their		8
(3) Student	(2) Practical	2111010110	ability to perceive the scient		
participation in (presentation on the		material, absorb it and turn		
	whiteboard				
lecture			into a faculty of understandi		
	(3) Discussion and		speaking and transferring th		
	dialogue		knowledge to others		
			6. 1 1.1. 1. 1	^	147aal-
(1) Oral tests		The connection	Students control this subject	2	Week
(2) Research	(1) Progressive	pronouns with il	and understand it theoretica	2	Week Ninth
				Z	

(2) Chudant	(2) Drostical	1	motorial chaorbit Jan	ı	
(3) Student	(2) Practical		material, absorb it and turn		
participation in t	presentation on the		into a faculty of understandi		
lecture	whiteboard		speaking and transferring th		
	(3) Discussion and		knowledge to others		
	dialogue				
(1) Oral tests		Exercises	Students control this subjec	2	The we
(2) Research	(1) Progressive		and understand it theoretica		X
Assignments	presentation		and practically, and their		
(3) Student	(2) Practical		ability to perceive the scient		
participation in t	presentation on the		material, absorb it and turn		
lecture	whiteboard		into a faculty of understandi		
	(3) Discussion and		speaking and transferring th		
	dialogue		knowledge to others		
(1) Oral tests		Abstract verb:	Students control this subject	2	The we
(2) Research	(1) Progressive	definition, abstr	and understand it theoretica	_	atheist
Assignments	presentation	verb weights	and practically, and their		ten
(3) Student	(2) Practical	verb weights	ability to perceive the scient		ten
participation in t	presentation on the		material, absorb it and turn		
lecture	whiteboard		into a faculty of understandi		
	(3) Discussion and		speaking and transferring th		
	dialogue		knowledge to others		
(1) Oral tests		Exercises	Students control this subjec	2	Week
(2) Research	(1) Progressive		and understand it theoretica		Second
Assignments	presentation		and practically, and their		ten
(3) Student	(2) Practical		ability to perceive the scient		
participation in t	presentation on		material, absorb it and turn		
lecture	the whiteboard		into a faculty of understandi		
	(3) Discussion and		speaking and transferring th		
	dialogue		knowledge to others		
(1) Oral tests		Verb more:	Students control this subject	2	Week
(2) Research	(1) Progressive	definition, verb	and understand it theoretica	_	
Assignments	presentation	weights more	and practically, and their		Third
(3) Student	(2) Practical	weights more	ability to perceive the scient		ten
participation in (presentation on the		material, absorb it and turn		ten
lecture	whiteboard		into a faculty of understandi		
iecture	(3) Discussion and		speaking and transferring th		
(4) 0 1	dialogue	N/	knowledge to others	2	ml
(1) Oral tests	(4) 5	Meanings of	Students control this subjec	2	The we
(0) -	(1) Progressive	additional verb	and understand it theoretical		Fourth
(2) Research	presentation	forms	and practically, and their		ten
Assignments	(2) Practical		ability to perceive the scient		
(3) Student	presentation on the		material, absorb it and turn		
participation in t	whiteboard		into a faculty of understandi		
lecture	(3) Discussion and		speaking and transferring th		
_	dialogue		knowledge to others		
(1) Oral tests		Exercises	Students control this subject	2	Week
(2) Research	(1) Progressive		and understand it theoretica		V
Assignments	presentation		and practically, and their		ten
(3) Student	(2) Practical		ability to perceive the scient		
participation in (presentation on the		material, absorb it and turn		
lecture	whiteboard		into a faculty of understandi		
ictui e	(3) Discussion and		speaking and transferring th		
(4) 0 -1:	dialogue	D'.'1. 1 .'	knowledge to others	2	YAZ . 1
(1) Oral tests		Rigid and acting	Students control this subjec	2	Week
	(4) 5	0			
(2) Research	(1) Progressive	verb	and understand it theoretica		Sixth
(2) Research Assignments	presentation	0	and practically, and their		Sixth ten
(2) Research Assignments (3) Student	presentation (2) Practical	0	and practically, and their ability to perceive the scient		
(2) Research Assignments	presentation	0	and practically, and their		

	(0) D' ' '		1. 1	T	
	(3) Discussion and dialogue		speaking and transferring the knowledge to others		
(1) Oral tests	ulalogue	Necessary and	Students control this subject	2	The we
(2) Research	(1) Progressive	transitive verb	and understand it theoretica	2	Sevent
Assignments	presentation	transitive verb	and practically, and their		ten
(3) Student	(2) Practical		ability to perceive the scient		ten
participation in t	presentation on the		material, absorb it and turn		
lecture	whiteboard		into a faculty of understandi		
iecture	(3) Discussion and		speaking and transferring th		
	dialogue		knowledge to others		
(1) Oval tasta	ulalogue	The verb based	Students control this subjec	2	Week
(1) Oral tests	(1) Duo amo anivo		-	Z	week
(2) Research	(1) Progressive	the known and t	and understand it theoretica		Fiabeb
Assignments	presentation	passive verb	and practically, and their		Eighth
(3) Student	(2) Practical		ability to perceive the scient		ten
participation in t	presentation on the		material, absorb it and turn		
lecture	whiteboard		into a faculty of understandi		
	(3) Discussion and		speaking and transferring th		
(1) 0 1:	dialogue		knowledge to others		
(1) Oral tests	(4) B	Exercises	Students control this subjec	2	Week
(2) Research	(1) Progressive		and understand it theoretical		Ninth
Assignments	presentation		and practically, and their		ten
(3) Student	(2) Practical		ability to perceive the scient		
participation in t	presentation on the		material, absorb it and turn		
lecture	whiteboard		into a faculty of understandi		
	(3) Discussion and		speaking and transferring tl		
	dialogue		knowledge to others		
(1) Oral tests		Affirmation of	Students control this subjec	2	Week 20
(2) Research	(1) Progressive	verbs with	and understand it theoretica		
Assignments	presentation	emphasis and	and practically, and their		
(3) Student	(2) Practical	another rule of t	ability to perceive the scient		
participation in t	presentation on the	confirmed verb	material, absorb it and turn		
lecture	whiteboard		into a faculty of understandi		
	(3) Discussion and		speaking and transferring th		
	dialogue		knowledge to others		
(1) Oral tests		Exercises	Students control this subject	2	The we
(2) Research	(1) Progressive		and understand it theoretica		atheist
Assignments	presentation		and practically, and their		Twenty
(3) Student	(2) Practical		ability to perceive the scient		_
participation in t	presentation on the		material, absorb it and turn		
lecture	whiteboard		into a faculty of understandi		
	(3) Discussion and		speaking and transferring th		
	dialogue		knowledge to others		
(1) Oral tests	-	Abstract name a	Students control this subject	2	Week
(2) Research	(1) Progressive	more	and understand it theoretical		Second
Assignments	presentation		and practically, and their		Twenty
(3) Student	(2) Practical		ability to perceive the scient		
participation in t	presentation on the		material, absorb it and turn		
lecture	whiteboard		into a faculty of understandi		
	(3) Discussion and		speaking and transferring th		
	dialogue		knowledge to others		
(1) Oral tests	0	Source of the tri	Students control this subject	2	The we
(2) Research	(1) Progressive	verb	and understand it theoretica	- I	Twenty-
Assignments	presentation	and non-triple	and practically, and their		third
(3) Student	(2) Practical	ana non dipic	ability to perceive the scient		u
participation in t	presentation on the		material, absorb it and turn		
lecture	whiteboard		into a faculty of understandi		
iectui e	(3) Discussion and				
			speaking and transferring the		
	dialogue		knowledge to others		
(1) Oral tart	9	Evending	Ctudonto control this h'	2	There
(1) Oral tests	3	Exercises and general review	Students control this subject and understand it theoretics	2	The we

(2) Research Assignments (3) Student participation in t lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	and practically, and their ability to perceive the scient material, absorb it and turn into a faculty of understandi speaking and transferring th knowledge to others	Twenty- fourth
11. Course	Evaluation		

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

- 1- 40% semester exams and daily participation is taken into account
- 2- 60% End of Year Exams

12.	Learning	and	Teaching	Resources
-----	----------	-----	----------	-----------

The polite in the science of morphology - the smell custom in the art of exchange	Required textbooks (methodolog any)
Royal discharge, and fair in the explanation of discharge of Ibn Jinni (392 AH), the complement Abu Ali Persian (377 AH), the excursion of the pain the science of exchange of the field (581 AH), pleasure in the discharge of Ibn Asfour Al-Ishbili (6 AH).	
Verb weights and meanings: Hashem Ta Shalash,Exchange: Hatem Saleh Al-Damen,Adequ exchange: Hadi Nahr, and scientific journals that d with the Arabic language and its morphological a linguistic issues in general	references (scientific journals
	Electronic References, Websites

Ministry of Higher Education and Scientific Research

Scientific supervision and evaluation device

Department of Quality Assurance and Academic Accreditation

University: Diyala

College/Institute: College of Education for Humanities

Scientific Department: Arabic Language

Date of filling out the file: 3/27/2024

:Signature: :

Signature

Name of department head: A. M. Dr. Ruba Abd al-Rida Abd al-Razzaq

Name of Scientific Assistant: A.

M. Dr. Ghazwan Adnan Muhammad

Date: 3/28/2024 Date: 3/28/2024

:The file was checked by

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University Performance Division: Eng. M. Ihab Sami

Date: 12/13/2022

: the signature

Authentication of the Dean

a. Dr.. Luay Sayhoud Salman Al-Tamimi

: the signature

: the date

Description of the academic program

This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available opportunities. It is accompanied by a description of each course within the program

The educational institution .1

University of Diyala / Ministry of Higher Education and Scientific Research

University department/center .2

College of Education for Human Sciences

Name of the academic or professional program .3

Department of Arabic Language / College of Education for Human Sciences

Name of the final certificate .4

Bachelor's degree in Arabic Language and Literature

:Academic system .5

Annual/courses/others

Annual system

Accredited certification program .6

Adopting the Union's standards for Arab universities

Other external influences .7

Ministry of Education/other institutions in the country

Date the description was prepared .8

2024/28/3

:Objectives of the academic program .9

Make the product that emerges from the Arabic Language Department in the College of Education an effective element in serving society and delivering the required educational message at the highest levels of scientific and .educational standards

.10 Required program outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

.Enabling students to obtain knowledge and understanding of the intellectual framework of literary criticism - 1

.Preparing students psychologically and educationally for the teaching profession in secondary schools -2

Preparing students psychologically and educationally for the profession of teaching literary criticism in -3 .secondary schools

:B - Skills objectives of the program

- Determines the mechanism for transferring theoretical knowledge to the practical aspect within the school -1 .classroom
- .Applies literary criticism strategies in the school classroom -2
- .Applies appropriate methods to reduce the effect of forgetting -3
- .Applies learning theories in educational situations -4
- :Teaching and learning methods
- Using the delivery and lecture method to provide students with the basics and topics related to the -1 .(knowledge described in (A
- Through the method of questioning and discussion, the study materials are clarified and explained by the -2 .academic staff
- Directing students to visit the library and the International Informatics Network to obtain information and -3 .facts
- :Evaluation methods
- .semester exams, and daily attendance and participation are taken into account %40
- .end-of-semester exams %60
- :C Emotional and value-based goals
- .Analyzing some prominent poems to determine their literature -1
- .Following up on the historical development of criticism among the Arabs -2
- .Evaluating the critical steps of ancient Arab critics -3
- It explains the reasons for the popularity and prominence of some critics over others within the time period .studied -4
- :Teaching and learning methods
- Assigning students to make reports regarding the lecture being discussed and demonstrating its -1 .importance
- .Questioning students through a set of thinking questions (how, why, where, which) for some topics -2
- Forming discussion circles in which the student is rewarded for his answers and his information is corrected -3 .if he makes a mistake
- .Teaching students how to build their ways of thinking and analysis -4
- :Evaluation methods
- .Stimulating the element of motivation among students by rewarding the applicant with grades -1
- .Calculating the correct answer as a model answer based on it in the daily or final exam -2
- .Supporting students who have good competence in accordance with the requirements of the department -3

:Program structure and duration (one year only) The third stage .11
Educational level
Course or course code
Name of the course or course
Credit hours
theoretical
practical
third level
2363
Ancient literary criticism
hours annually 90
hours for each section (3)
nothing
:Planning for personal development .12
.a. The curriculum denies taking into account students' inclinations, trends, needs, and problems
B. The curriculum should be adapted to the students' present and future, and there should be a compatibility .between learning styles and the characteristics of students' development
T. The teacher must have an influential personality among his students. Because the student is influenced - first by the teaching. A skilled professor adds a special style to the student's personality in teaching
.Th. Periodic (annual) updating of approved training plans
:(Admission standard (setting regulations related to admission to the college or institute .13
.Admission is central -1
.The student's desire -2
.The competitive rate between departments -3
:The most important sources of information about the program .14
a. Books. Periodicals. University theses and dissertations that meet the latest study requirements in the field of .literary criticism
.International Information Network -1
.The personal experience of the person teaching the course -2
Curriculum skills chart

Please tick the boxes corresponding to the individual learning outcomes from the program being assessed
Learning outcomes required from the programme
Year/level
Course Code
Course Name
Basic
Or optional
Cognitive objectives
Skills objectives of the programme
Emotional and value goals
Transferable general and qualifying skills
(Other skills related to employability and personal development)
A1
A2
A3
A4
B 1
B2
B3
B4
C1
C2
C3
C4
D1
D2
D3
D4
Third

2363

Literary criticism

Basic

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Course description form

M. Dr. Hassan Hadi Muhammad

Course description

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

Educational institution .1

University of Diyala / Ministry of Higher Education and Scientific Research

Scientific Department/Center .2

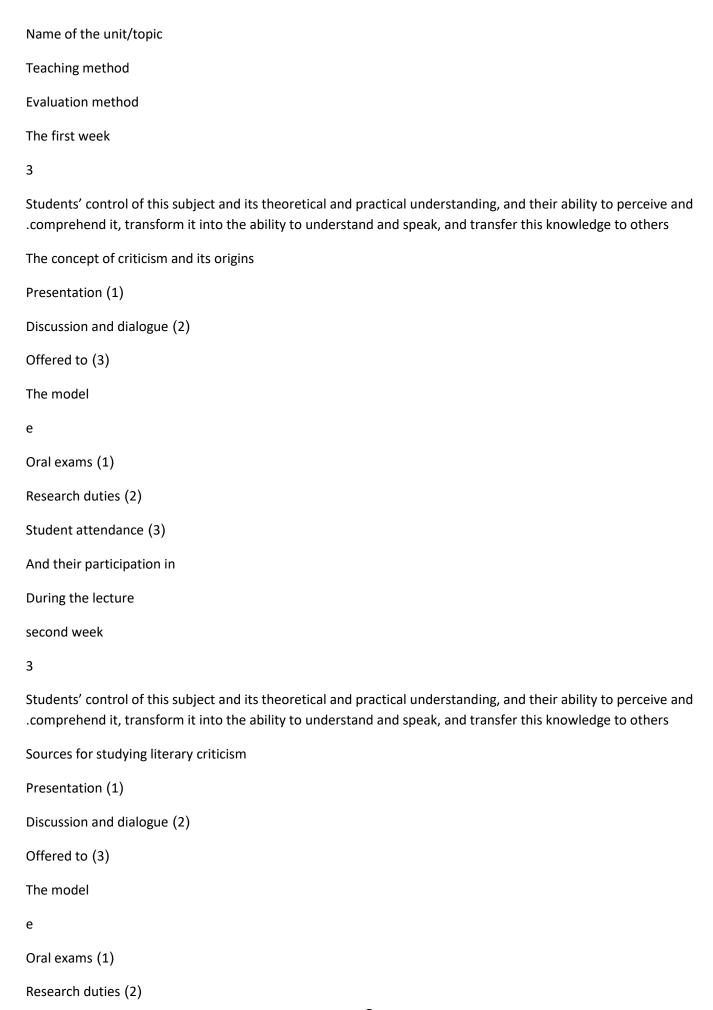
College of Education for Human Sciences/Department of Arabic Language

Course name/code .3

Available forms of attendance .4
Third stage students
Semester/year .5
Annual
(Number of study hours (total .6
hours. (3) hours for each section (90)
The date this description was prepared .7
2024/27/3
:Course objectives .8
.a. Preparing students to teach literary criticism
.B. Preparing scientific researchers in the field of research in literary criticism
.T. Conducting research and reports on literary criticism
:Course outcomes and teaching, learning and evaluation methods .9
:A- Cognitive objectives
.Knows the concept of criticism -1
.Explains the importance of studying literary criticism -2
.(Specifies the study objectives for this course (Literary Criticism -3
.Distinguish between the objectives of studying literary criticism -4
.Explains the characteristics of studying this subject -5
Identifies the important characteristics that must be highlighted within the study of the subject of literary -6 .criticism
:B - The skills objectives of the course
Write a research paper, and write specialized research and studies in various fields of literature, especially -1 .literary criticism
Memorizing the names of critics and their deaths and knowing critical terminology while studying the -2 .development of criticism throughout the literary eras
.Learn methods for teaching the subject of literary criticism -3
:Teaching and learning methods
.The prepared lecture -1

.Discussion -2
.Interrogation -3
.Brainstorming -4
.Motivational questions -5
:Evaluation methods
.semester exams, and daily attendance and participation are taken into consideration $\%40$ -1
.End-of-semester exams %60 -2
:C- Emotional and value goals
.Introducing the influence of critics and writers on the development of literary criticism -1
.Shows active interest in studying literary criticism -2
.Developing positive attitudes towards the learning process -3
.Modifying negative trends in the learning and teaching process regarding the course -4
:Teaching and learning methods
.Brainstorming -1
.Discussion -2
.Complex questions in the specialty -3
:Evaluation methods
.Reward and motivation to raise morale through grades calculated within the daily evaluation
D - General and qualifying transferable skills (other skills related to employability and development
:(Personal
.Review the previous steps and their outcomes -1
.Access to scientific and literary developments through books and periodicals -2
.Continuous access to the international information network in the field of specialization -3
Conducting debates and discussion sessions with those with specific specializations with the aim of developing knowledge and personal information
:Course structure .10
the week
hours

Required learning outcomes



Student attendance and (3)
Their participation in
During the lecture
the third week
3
Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others
Criticism in the pre-Islamic era
Presentation (1)
Discussion and dialogue (2)
Offered to (3)
The model
e
Oral exams (2) Student attendance (1)
Share them during
lecture
fourth week
3
Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others
Criticism in the era of early Islam
Presentation (1)
Discussion and dialogue (2)
Display on the electronic display (3)
Oral exams (1)
Students' attendance and participation during the lecture (2)
The fifth week
3
Students' control of this subject, its theoretical and practical understanding, and their ability to perceive,

assimilate, and transform it into

The ability to understand, speak, and pass this knowledge on to others
The concept of poetry and following its development
Presentation (1)
Discussion and dialogue (2)
Oral exams (1)
Memorization duties (3) Student attendance (2)
And their participation in
During the lecture
the sixth week
3
Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others
The concept of honesty and exaggeration
Presentation (1)
Discussion and dialogue (2)
Offered to (3)
The model
e
Oral exams (1)
Conservation duties (2)
Student attendance (3)
And their participation in
During the lecture
Seventh week
3
Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others
Criticism in the first century AH
Presentation (1)
Discussion and dialogue (3) Presentation to (2)

The model
e
Oral exams (1)
A surprise exam (2)
Student attendance (3)
And their participation in
During the lecture
The eighth week
3
Students' control of this subject and its theoretical and practical understanding, and their ability to perceive and .comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others
Criticism in the second century AH
Presentation (1)
Discussion and dialogue (2)
Oral exams (1)
Conservation duties (2)
Student attendance (3)
And their participation in
During the lecture
Week nine
3
Students' control of this subject, its theoretical understanding, and their ability to perceive and comprehend it, .transform it into the ability to understand and speak, and transfer this knowledge to others
Criticism of narrators, linguists, and artistic criticism
Presentation (1)
Discussion and dialogue (3) Presentation to (2)
The model
e
Oral exams (1)
Research duties (2)

Student attendance (3)
Share them during
lecture
The tenth week
3
Evaluating the extent of understanding of previous literary topics
Ibn Salam Al-Jumahi and the theory of classes
Presentation (1)
Discussion and dialogue (3) Presentation to (2)
The model
e
Oral exams (1)
A surprise exam (2)
Student attendance (3)
And their participation in
During the lecture
the week
eleventh
3
Students' control of this subject, its theoretical understanding, and their ability to perceive and comprehend it .transform it into the ability to understand and speak, and transfer this knowledge to others
Al-Jahiz and the concept of pronunciation and meaning
Presentation (1)
Discussion and dialogue (3) Presentation to (2)
The model
e
Oral exams (1)
A surprise exam (2)
Student attendance (3)

And their participation in
During the lecture
the week
twelveth
3
Students' control of this subject, its theoretical understanding, and their ability to perceive and comprehend it, .transform it into the ability to understand and speak, and transfer this knowledge to others
Al-Jahiz and the issue of the ancient and the modern
Presentation (1)
Discussion and dialogue (3) Presentation to (2)
The model
e
Oral exams (1)
Research duties (2)
Student attendance (3)
And their participation in
During the lecture
the week
Thirteenth
3
Students' control of this subject, its theoretical understanding, and their ability to absorb it and transfer this knowledge to others
Ibn Qutaybah and the issue of the conflict between the ancient and the modern
Presentation (1)
Discussion and dialogue (2)
Offered to (3)
The model
e
Oral exams (1)
Conservation duties (2)

Student attendance (3)
And their participation in
During the lecture
the week
fourteenth
3
Students' control of this topic, its theoretical and practical understanding, and their ability to comprehend it
The structure of the poem according to Ibn Qutaybah
Presentation (1)
Discussion and dialogue (2)
Oral exams (1)
Conservation duties (2)
Student attendance (3)
And their participation in
During the lecture
the week
Fifteenth
3
Students' control of this subject, its theoretical understanding, and their ability to perceive and comprehend it, .transform it into the ability to understand and speak, and transfer this knowledge to others
The situations of the poet and the motives for saying poetry
Presentation (1)
Discussion and dialogue (3) Presentation on the electronic display (2)
Oral exams (1)
Research duties (2)
Student attendance (3)
And their participation in
During the lecture
Sixteenth week

Evaluating the extent of theoretical understanding of previous topics
Ibn al-Mu'tazz and al-Badi's theory
Presentation (1)
Discussion and dialogue (3) Presentation to (2)
The model
e
Oral exams (1)
A surprise exam (2)
Student attendance (3)
And their participation in
During the lecture
the week
seventeenth
3
Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others
Chapters of the Book of Badi
Presentation (1)
Discussion and dialogue (2)
Oral exams (1)
Research duties (2)
Student attendance (3)
And their participation in
During the lecture
the week
eighteen
3
Students' control of this subject, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others

ibn Tabataba and the process of poetic creativity
Presentation (1)
Discussion and dialogue (2)
Oral exams (1)
Conservation duties (2)
Student attendance (3)
And their participation in
During the lecture
the week
nineteenth
3
Students' control of this subject, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others
The plight of modern poets and artistic creativity
Presentation (1)
Discussion and dialogue (2)
Oral exams (1)
Memorization duties (3) Student attendance (2)
And their participation in
During the lecture
The twentieth week
3
Students' control of this topic and its theoretical understanding, and their ability to perceive and comprehend in transform it into the ability to understand and speak, and transfer this knowledge to others
Qudamah bin Jaafar and the Greek impact
Presentation (1)
Discussion and dialogue (2)
Oral exams (1)
Conservation duties (2)
Student attendance (3)

And their participation in
During the lecture
Twenty-first week
3
Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others
Praise and psychological virtues according to Qudamah bin Jaafar
Presentation (1)
Discussion and dialogue (2)
Oral exams (1)
Conservation duties (2)
Student attendance (3)
And their participation in
During the lecture
the week
XXII
3
Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others
Amedi and the budget approach
Presentation (1)
Discussion and dialogue (2)
Offered to (3)
The model
e
Oral exams (1)
Research duties (2)
Student attendance (4)
And their participation in
During the lecture

the week
twenty third
3
Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others
The Hadith scholars' calendar to balance the Aamidis
Presentation (1)
Discussion and dialogue (3) Presentation to (2)
The model
e
Oral exams (1)
Research duties (2)
Student attendance (3)
Share them during
lecture
the week
twenty fourth
3
Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others
Judge Al-Jarjani and the theft case
Presentation (1)
Discussion and dialogue (3) Presentation to (2)
The model
e
Oral exams (1)
A surprise exam (2)
Student attendance (3)
And their participation in
During the lecture

the week
th25
3
Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others
Types of thefts and their terminology
Presentation (1)
Discussion and dialogue (3) Presentation to (2)
The model
e
Oral exams (1)
Research duties (2)
Student attendance (3)
And their participation in
During the lecture
Twenty-sixth week
3
Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others
Marzouki
And the hair shaft
Presentation (1)
Discussion and dialogue (3) Presentation to (2)
The model
e
Oral exams (1)
Research duties (2)
Student attendance (3)
And their participation in

the week
th27
3
Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others
Corners of the hair shaft
Presentation (1)
Discussion and dialogue (2)
Examples of models (3)
Literary
Offered to (4)
The model
e
Oral exams (1)
Conservation duties (2)
Student attendance (3)
And their participation in
During the lecture
the week
Twenty-eighth
3
Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others
Al-Jurjani
And systems theory
Presentation (1)
Discussion and dialogue (2)
Literary examples (3)
Offered to (4)
The model

e
Oral exams (1)
Conservation duties (2)
Student attendance (3)
And their participation in
During the lecture
the week
Ninth
And the twenty
3
Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others
Ibn Rashiq Al-Qayrawani and the integrated view of poetry
Presentation (1)
Discussion and dialogue (2)
Examples of models (3)
Display on the electronic display (4)
Oral exams (1)
Conservation duties (2)
.And research
Student attendance (3)
And their participation in
During the lecture
Week thirtieth
3
Evaluating the extent of theoretical understanding of previous literary topics
The definition of poetry and its motives according to Ibn Rashiq
Presentation (1)
Discussion and dialogue (2)

Examples from literature books (3)
Offered to (4)
The model
e
Oral exams (1)
A surprise exam (2)
Student attendance (3)
And their participation in
During the lecture
the week
Thirty-one
3
Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others
Minhaj al-Balagha and Siraj al-Adab by Hazem al-Qartajani
Presentation (1)
Discussion and dialogue (2)
Examples from students' real life (3)
Offered to (4)
The model
e
Oral exams (1)
Homework (2)
Trainings and activities (3)
Student attendance (4)
And their participation in
During the lecture
The thirty-second week
3

transfer this knowledge to others Ibn Khaldun and his views on criticism and literature Presentation (1) Discussion and dialogue (2) Examples from literature (3) Offered to (4) The model e Oral exams (1) Research duties (2) Student attendance (3) And their participation in During the lecture :Infrastructure .11 .The required prescribed books -1 .Choose modern, detailed educational books :Main references -2 The most important books within the specialty, which have an understandable and uncomplicated academic .style (.A-Recommended books and references (scientific journals, reports, etc .Some books, theses, and dissertations that include the course vocabulary are recommended .B- Electronic references. Internet sites The critical library is available on the Internet, which includes everything related to the course in a detailed, .accurate and clear manner .Course development plan -12

Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and

.Enriching the curriculum with applied aspects related to the teaching profession

Ministry of Higher Education and Scientific Research Scientific Supervision and Scientific Evaluation Apparatus Directorate of Quality Assurance and Academic Accreditation Accreditation Department



Academic Program and Course Description Guide

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

Concepts and terminology:

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

<u>Course Description:</u> Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

<u>Program Vision:</u> An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

<u>Program Mission:</u> Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

<u>Program Objectives:</u> They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

<u>Curriculum Structure</u>: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

<u>Learning Outcomes:</u> A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

<u>Teaching and learning strategies</u>: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extracurricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Diyala	
Faculty/Institute: College Education	ı for human sciences
Scientific Department: I swear Arab	oic language
Academic or Professional Program N	Name: Bachelor of Arabic Language and
Literature	
Final Certificate Name: Bachelor's de	egree in Arabic language and its
literatures	
Academic System: Annual	
Description Preparation Date:	
File Completion Date: 2024/3/28	
Line	
Signature:	Signature:
Head of Department Name:	Scientific Associate
	NameProf M. Dr. Ruba
Date:	Abdul–Reda Abdul–Razzaq:
	Date:
The file is checked by	
The file is checked by:	J.: D. C
Department of Quality Assurance and U	·
Director of the Quality Assurance and U	Iniversity Performance Department:
Date:	
Signature:	

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

The Department of Arabic Language at the College of Education for Human Sciences / Diyala University aspires to lead in the field of teaching and scientific research in the Arabic language and literature locally, regionally and globally and seeks to provide high-quality integrated education and distinguished educational programs in teaching methods and modern educational means. The department also seeks to attract prestigious teaching competencies with experience and academic excellence.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

- 1. Leadership in providing academic programs in the field of Arabic language distinguished research and creativity for community development.
- 2. Graduating qualified cadres in the field of the Arabic language, translating the visions and ideas of non-Arabic-speaking countries and facilitating dialogue and communication between peoples. And you are only knolled by applying quality standards in giving good information to the Arabic language student.

3. Upgrading the intellectual, cultural and educational level of the student by developing their linguistic, intellectual and research skills to meet the requirements of the labor market, providing distinguished graduates to serve the community, advance the reality of the country and prepare researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

- 1– Preparing scientific staff of bachelor's degree holders responsible for leading the educational process in society.
- 2- A graduate specialized in the Arabic language and literature equipped with linguistic and literary skills.
- 3- Preparing specialized scientific cadres with master's and doctoral degrees to be provided by Iraqi universities and scientific research institutions in society.
- 4- Conducting basic and applied studies and research, holding scientific seminars and conferences that contribute to the progress of society.
- 5- Keeping abreast of the labor market and knowledge developments.
- ★ 6- Enabling the student to write technically in research, drafting and creativity.

- 7- Creativity and innovation in the field of the Arabic language.
- 8- Focusing on the applied side by training students on the skill of listening and speaking to prepare them on how to deal with such an atmosphere that speaks the classical Arabic language free of grammatical errors.
- 9. Effectively contribute to the authoring of methodological books, assistance and general references.
- 10- Conducting theoretical, experimental and comparative research in the field of the Arabic language and literature.
- 11. Providing scientific expertise and advice to the educational institution in the community to ensure that it keeps pace with the development in its field of specialization.
- 12- Refine students' critical and creative thinking skills.
- 13. Building partnership with the public and private sectors by conducting studies
- 14- Providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency? No

5	Othor	ovtornal	influences	_
つ .	Otner	external	Influences	3

Is there a sponsor for the program?No

6. Program Structure							
Program Structure	Number of Courses	Credit hours	Percentage	Reviews*			
Institution Requirements	37	4	10.8180./.	1			
College Requirements	37	4	10.8108./.	1			
Department Requirements	37	29	78.3785./.	1			
Summer Training	1	1	1	1			
Other							

^{*} This can include notes whether the course is basic or optional.

7. Program Description							
Year/Level Course Code Course Name Credit Hours							
The first		Arabic grammar	theoretical	practical			
			90 hours	0			
			per year				
			(3) hours				
			per				
			division				
			per week				

8. Expected learning outcomes of the program					
Knowledge					
Learning Outcomes 1	Learning Outcomes Statement 1				
Skills					
Learning Outcomes 2	Learning Outcomes Statement 2				
Learning Outcomes 3	Learning Outcomes Statement 3				
Ethics	Ethics				
Learning Outcomes 4	Learning Outcomes Statement 4				
Learning Outcomes 5	Learning Outcomes Statement 5				

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

Teaching and learning strategies and methods adopted in the implementation of the program in general.

A- Knowledge goals

1. A. Enabling students to obtain knowledge and understanding of the intellectual framework in the subject of grammar

Preparing students psychologically and educationally for the teaching profession in secondary schools

3. Preparing students scientifically in knowing the science of the subject of grammar

- 4A. Explains the properties of this material
- B. Clear skill goals in the program
- 1B. Determines the theoretical knowledge transfer mechanism along with the applied aspect within the school class.

Applying grammar strategies within the school class

- B. Enabling students to be able to apply learning theories in educational situations
- 4. Apply appropriate methods that seek to be able to study this subject.

10. Evaluation methods

Implemented at all stages of the program in general.

- 1- Raising the element of motivation among students through the reward of the applicant with grades.
- 2- Calculating the correct answer as an approved sample answer in the daily or final exam.
- 3- Supporting students who have good competence in accordance with the requirements of the department.

11. Faculty

Faculty Members

Academic Rank	R		Special Requirements (if applicable	•	Number of the teaching staff		
	General	Special			Staff	Lecturer	
Professor, Assistant Professor. Doctor teacher, assistant teacher	Arabic language	Language + literature	/	/	54	/	

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

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

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

Books, periodicals, theses and university theses that match the latest requirements for study in the specialty of exchange

- 2- International Information Network.
- 3 Personal experience of the course teacher

14. Program Development Plan

- 1- The curriculum denies taking into account students' tendencies, trends, needs and problems.
- 2- The curriculum should be adapted to the present and future of students, and to be compatible between learning methods and the characteristics of students' growth.
- 3- The teacher should have an influential personality in his students, because the student is influenced first by the teaching, and the able professor adds a special style to the student's personality in teaching.

Periodic (annual) update of approved training plans.

	Program Skills Outline														
							Req	uired	progr	am L	earnin	g outcon	nes		
Year/Level	Course Course Name	Code Name	Knov	vledge			Skills	5			Ethics				
			optional	A1	A2	A3	A4	B1	B2	В3	B4	C1	C2	С3	C4
The first stage		Arabic grammar	Basic	7	1	1	1	1	1	V	V	V	1	1	

• Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

Course Description Form				
1. Course Name:				
Arabic grammar				
2. Course Code:				
3. Semester / Year:				
2023/2024				
4. Description Preparation Date:				
2024/3/28				
5. Available Attendance Forms:				
First stage students				
6. Number of Credit Hours (Total) / Number of Units (Total)				
90 hours (3) hours per division per week				
7. Course administrator's name (mention all, if more than o	ne name))		
: Name: A. Dr. Ibrahim Rahman Hamid	,			
. Email: Profibraheemaa@yahoo.com				
Name: A. Dr. McKee Noman is oppressed. Email:. makki.ar.hum@	uodiyala.	edu	ı.iq	
Name: M. Dr. Mohammed Abdul Rasul Salman				
Email: mohammed.rasul.ar.hum@uodiyala.edu.iq				
Name: M. D. Aya Ihsan Sadiq				
Email: aya.arv.hum @uodiyala.edu.iq:				
8. Course Objectives				
Course Objectives	•			
		•	Making	he ı
			languaç	e de
			Educati	n aı
			commu	ity a
			messag	rec
			scientif	: an
		•	A Vocas	0 4 ~ ·
		•	A- Know	euge

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			• 4. Dete
			charac
			B. The
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			resear
			and gra
			• 2. Keep
			a numl teachir
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			-
			• 3. Lear
		•	• 3. Lear
9. Teaching a	nd Learning Strategies	•	
9. Teaching a		ech and lecture in	
	nd Learning Strategies 1- Using the method of spe topics related to the knowl		 n providing st
	1- Using the method of spe topics related to the knowl	edge described in	n providing st
	1- Using the method of spe	edge described in questioning and d	n providing st
	1- Using the method of spe topics related to the knowl 2- Through the method of and explained by the acade	edge described in questioning and demic staff.	n providing st n (A). liscussion, the
	1- Using the method of spe topics related to the knowl2- Through the method of one of the control of the method of the control of the contr	edge described in questioning and demic staff.	n providing st n (A). liscussion, the
	1- Using the method of spe topics related to the knowl 2- Through the method of and explained by the acade 3- Guiding students to visit obtain information and fac	edge described in questioning and demic staff.	n providing st n (A). liscussion, the
	1- Using the method of spe topics related to the knowl 2- Through the method of and explained by the acade 3- Guiding students to visit	edge described in questioning and demic staff.	n providing st n (A). liscussion, the
	1- Using the method of spetopics related to the knowl 2- Through the method of and explained by the acade 3- Guiding students to visit obtain information and fact 4- Methods of evaluation 1- 40% quarterly exams, and	edge described in questioning and demic staff. t the library and the the the library and attendance, day	n providing state (A).
	1- Using the method of spe topics related to the knowl 2- Through the method of and explained by the acade 3- Guiding students to visit obtain information and fact 4- Methods of evaluation	edge described in questioning and demic staff. t the library and the the the library and attendance, day	n providing state (A).
	1- Using the method of spetopics related to the knowl 2- Through the method of and explained by the acade 3- Guiding students to visit obtain information and fact 4- Methods of evaluation 1- 40% quarterly exams, and	edge described in questioning and demic staff. It the library and the the library and the lib	n providing state (A).

- 1- Assigning students to make reports regarding the circul ating importance.
- 2- Questioning students through a set of thinking question (he some topics.
- 3- Forming panel discussions that rewards the student's a sweet corrects his information if he makes a mistake and be electronic Room and Dead program.
 - 4- Teaching students how to build their ways of thin king

10. Course Structure

Week	Hours	Required Learning	Unit or subject name	Learning r	etho
		Outcomes			
The first wee	3		The words a	1) Presei	tati
			what it consists		
				(2) Discu	ssio
		Students control t		dialogue	
		subject and understa			
		it theoretically a		(3)	Pres
		practically and th		on	
		ability to perceive a			troi
		understand it and turn		mc	del
		into a queen			
		understanding, speaki			
		and transferring t			
		knowledge to others.			
The seco	3	Students cont	Name	1) Presei	tatio
week		this subject a		-	
		understand	belongings	(2) Discu	ssio
		theoretically a		dialogue	
		practically a			
		their ability		(3)	Pres
		perceive a		on	
		understand it a			troi
		turn it into a que			del
		of understandi			

speaking a transferring t knowledge others.	asar tati
	asar tati
o the or	acar tati
For the th 3 Students cont Investigations 1) Pro	coci idili
week this subject a the act and	
understand belongings (2) Di	iscu ssio
theoretically a dialog	gue
practically a	
their ability	(3) Pres
perceive a	on
understand it a	ele :tro
turn it into a que	mc del
of understandi	
speaking a	
transferring t	
knowledge	
others.	
	eser tatio
week this subject a names and verb	
	iscu ssio
theoretically a dialog	gue
practically a	(2) Dro
their ability	(3) Pres
perceive a understand it a	on ele :tro
turn it into a que	mc del
of understandi	meder
speaking a	
transferring t	
knowledge	
others.	
The fifth wee 3 Students cont The Arabiz 1) Pro	esei tati
this subject a from names a	
	iscu ssio
theoretically a dialog	gue
practically a	
their ability	(3) Pre
perceive a	on
understand it a	electro
turn it into a que	mc del
of understandi	
speaking a	

		transferring t knowledge others.		
The sixth we	3	Students cont this subject a	The one of t names and verb	1) Preser ta
		understand theoretically a practically a		(2) Discussi dialogue
		their ability		(3) Pi
		perceive a		on
		understand it a		ele :tr
		turn it into a que		mc de
		of understandi		
		speaking a		
		transferring t		
		knowledge others.		
The sever	3	Students cont	Ever a	1) Preser ta
week	3	this subject a	knowledge (tyr	1) I I e se i ta
Week		understand	of knowledge)	(2) Discussi
		theoretically a	or mie wieuge)	dialogue
		practically a		
		their ability		(3) Pı
		perceive a		on
		understand it a		ele :tr
		turn it into a que		mc de
		of understandi		
		speaking a		
		transferring t		
		knowledge		
The eigh	3	others. Students cont	The conscions:	1) Proces to
The eigh week	3	Students cont this subject a	The conscience its kinds	1) Freserta
WCCK		understand	its killus	(2) Discussi
		theoretically a		dialogue
		practically a		didiogue
		their ability		(3) Pi
		perceive a		on
		understand it a		ele :tr
		turn it into a que		mc de
		of understandi		
		speaking a		
		transferring t		

		knowledge			
		others.			
The ninth we	3	Students cont	The flag	1) Presei	tatio
		this subject a			
		understand		(2) Discu	ssioi
		theoretically a		dialogue	
		practically a			
		their ability		(3)	Pres
		perceive a		on	
		understand it a		ele	tror
		turn it into a que		mc	del
		of understandi			
		speaking a			
		transferring t			
		knowledge			
		others.			
The tenth we	3	Students cont	Departments	1) Presei	tatio
		this subject a	science		
		understand		(2) Discu	ssioi
		theoretically a		dialogue	
		practically a			
		their ability		(3)	Pres
		perceive a		on	
		understand it a		ele	tror
		turn it into a que		mc	del
		of understandi			
		speaking a			
		transferring t			
		knowledge			
		others.			
The elever	3	Students cont	The names of t	1) Presei	tatio
week		this subject a	sign		
		understand		(2) Discu	
		theoretically a		dialogue	
		practically a			
		their ability		(3)	Pres
		perceive a		on	
		understand it a			tror
		turn it into a que		mc	del
		of understandi			
		speaking a			
		transferring t			

		knowledge			
		others.			
The twel	3	Students cont	The literal a	1) Presei	tatio
week		this subject a	nominal		
		understand	connection	(2) Discu	ssioi
		theoretically a		dialogue	
		practically a			
		their ability		(3)	Pres
		perceive a		on	
		understand it a		ele	ctror
		turn it into a que		mc	del
		of understandi			
		speaking a			
		transferring t			
		knowledge			
		others.			
The thirteer	3	Students cont	Connection of t	1) Presei	tatio
week		this subject a	connected		
		understand		(2) Discu	ssion
		theoretically a		dialogue	
		practically a			
		their ability		(3)	Pres
		perceive a		on	
		understand it a		ele	ctror
		turn it into a que		mc	del
		of understandi			
		speaking a			
		transferring t			
		knowledge			
		others.			
The fourteer	3	Students cont	The identif	1) Presei	tatio
week		this subject a	with the definiti		
		understand	(L)	(2) Discu	ssior
		theoretically a		dialogue	
		practically a			
		their ability		(3)	Pres
		perceive a		on	
		understand it a			ctror
		turn it into a que		mc	del
		of understandi			
		speaking a			
		transferring t			

		knowledge			
		others.			
The fifteer	3	Students cont	Ruling on enteri	1) Preser t	tat
week		this subject a	the media		
		understand		(2) Discus	sic
		theoretically a		dialogue	
		practically a			
		their ability		(3) I	Pre
		perceive a		on	
		understand it a		ele :	tro
		turn it into a que		mcd	del
		of understandi			
		speaking a			
		transferring tl			
		knowledge			
		others.			
For t	3	Students cont	The initiator a	1) Preser t	tati
sixteenth we		this subject a	its sections		
		understand		(2) Discus	sic
		theoretically a		dialogue	
		practically a			
		their ability		(3) I	Pre
		perceive a		on	
		understand it a		ele :	tro
		turn it into a que		mod	del
		of understandi			
		speaking a			
		transferring t			
		knowledge			
		others.			
The	3	Students cont	The single news	1) Preser t	tati
seventeenth		this subject a			
week		understand		(2) Discus	sic
		theoretically a		dialogue	
		practically a			
		their ability		(3) I	Pre
		perceive a		on	
		understand it a		ele	tro
		turn it into a que		mcd	
		of understandi			
		speaking a			

		knowledge		
		others.		
The eighteer	3	Students cont	The senter	1) Preser tat
week		this subject a	news	
		understand		(2) Discussion
		theoretically a		dialogue
		practically a		
		their ability		(3) Pre
		perceive a		on
		understand it a		ele :tro
		turn it into a que		mc del
		of understandi		mener
		speaking a		
		transferring t		
		knowledge		
m) .	2	others.	0.1	4) P
The nineteer	3	Students cont	Submission a	1) Preser tat
week		this subject a	delay in the ne	(0) 5
		understand	sentence	(2) Discussion
		theoretically a		dialogue
		practically a		
		their ability		(3) Pre
		perceive a		on
		understand it a		electro
		turn it into a que		mc del
		of understandi		
		speaking a		
		transferring tl		
		knowledge		
		others.		
The twentie	3	Students cont	Delete t	1) Preser tat
week		this subject a	beginner and t	
		understand	news	(2) Discussion
		theoretically a	(permissibility	dialogue
		practically a	and obligatory	3840
		their ability	and obligatory	(3) Pre
		perceive a		on
		understand it a		elertro
		turn it into a que		mc del
		of understandi		mouel
		speaking a		
		transferring t		

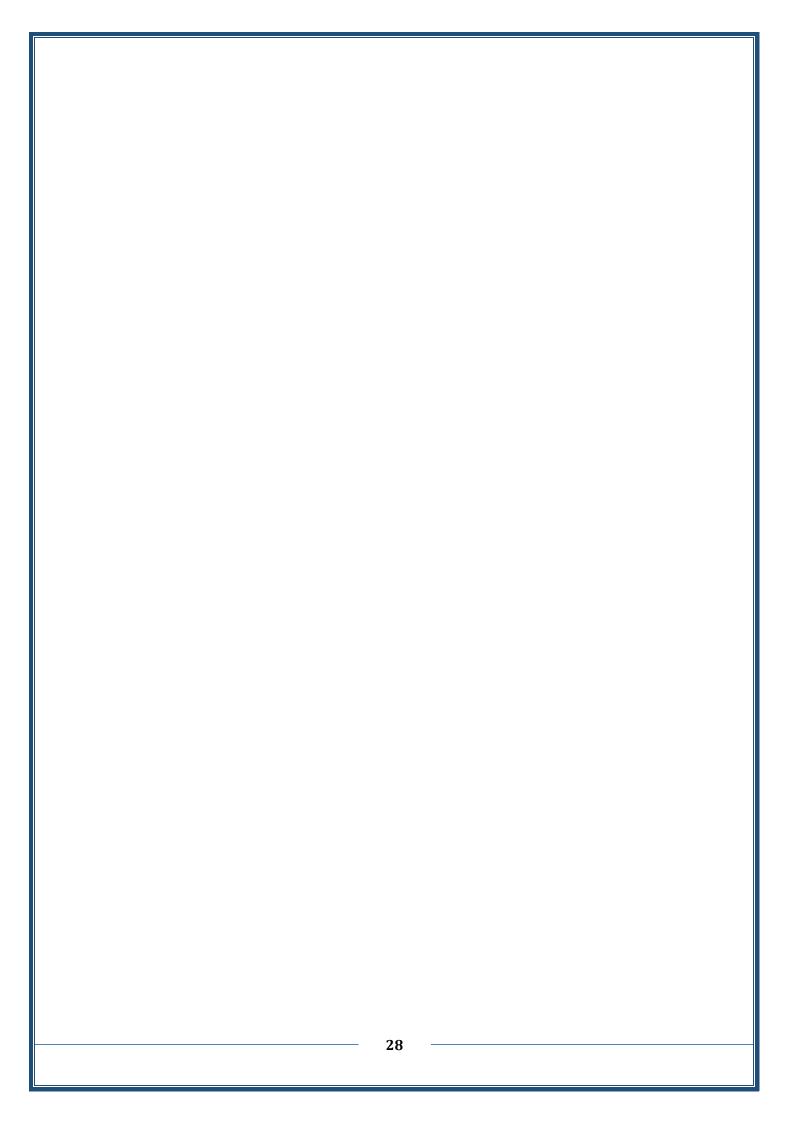
		knowledge			
		others.			
The twen	3	Students cont	The copies of t	1) Preserta	atic
first week		this subject a	beginning (K		
		understand	and her sisters	(2) Discussi	ioi
		theoretically a		dialogue	
		practically a			
		their ability		(3) Pı	res
		perceive a		on	C
		understand it a		ele :tr	ror
				mc de	
		turn it into a que		moue	<i>‡</i> 1
		of understandi			
		speaking a			
		transferring t			
		knowledge			
		others.			
The twen	3	Students cont	Submission a	1) Preserta	ıtic
second week		this subject a	delay in t		
		understand	sentence of K	(2) Discussi	ioi
		theoretically a	and her sisters	dialogue	
		practically a			
		their ability		(3) Pı	res
		perceive a		on	
		understand it a		ele :tr	ror
		turn it into a que		mc de	
		of understandi			
		speaking a			
		transferring t			
		knowledge			
		others.			
The twen	3	Students cont	Sections we	1) Presei ta	ıti d
third week	3		(complete,	1) I I esci la	ינונ
umu week		this subject a understand	, -	(2) Diggress	ici
			incomplete,	(2) Discussi	101
		theoretically a	redundant)	dialogue	
		practically a		(2)	
		their ability		(3) Pi	res
		perceive a		on	
		understand it a		ele :tr	
		turn it into a que		mc de	اڊ
		of understandi			
		speaking a			
		transferring t			
				I	

		knowledge			
		others.			
The fourth week	3	Students cont	Deletions were	1) Presei	tati
		this subject a			
And twenty		understand		(2) Discu	ssio
		theoretically a		dialogue	
		practically a			
		their ability		(3)	Pre
		perceive a		on	
		understand it a		ele	ctro
		turn it into a que		mc	del
		of understandi			
		speaking a			
		transferring t			
		knowledge			
		others.			
The twen	3	Students cont	The letters similar	1) Presei	tatio
fifth week		this subject a	to (not)		
		understand		(2) Discu	ssio
		theoretically a	(What)	dialogue	
		practically a			
		their ability		(3)	Pre
		perceive a		on	
		understand it a		ele	tro
		turn it into a que			del
		of understandi			
		speaking a			
		transferring t			
		knowledge			
		others.			
The twen	3	Students cont	The work of (1) Presei	tatio
sixth week		this subject a	that) the t	,	
		understand	navis	(2) Discu	ssio
		theoretically a		dialogue	
		practically a			
		their ability		(3)	Pre
		perceive a		on	
		understand it a			tro
		turn it into a que			del
		of understandi			
		speaking a			
		transferring t			
		dansiering u		l	<u> </u>

perceive a understand it a turn it into a que of understandi speaking a transferring t knowledge others. The twen eighth week this subject a understand theoretically a practically a their ability perceive a understand it a turn it into a que of understandi speaking a transferring t knowledge others. The twen 3 Students cont Verbs of approach 1) Preser tation (2) Discussion dialogue practically a theoretically a their ability (3) Preserveive a understand it a turn it into a que of understandi speaking a transferring t knowledge others. The twen 3 Students cont Sections of t North						
For the twen seventh weel this subject a understand theoretically a practically a their ability perceive a understand is peaking a transferring their ability a understand theoretically a practically a their ability perceive a understandi speaking a transferring their subject a understand theoretically a practically a their ability perceive a understand theoretically a practically a their ability perceive a understand theoretically a practically a their ability perceive a understand it a turn it into a que of understand is peaking a transferring the knowledge others. The twen of understandi speaking a transferring the knowledge others. The twen of understandi speaking a transferring the knowledge others. The twen of understandi speaking a transferring the knowledge others. The twen of understandi speaking a transferring the knowledge others. The twen of understandi speaking a transferring the knowledge others.			knowledge			
seventh weel this subject a understand theoretically a practically a their ability perceive a understand is speaking a transferring their ability subject a understand theoretically a theoretically a transferring their ability a practically a practically a theoretically a practically a practically a their ability perceive a understand theoretically a practically a their ability perceive a understand it a turn it into a que of understand is peaking a transferring their ability perceive a understand it a turn it into a que of understand is speaking a transferring the knowledge others. The twen of the twen is subject a verbs of approach this subject a verbs of approach the ver			others.			
understand theoretically a practically a their ability perceive a understand it a turn it into a que of understand speaking a transferring theoretically a practically a understand it a turn it into a que of understand is subject a understand theoretically a practically a their ability perceive a understand it a turn it into a que of understand it a turn it into a que of understand it a turn it into a que of understand is peaking a transferring theoretically a practically a turn it into a que of understand is peaking a transferring the knowledge others. The twen and a students cont turn it into a que of understand is peaking a transferring the knowledge others. The twen and a students cont the turn it into a que of understand is peaking a transferring the knowledge others. The twen and a students cont the turn it into a que of understand is peaking a transferring the knowledge others. The twen and a students cont the turn it into a que of understand is peaking a transferring the knowledge others.	For the twen	3	Students cont	Work (Lat)	1) Presei	tatio
theoretically a practically a their ability perceive a understand it a turn it into a que of understand it sunderstand it a transferring the knowledge others. The twen eighth week The twen a their ability perceive a understand theoretically a practically a practically a their ability perceive a understand it a turn it into a que of understand it a turn it into a que of understand is peaking a transferring the knowledge others. The twen a Students cont of the control of the contr	seventh weel		this subject a			
practically a their ability perceive a understand it a turn it into a que of understandi speaking a transferring t knowledge others. The twen eighth week The twen a their ability perceive a understand theoretically a practically a their ability perceive a understand is a turn it into a que of understandi to a turn it into a que of understandi to a turn it into a que of understandi speaking a transferring t knowledge others. The twen a Students cont their ability perceive a understandi to a turn it into a que of understandi speaking a transferring the knowledge others. The twen a Students cont this subject a verbs of approa			understand		(2) Discu	ssioi
their ability perceive a understand it a turn it into a que of understandi speaking a transferring t knowledge others. The twen eighth week The twen a understand theoretically a practically a their ability perceive a understand it a turn it into a que of understand it a turn it into a que of understand it a turn it into a que of understand it a turn it into a que of understand is speaking a transferring the knowledge others. The twen a Students cont sections of the two subject a turn it into a que of understand is speaking a transferring the knowledge others. The twen a Students cont the twen of understand is speaking a transferring the knowledge others. The twen a Students cont the twen of the twen is subject a verbs of approal.			theoretically a		dialogue	
perceive a understand it a turn it into a que of understandi speaking a transferring t knowledge others. The twen eighth week The twen a theoretically a practically a their ability perceive a understand it a turn it into a que of understandi speaking a transferring t knowledge others. The twen a turn it into a que of understandi speaking a transferring t knowledge others. The twen a Students cont Sections of t 1) Preser tation on the two perceive a turn it into a que of understandi speaking a transferring t knowledge others. The twen a Students cont this subject a verbs of approal			practically a			
understand it a turn it into a que of understandi speaking a transferring t knowledge others. The twen eighth week The twen a theoretically a practically a their ability perceive a understand it a turn it into a que of understandi speaking a transferring t knowledge others. The twen a Students cont this subject a understand theoretically a practically a their ability perceive a understand it a turn it into a que of understandi speaking a transferring t knowledge others. The twen a Students cont ninth week The twen ninth week The twen this subject a sections of the presentation of the subject a table to the subject a table tronger than the presentation of the subject a table tronger than the presentation of the subject a table tronger than the presentation of the subject a table tronger than the presentation of the subject a table tronger than the presentation of the subject a table tronger than the presentation of the subject a table tronger than the presentation of the subject a table tronger than the presentation of the subject a table tronger than the presentation of the presentat			their ability		(3)	Pres
turn it into a que of understandi speaking a transferring t knowledge others. The twen eighth week The twenter of the context of the contex			perceive a		on	
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	3					
11. Course Evalu	ation					
Distributing the score exams, reports etc	out of 100 a	according to the tasks assig	ned to the	student such as c	daily prepar	ition,
12. Learning and	Teaching	Resources				
Required textbooks (cu				Explanation	of Ibn Aqe	el or
				7 1	C 11 - 10	
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Main references (source	es)				, periodic	
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					lization of	
				Arabic	human n	aga
Arabic grammar						
Electronic References,	Websites			Interna	ational inf	rma



Course Description Form/ Modern Arab criticism

1- Course name:

Modern Arab criticism

2- Course code for the first stage

3- Semester/Year

2023-2024

4- The date this description was prepared is 2/10/2024

2024/3/26

5- Available forms of attendance

Actual attendance in the classroom / distance learning / recording video lessons

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

90 hours, each hour 3 academic units

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

Name: Assist Prof. Israa Ibrahim Mohammad

Email: Israa.ar.hum@uodiyala.edu.iq

Prof. Dr. Anmar Ibrahim Ahmed

Email: anmar.arv.hum@uodiyala.edu.iq

Name: Ahmed Hassan Hamid Abbas

Email: hsna236@gmail.com

8- Course objectives

Objectives of the study subject

- To make the product that emerges from the Arabic Language Department in the College of Education an effective element in serving society and delivering the required educational message at the highest levels of science and education
 - **A- Cognitive objectives**
- 1- Enabling students to obtain knowledge and understanding of the intellectual .framework of modern criticism
 - 2. Preparing students psychologically and educationally for the teaching profession in

.secondary schools

- 3. Preparing students psychologically and educationally for the profession of teaching . modern criticism in secondary schools
- .B- The skills objectives of the course
- 1- Determines the mechanism for transferring theoretical knowledge to the practical aspect .within the school classroom
- 2- Apply modern criticism strategies in the .school classroom
- 3- Applies appropriate methods to reduce the effect of forgetting
- 4- Apply learning theories in educational .situations

9- Teaching and learning strategies

The strategy

- 1- Using the presentation and lecture method to provide students with the basics and topics related to the knowledge described in (A).
- 2- Through the method of questioning and discussion, the study materials are clarified .and explained by the academic staff
- 3- Directing students to visit the library and the International Informatics Network to .obtain information and facts

Evaluation method

are semester exams, and attendance, daily 40 participation, and electronic attendance are .taken into account

end-of-semester exams % 60

Teaching and learning methods

- 1- Assigning students to make reports regarding the current lecture and .demonstrating its importance
- 2- Questioning students through a set of thinking questions (how, why, where, which) .for some topics
- 3- Forming discussion circles in which the student is rewarded for his answers, and his information is corrected if he makes a mistake, and it is done electronically according to the Classroom and Meet

.program 4- Teaching students how to build their .ways of thinking and analysis

10- Cour	rse Structu	re			
The	The	Required	Name Of The	Teaching	Evaluation
Week	Hours	Learning Outcomes	Unit/Topic	Method	Method
The first week 20/1/10 3 2	3	Students' control of this subject and its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to .others	Define the following critical concepts criticism - literature) (art - beauty -	Presentation 1. 2. Discussion and dialogue 3. Display on the electronic display	1- Oral exams 2- Research duties Students' attendan ce and participa tion during the lecture
The second week 1/8 3 202/0	3		Defining the following critical concepts (style - poetic image(rhythm	=	=
The third week , /0/1/15 2023	3		Trends in modern Arab criticism .(academic criticism)	=	=
fourth week 0 1/22 3 202 /	3		Trends in modern Arab criticism Impressionist) (criticism	=	=
Week Five	3		Differences between academic criticism	=	=

/29/1 3 202		and impressionistic With daily . criticism and monthly exam		
the sixth week 1/5 3 202/1	3	Ethnological theory: its concept and its most important schools	=	=
The sevent h week /1/1/12 3 202	3	The classical school,) the cross-fertilization school, and the open (text school	=	=
Week Eight 2/19/11 3 02	3	Modern critical approaches: an introductory view, defining the .approach	=	=
The ninth week 2/26/11 3 02	3	Contextual approaches: a comprehensive vision in terms of motivations and philosophical vision	=	=
tenth week /12/3 3 202	3	Previous review with daily and monthly exam	=	=
elevent h week /12/10 3 202	3	The historical method: its nature, starting points, features, and most important pioneers	=	=
The twelfth week 1 20/7/12 3 2	3	Analysis of a poetic text according to the .historical method	=	=
The thirtee nth	3	The psychological approach: its nature,	=	=

week 12 / 5 2 3 202 /		starting points, characteristics, and its most important pioneers		
The fourtee nth week 202/2/1	3	Analysis of a poetic or narrative text according to the psychological .approach	=	=
The fifteent h week 202/8/1	3	The social approach: its nature, principles, characteristics, and its most important pioneers	=	=
The sixteen th and sevente enth weeks	3	lf-year holiday m 1/14/2024 il 1/25/2024	=	=
The eightee nth week, 20/27/1	3	Analyzing a poetic or narrative text according to the .social approach	=	=
The ninetee nth week 202/2/4	3	Textual approaches: a comprehensive vision in terms of motivations and .philosophical vision Structuralism .1 its nature, starting: points, features, and most important	=	=

		pioneers. And analyze a poetic text according to the .structural approach		
twentie th week 20/2/11 4 2	3	stylistic and Semiotics Its concept is what its nature is , what its starting points are , what its characteristics are , and its most important pioneers are what	=	=
The twenty first - week until the twenty - sevent h week	3	Application from until 2024/18/2 2024/2/4 6 week	=	=
The twenty eighth - week /4/7 2024	3	Defining modernist critical concepts Reading and receiving	=	=
The twenty ninth - week /14/4 2024	3	Defining modernist critical concepts Pragmatics	=	=
The thirtiet h week	3	Defining modernist critical concepts Cultural criticism With daily and	=	=

2024		monthly exam		
The thirty-first week /28/4 2024	3	Poetics, feminism, with daily and monthly exam	=	=
Week two - thirty- three /5/5 2024 /5/12 2024 AD	3	A second monthly exam with a quick review of the .material	=	=

11.Course evaluation

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

12.Resources of learning and teaching

1- Required prescribed books	Required textbooks (methodology, if (any
2- Main references (sources)	Main references (sources)
3- Recommended books and references (scientific journals, reports,)	Recommended supporting books and references (scientific journals, (reports
4- Electronic references, Internet sites.	Electronic references, Internet sites

Ministry of Higher Education and Scientific Research Scientific Supervision and Scientific Evaluation Apparatus Directorate of Quality Assurance and Academic Accreditation Accreditation Department



Academic Program and Course Description Guide

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts a	and terminology:
A cadamia D	Description. The goodemic program description provides a
	<u>Program Description:</u> The academic program description provides a
brief summa	ry of its vision, mission and objectives, including an accurate
	2

description of the targeted learning outcomes according to specific learning strategies.

<u>Course Description</u>: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

<u>Program Vision:</u> An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

<u>Program Mission:</u> Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

<u>Program Objectives:</u> They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

<u>Curriculum Structure:</u> All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

<u>Teaching and learning strategies</u>: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extracurricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:	
Faculty/Institute:	

Scientific Department:	
Academic or Professional Program N	Name:
Final Certificate Name:	
Academic System:	
Description Preparation Date:	
File Completion Date:	
Signature:	Signature:
Head of Department Name:	Scientific Associate Name:
Date:	Date:
The file is checked by:	
Department of Quality Assurance and U	University Performance
Director of the Quality Assurance and U	
Date:	
Signature:	
	Approval of the Dean
	- -
1. Program Vision	

Program vision is written here as stated in the university's catalogue and website.

2.	Pr	oc	ır	aı	m	M	lis	S	io	n
∠•		•	7"	•					. •	4

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution				
Requirements College Requirements				
Department Requirements				
Summer Training				
Other				

^{*} This can include notes whether the course is basic or optional.

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours		
			theoretical	practical	

8. Expected learning outcomes of the program					
Knowledge					
Learning Outcomes 1	Learning Outcomes Statement 1				
Skills					
Learning Outcomes 2	Learning Outcomes Statement 2				
Learning Outcomes 3	Learning Outcomes Statement 3				
Ethics					
Learning Outcomes 4	Learning Outcomes Statement 4				
Learning Outcomes 5	Learning Outcomes Statement 5				

9. Teaching and Learning Strategies

is

and

observation

Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods

11. Faculty

Implemented at all stages of the program in general.

Academic Rank Specialization Special Requirements/Skills (if applicable) General Special Special Special Staff Lecturer

practical theoretical application 2.1			

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

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

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

	Program Skills Outline														
							Requ	uired	progr	am Lo	earnin	g outcon	nes		
Year/Level	Course Code	Course Name	Basic or	Knov	Knowledge Skills				Ethics						
		rume	optional	A1	A2	A3	A4	B1	B2	В3	B4	C1	C2	С3	C4
Fourth		View and apply	Basic	V	V	V	V	V	V	V	V	V	V	V	

• Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

Course	Objectiv	res	•		••••
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5.	Availa	ble Attendance Forms:			
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2	Course	Codo			
1.	Course	. Name.			
	Course	e Name:			
1					

11. Course Evaluation Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc 12. Learning and Teaching Resources Required textbooks (curricular books, if any) Main references (sources) Recommended books and references (scientific journals, reports) Electronic References, Websites		yaser.ar.hum@uodiyala.edu.i م. الاسم: م. الأيميل: ainab.ar.hum@uodiyala.edu.	
daily preparation, daily oral, monthly, or written exams, reports etc 12. Learning and Teaching Resources Required textbooks (curricular books, if any) Main references (sources) Recommended books and references (scientific journals, reports)	11. Course	Evaluation	
12. Learning and Teaching Resources Required textbooks (curricular books, if any) Main references (sources) Recommended books and references (scientific journals, reports)	_		_
Required textbooks (curricular books, if any) Main references (sources) Recommended books and references (scientific journals, reports)			orts etc
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Ministry of Higher Education and Scientific Research Scientific Supervision and Scientific Evaluation Apparatus Directorate of Quality Assurance and Academic Accreditation Accreditation Department



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Academic Program Description Form

University Name:	. Diyala
Faculty/Institute:	. College of Education for Humanities

Scientific Department: .. Arabic Academic or Professional Program Name: . A program to prepare a generation of those who hold a bachelor's, master's, and doctorate degree in Arabic language and literature. Doctorate in Islamic Literature. Annual for preliminary studies - and courses for postgraduate studies..... Final Certificate Name: . P/4/2024..... Academic System: **Description Preparation Date:** File Completion Date: Signature: Signature: Head of Department Name: Scientific Associate Name: A.M.D. Ruba Abd al-Rida Prof. Dr. Ghazwan Adnan Muhammad Abd al-Razzaq Date: Date: The file is checked by: Department of Quality Assurance and University Performance Director of the Quality Assurance and University Performance Department: Date: Signature: Approval of the Dean

1. Program Vision

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2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of	Credit hours	Percentage	Reviews*
	Courses			
Institution				
Requirements				
College Requirements				
Department				
Requirements				
Summer Training				
Other				

^{*} This can include notes whether the course is basic or optional.

7. Program Description								
Year/Level	Course Code	Course Name	Credit Hours					
			theoretical	practical				
The second phase	262	Islamic literature	21 hours					
2024 AD			for					
			morning					
			and					
			evening					
			studies					

8. Expected learning outcomes of the program					
Knowledge					
1- Preserving the integrity of	Learning Outcomes Statement 1				
the Arabic language as the					
language of the Holy Qur'an,					
the symbol of the nation's					
personality and the symbol of					
its identity					
2- Enriching human					
knowledge of the Arabic					
language, language, literature,					
culture and civilization					
3- Developing the linguistic,					
literary and critical sense and					
love of curiosity					
4- Interacting with the					
cultures, knowledge and					
experiences of the era and					
establishing bridges of human					
communication with this					
contemporary reality in which					
theories of language, literary					
innovations and doctrines of					
criticism have become a					
common and proprietary					

1	
heritage. For every language.	
5- Graduating cadres with a	
high degree of education,	
qualification and excellence	
6- Attracting faculty members	
with distinguished experiences	
Skills	
1 - The student should develop Le	earning Outcomes Statement 2
his linguistic and literary skills	
2. That the student acquires	
the skills of teaching the Arabic	
language in middle and middle	
schools.	
3. The student quickly learns	
the rules of the established	
language, keeps up with the	
new, and connects it to the	
original	
4-Reading literary titles on the	
international information	
network in a field that does not	
exist.	
5- Holding discussion circles	
with those with a few minutes	
in order to develop literary and	
critical knowledge.	
6- Read the most important	
volumes and periodicals,	
including the most important	
topics related to the speaker in	
the field of lack of interest	
Learning Outcomes 3	earning Outcomes Statement 3
Ethics	
1- Introducing the impact of 3	3- Developing positive attitudes towards the course teaching process.
1	
science, scholars, writers, and	

literature.	
2- Active interest in studying	4- Modifying negative trends in the learning and teaching process regarding the course.
Islamic literature.	regarding the course.

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in implementing the program in general.

- A- Cognitive objectives
- 1 Enabling students to obtain knowledge and understanding of the intellectual framework of pre–Islamic Arabic literature.
- 2- Preparing students psychologically and educationally for the teaching profession in secondary schools.
- 3- Preparing students psychologically and educationally for the profession of teaching pre-Islamic literature in secondary schools.
- B The program's skill objectives
- 1 Determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroom.
- 2- Applies morphology strategies within the school classroom.
- 3- Apply appropriate methods to reduce the effect of forgetting.

Applies learning theories in educational situations.

10. Evaluation methods

- 1- Stimulating the element of motivation among students by rewarding the applicant with grades.
- 2- The correct answer is counted as an approved model answer in the daily or final exam.
- 3- Supporting students who have good competence in accordance with the requirements of the department.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff		
	General	Special			Staff	Lecturer	
Assistant Professor	Arabic	Islamic literature			angel		

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

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

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

	10

	Program Skills Outline														
							Req	uired	progr	am Lo	earnin	g outcon	ies		
Year/Level Course Course Code Name			Basic or	Knowledge			Skills			Ethics	Ethics				
	Nume	optional	A1	A2	A3	A4	B1	B2	В3	B4	C1	C2	С3	C4	
The second phase 2024 AD	262	Islamic literature	Basic												

• Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description	n Form
1. Course Name: Islamic literature	
2. Course Code: 262	
2. Course code: 202	
3. Semester / Year:: Academic year 2024	
4. Description Preparation Date: : 3/4/2024	1
5. Available Attendance Forms: : weekly	
6. Number of Credit Hours (Total) / Number of studies	of Units (Total); 21 hours for morning an
7. Course administrator's name (mention Name: Prof. Saad Al-Adwan Wahib	all, if more than one name)
Email : dwandad@gmail. com . Muhammad Jameel	
. AbdallahMohamed	Na: Nam
8. Course Objectives	
Course Objectives	• •
9. Teaching and Learning Strategies	
Strategy	
10. Course Structure	

Week	Hours	Required Learning	Unit or subject name	Learning method	Evalu	ition
		Outcomes			meth	d
the week the firm 10 2/10/2023	3	Students' control of the subject, theoretical appractical understanding, at their ability perceive and absorbert, transform it in the ability understand aspeak, and transthis knowledge others.				1-0 2- I dut 39 atte and par dur lect
03 second we 99 /10/2023		Students' control this subject, theoretical a practical understanding, a their ability perceive and abso it, transform it in the ability understand a speak, and trans this knowledge others		1Presentati 2-Discussio and dialogu 3-Display o the electror display		1-0 2- If dut 39 atte and par dur lect

the third week 10/16/2023	3	Students' control of the subject, theoretical apractical understanding and the ability perceive approached absorb transform into the ability understal and speak, approached appear to the subject of the	The impact the Holy Qur' on poetry	1Presentati 2-Discussio and dialogu 3-Display o the electror display	1-0 2- du 3 att an pa du lec
fourth week 10/23/2023	3	Students' control of the subject, theoretical and practical understanding and the ability perceive and absorb transform into the ability understand speak, and speak,	Artistic characteristic of Islan poetry (t artistic structure of t Arabic poem the era of ea Islam)	1Presentati 2-Discussio and dialogu 3-Display o the electror display	1-0 2- du 3 att and pai du lec

The fifth week 10/30/2023	3	Students' control of the subject, theoretical apractical understanding and the ability perceive approached absorb transform into the ability understal and speak, approached appears to the subject of th	Analysis Hassan l Thabit's poo (Al-Hamziyya	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2- F dut 39 atte and par dur lect
the sixth week 11/6/2023	3	Students' control of the subject, theoretical a practical understanding and the ability perceive a absorb transform into the ability to understal and speak, a transfer the knowledge others	Language a style	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2- F dut 33 atte and par dur lect

		· · · · · · · · · · · · · · · · · · ·			
Seventh week 11/13/2023	3	Students' control of the subject, theoretical apractical understanding and the ability perceive approached absorb transform into the ability understal and speak, approached appear to the subject of the	Pictures a imaginatio n	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2-1 dut 3 att and par dur lec
The eighth week 11/20/2023	3	Students' control of the subject, theoretical apractical understanding and the ability perceive approached absorb transform into the ability understal and speak, approached appears to the subject of th	Rhythm	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2-1 dut 3 atte and par dur lec

Week nine 11/27/2023	3	Students' control of the subject, theoretical appractical understanding and the ability perceive a absorb transform into the ability understand speak, approachers	Hassan l Thabit and l po etry		1-0 du 3-0 att an pa du lec
The tenth week 12/4/2023	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others	Analysis Hassan l Thabit's poo Al-Dalia	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1

Week eleven 12/11/2023	3	Students' control of the subject, theoretical apractical understanding and the ability perceive approached absorb transform into the ability to understal and speak, appeak, approached transfer the knowledge others'	A detailed stu of the po Abdullah l Rawahah a his po etry	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2-1 du 3 att and par du lec
The twelfth week 12/18/2023	3	Students' control of the subject, theoretical appractical understanding and the ability perceive approached absorb transform into the ability to understal and speak, approached transfer the knowledge others'	A detailed stu of the poet Ka bin Malik a his poetry	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2-3 dur 3 att and par dur lec

The thirteenth week 12/26/2023	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others'	Ancient poe purposes developed the era of ea Islam (t purpose praise)	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2-1 dut 3 att and par dur lec
The fourteenth week 1/2/2024	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others'	Purpose satire	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2-1 dut 3 atte and par dur lect

The fifteenth week 1/8/2024	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others'	The purpose lamenta tion	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2- I dut 39 atte and par dur lect
Sixteenth week 1/15/2024			Half vacation the year		

Seventeenth week 5/2/2024	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others'	New poetic purposes in the era of early Islam (Poetry of conquests Islamic)	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2- I dut 33 atte and par dur lect
Eighteenth week 5/2/2024	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others'	Prose in the e of early Islam (concept and origins).		1-C 2- I dut 3S atte and par dur lect

Week nineteen 12/2/2024	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others'	Rhetoric in th era of early Islam	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2- I dut 3 atte and par dur lect
The twentieth week 2/19/2024	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others'	Writing in the era of early Islam	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2- I dut 3: atte and par dur lect

Week twenty-one 2/26/2024	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others'	Commandment in the era of early Islam	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2-1 dut 3 atte and par dur lec
second week The twenty- fourth of March 2024	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others'	Defining the term (Umayya literature)	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2-1 dut 3 att and par dur lec

the third week The twenty- first 3/11/2024	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others'	Poetry center in the Umayya era	1-0 2- F dut 39 atte and par dur lect
fourth week The twenty- first 3/18/2024	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others'	The art of contradictions in the Umayya era	1-0 2- F dut 39 atte and par dur lect

Week twenty-five 3/25/2024	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others	A detailed stu of the poet Al- Akhtal And his hair	1-0 2-1 dut 3 and par dur lect
Week twenty-six 4/8/2024	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others	A detailed stu of the poet Al- Farazdaq And his hair	1-0 2-1 dut 3 atte and par dur lect

Week twenty- seven 4/15/2024	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others	A detailed stu of the poet Jar bin Attia and I poetry	2-Discussio	1-0 2- I dut 3 atte and par dur lect
Week twenty- eight 4/22/2024	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others	Political poetr in the Umayya era		1-0 2- I dut 3: atte and par dur lect

Week twenty-nine 4/29/2024	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others	Ghazal poo the Umayy era	-	1-0 2- du 3 att an pa du lec
Week Thirty 5/6/2024	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others	Prose in th Umayyad		1-0 2- du 3 att and par du lec
11. Course	Evalua	L			
oral, monthly, o	r writte exams, a	n exams, reports etc nd daily attendance and		the student such as daily prepken into consideration.	oa ratio
		eaching Resources		Al-Amali in Islamic Literat	

Main references (sources)	History of Arabic Literature	Isla
, , ,	Dr. Shawqi Deif	
	Development and renewal ir	Um
	poetry, Dr. Shawqi is a guest	
	Studies in Islamic Literatı	re,
	Makki Al-Ani	
Recommended books and references (scientific journals,	He recommends some bool	s, th
reports)	dissertations that include	th
	vocabulary.	
Electronic References, Websites	An online library of Islar	nic l
	which includes everything	elat
	course in a detailed, accur	ate :
	manner	

Ministry of Higher Education and Scientific Research Scientific Supervision and Scientific Evaluation Apparatus Directorate of Quality Assurance and Academic Accreditation Accreditation Department



Academic Program and Course Description Guide

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process

Concepts and terminology:

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

<u>Course Description</u>: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

<u>Program Vision:</u> An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

<u>Program Mission:</u> Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

<u>Program Objectives:</u> They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

<u>Curriculum Structure:</u> All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

<u>Teaching and learning strategies:</u> They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are

followed to reach the learning goals. They describe all classroom and extracurricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: .Diyala	
Faculty/Institute: . College Education	on for human sciences
Scientific Department:: I swear A	Arabic language
Academic or Professional Program N	Name: : Bachelor of Arabic Language and
Literature	
Final Certificate Name:: Bachelor	of Arabic Language and Literature
Academic System: Annual	
Description Preparation Date:	
File Completion Date: File Comp	oletion Date: 2024/3/28
Aire	
Signature:	Signature:
Head of Department Name:	Scientific Associate Name:
Prof M. Dr. Ruba Abdul-	
Reda Abdul-Razzaq	Date:
Date:	

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure									
Program Structure	Number of Credit hours Courses		Percentage	Reviews*					
Institution Requirements	37	4	%10.8180	1					
College Requirements	37	4	10.8180%	1					
Department Requirements	37	29	%78.3785	1					
Summer Training	1	1	1	1					
Other									

^{*} This can include notes whether the course is basic or optional.

7. Program Description								
Year/Level	Course Code	Course Name	Cre	dit Hours				
4 th class		Philology	theoretical	practical				
			90 hours					
			per year					
			(2) hours					
			per					
			division					
			per week					

8. Expected learning outcomes of the program							
Knowledge							
Learning Outcomes 1 Learning Outcomes Statement 1							
Skills							
Learning Outcomes 2	Learning Outcomes Statement 2						
Learning Outcomes 3	Learning Outcomes Statement 3						
Ethics							
Learning Outcomes 4	Learning Outcomes Statement 4						
Learning Outcomes 5	Learning Outcomes Statement 5						

Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements (if applicable	•	Number of the teaching staff		
	General	Special			Staff	Lecturer	
Professor, Assistant	Arabic	Language	/	/	54	/	
Professor. Doctor teacher,	language	+					
assistant teacher		literature					

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

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

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

		am.
14.	Program Development Plan	

	Program Skills Outline														
					Required program Learning outcomes										
1		Course Name	Name	Knov	Knowledge		Skills			Ethics					
			optional	A1	A2	A3	A4	B1	B2	В3	B4	C1	C2	С3	C4
Four stage		philology	Basic	√	$\sqrt{}$	$\sqrt{}$	√	√	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	

• Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

1. Course Name:

Philology

2. Course Code:

3. Semester / Year:

2023/2024

4. Description Preparation Date:

3 31/3/2024

5. Available Attendance Forms:

Fourth stage students

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

90 hours (2) hours per division per week

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

Name: A.S Suha Yaseen Zaid

Email: suha.ar.hum@uodiyala.edu.iq

Name: Bashaer Ali Abed

Email: bashair.arv.hum@uodiyala.edu.iq

8. Course Objectives

Course Objectives

Objectives of the study material: • To make the product that emerges from the

Arabic Language Department in the College of Eduction an effective element in serving society and delivering the required educational message at the highest scientific and educational levels.

- A- Cognitive objectives
- 1 Enabling students to obtain knowledge and understanding of the intellectual framework of the subject of philology.
- 2- Explains the importance of studying philology.

 3Determines the study objectives for the philology course.
- 4- Distinguish between the objectives of studying philology.

- 5- Explains the characteristics of studying this subject.
- 6- It identifies the important characteristics to must be highlighted within the study of philology.
- B- The skills objectives of the course.
- 1- Write a research paper and write specialized research and studies in the various fields of philology.
- 2- Memorizing the names and personalities of authors in philology to suit the nature of the lessor
- 3- Learn methods for teaching philology

Strategy

- 1- The modified lecture.
- 2- Discussion.
- 3-Interrogation.
- 1- Brainstorming.
- 2- Motivational questions.
- 1- Evaluation methods
- 1- 40% semester exams, and attendance, daily participation, and attendance are taken into consideration.
- 2-60% end-of-semester exams.
- 2- Teaching and learning methods:
- 1- Assigning students to make reports regarding the current lecture and demonstrating its importance.
- 2- Interrogating students through a set of thinking questions (how, why, where, which) for some topics.
- 3- Forming discussion circles in which the student is rewarded for his answers, and his information is corrected if he makes a mistake, and it is done electronically according to the Classroom and Meet program.

Teaching students how to build their ways of thinking and analysis

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-1	\ /.	Cours	ี	ucture

Week	Но	Required Learning	Unit or subject	Learning method	Evaluation
	urs	Outcomes	name		method
The fi week	2	Students' control of to subject and theoretical appractical understanding and their abit to perceive a assimilate transform it is the ability underst and and speak, and transfer this knowledge to others.	Definition of term philology a the difference between it a linguistics	(1) Presentation (2) Discussion and dialogue (3) Display on electronic display	(1) Oral exam (2) Research duties (3) Studer attendance a participation during lecture
The second week	2	Students' control of to subject and theoretical practical understanding, at their ability to perceand assimilate transform it into ability to understand speak, and transithis knowledge others.	ancient A scholars philology	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Presentati (2) Discussion and dialogue (3) Display of the electronic display
For the third week	2	Students' control of to subject and theoretical practical understanding, at their ability to perceand assimilate transform it into ability to understand and speak, and transforms.	modern scholars philology		1) Oral exams (2) Research duties (3) Students attendance as participation during the lecture

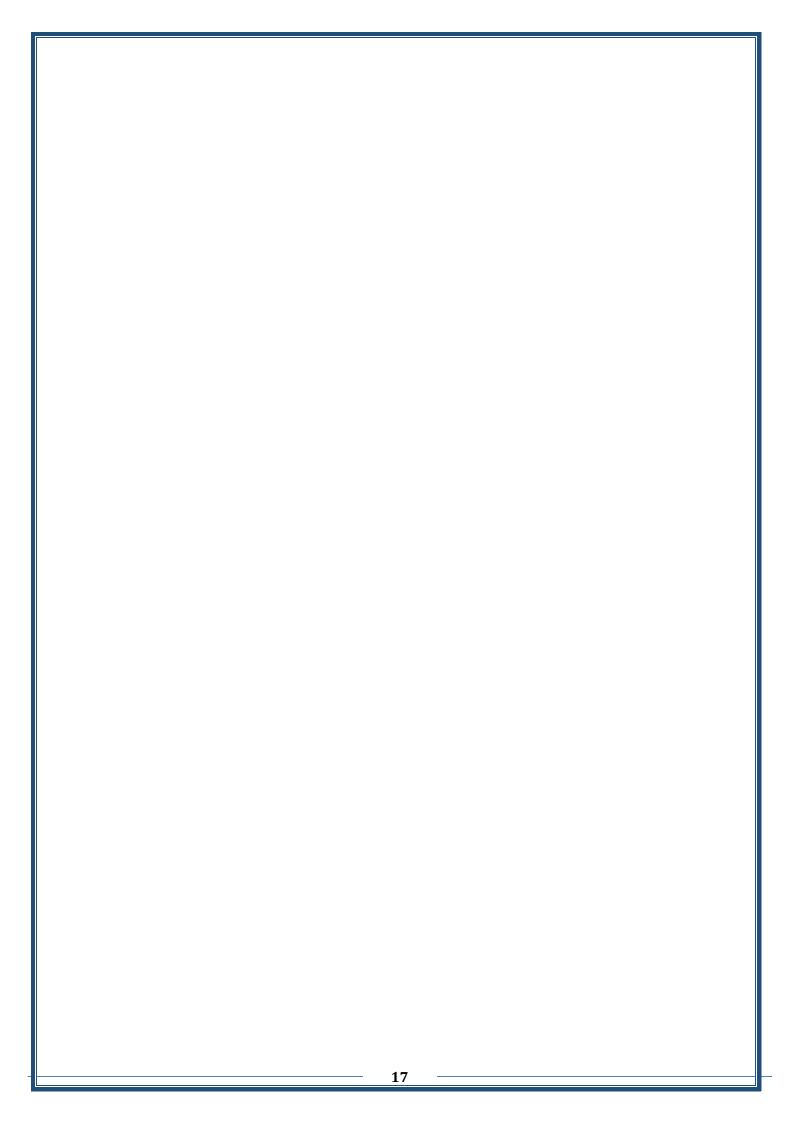
		this knowledge others.			
The fourth week	2	Students' control of to subject and theoretical practical understanding, their ability to perceand assimilate transform it into ability to understand speak, and transtand sheak, and transtand this knowledge others.	origin a development language	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students attendance as participation during the lecture
The fifth week	2	Students' control of to subject and theoretical practical understanding, their ability to perceand assimilate transform it into ability to understand speak, and transtand speak, and transtand showledge others.	Arabic langua website	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research dut (3) Students' attendance and participation dur the lecture
The sixth week	2	Students' control of to subject and theoretical practical understanding, their ability to perceand assimilate transform it into ability to understand speak, and transtand showledge others.	island languages	Presentation (2) Discussion and dialog (3) Display on the electronic display	1) Oral exams (2) Research dut (3) Students' attendance and participation dur the lecture
The seventh week	2	Students' control of to subject and theoretical practical understanding, at their ability to perce and assimilate transform it into ability to understand	common characteristics the island langua	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students attendance as participation during the lecture

		and speak, and trans this knowledge others.			
The eighth week	2	Students' control of to subject and theoretical appractical understanding, at their ability to perceand assimilate transform it into ability to understand speak, and transtand speak, and transtand showledge others.	language and circumstances of emergence	(2) Discussion and	1) Oral exams (2) Research dut (3) Students' attendance and participation dur the lecture
The ninth week	2	Students' control of to subject and theoretical practical understanding, at their ability to perceand assimilate transform it into ability to understand speak, and transtand sheak, and transtand she		1) Presentation (2) Discussion and dialog (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students attendance as participation during the lecture
The tenth week	2	Students' control of to subject and theoretical practical understanding, at their ability to perceand assimilate transform it into ability to understand speak, and transtand this knowledge others.	adopting language in the e of protest a introducing methods adopting language	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students attendance as participation during the lecture
The eleventh week	2	Students' control of to subject and theoretical practical understanding, at their ability to perceand assimilate transform it into ability to understand speak, and transtand this knowledge	Arabic dialects	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students attendance as participation during the lecture

		others.			
The twelfth week	2	Students' control of to subject and theoretical practical understanding, and their ability to perceand assimilate transform it into ability to understand speak, and transtand this knowledge others.	originality in Arabic language	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students attendance as participation during the lecture
The thirteenth week	2	Students' control of to subject and theoretical practical understanding, at their ability to perce and assimilate transform it into ability to understand speak, and transtand speak, and transtand showledge others.	synonymy in Arabic language a the position scholars on phenomenon synonymy	(2) Discussion and	1) Oral exam: (2) Research duties (3) Students attendance a participation during the lecture
The fourteenth week	2	Students' control of to subject and theoretical practical understanding, at their ability to perceand assimilate transform it into ability to understand speak, and transtand sheak, and transtand this knowledge others.	of ver commonality language	dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students attendance as participation during the lecture
The fifteenth week	2	Students' control of to subject and theoretical practical understanding, their ability to perceand assimilate transform it into ability to understand and speak, and transforms.	opposites in Arabic language a the position scholars on phenomenon opposites	(2) Discussion and	1) Oral exams (2) Research duties (3) Students attendance as participation during the lecture

	this knowledge others.	
For the sixteenth week	Students' control of t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understation (2) Discussion and dialogue (3) Display on the electronic display Arabic language Arabic language Arabic language Arabic language	1) Oral exams (2) Research duties (3) Students attendance as participation during the lecture
The seventeenth week	subject and development (2) Discussion and theoretical and practimethods understanding, and the phenomenon (3) Display on the ability to perceive aderivation in assimilate it, transfoArabic language it into the ability understand and speand transfer temporary in the subject of the phenomenon (3) Display on the electronic display electronic display in the ability understand and speand transfer temporary in the phenomenon (3) Display on the electronic display electronic display electronic display in the electronic display	1) Oral exams (2) Research duties (3) Students' attendance an participation during the lecture
The eighteenth week	subject and analogy in the Ara (2) Discussion and theoretical and practilanguage adialogue (3) Display on the ability to perceive a assimilate it, transform it into the ability	1) Oral exams (2) Research duties (3) Students' attendance an participation during the lecture
The nineteenth week	Students' control of tThe Arabiz 1) Presentation subject and intrusive, a (2) Discussion and theoretical and practigenerated dialogue (3) Display on the ability to perceive a assimilate it, transforit into the ability	1) Oral exams (2) Research duties (3) Students' attendance an participation during the lecture
The twentieth week	Students' control of tThe phonetic syst1) Presentation subject and of the Ara (2) Discussion and theoretical and practilanguage dialogue understanding, and the	1) Oral exams (2) Research duties (3) Students' attendance an

		T			1	
		assimilate it, transfo				participation
		it into the ability				during the
		understand and spe				lecture
		and transfer t				
	2	knowledge to others. Students' control of t	(Speech	mochan	il) Procontation	1) Oral exams
Tl					(2) Discussion and	(2) Research
The twenty-		theoretical and practi		cen acvice	dialogue	duties
first week		understanding, and th			(3) Display on the	(3) Students'
		ability to perceive a			electronic display	attendance an
		assimilate it, transfo				participation
		it into the ability				during the
		understand and spe				lecture
		and transfer t				
		knowledge to others.				
11. Course	Eval	uation				1
Distributing the	e sco	re out of 100 accordi	ng to t	he tasks a	assigned to the studen	t such as daily
_		al, monthly, or written	_		_	
12. Learnin	g and	d Teaching Resource	es			
Required textboo	oks (c	curricular books, if any)	1		nodern, detailed ed ecently written book	
Main references	/sour	res)			est important boo	
Walli Telefellees	(30th	003)			that have an und	
					icated academic styl	
Recommended	books	s and references (scie	-		ooks, theses, and di	
Recommended books and references (scientific			1	include the course vocabulary a		
journals, reports…)				recommended		
Electronic References, Websites				The international information network a		
Licotroffic Actionations, websites				the comprehensive library on the Intern		
				-	icludes everything	
			1		n a detailed, accı	
				manner.	i detailed, deet	



Ministry of Higher Education and Scientific Research Scientific Supervision and Scientific Evaluation Apparatus Directorate of Quality Assurance and Academic Accreditation Accreditation Department



Academic Program and Course Description Guide

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts a	and terminology:
A cadamia D	Description. The goodenic program description provides a
	<u>Program Description:</u> The academic program description provides a
brief summa	ry of its vision, mission and objectives, including an accurate
	2

description of the targeted learning outcomes according to specific learning strategies.

<u>Course Description</u>: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

<u>Program Vision:</u> An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

<u>Program Mission:</u> Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

<u>Program Objectives:</u> They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

<u>Curriculum Structure:</u> All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

<u>Teaching and learning strategies</u>: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extracurricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:Diyala
Faculty/Institute: Education for the humanities

Scientific Department:	
Academic or Professional Program Name:	
Final Certificate Name:	
Academic System:	
Description Preparation Date: 2023-2024	
File Completion Date: 29-3-2024	
Signature: Head of Department Name:	Signature: Scientific Associate Name:
Date:	Date:
The file is checked by:	
Department of Quality Assurance and Univers	•
Director of the Quality Assurance and Univers	ity Pertormance Department:
Date:	
Signature:	
	Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2.	Pr	oc	ır	aı	m	M	lis	S	io	n
∠•		•	7"	•					. •	4

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution				
Requirements College Requirements				
Department Requirements				
Summer Training				
Other				

^{*} This can include notes whether the course is basic or optional.

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours		
			theoretical practical		

8. Expected learning outcomes of the program					
Knowledge					
Learning Outcomes 1	Learning Outcomes Statement 1				
Skills					
Learning Outcomes 2	Learning Outcomes Statement 2				
Learning Outcomes 3 Learning Outcomes Statement 3					
Ethics					
Learning Outcomes 4 Learning Outcomes Statement 4					
Learning Outcomes 5	Learning Outcomes Statement 5				

Teaching and learning strategies and methods adopted in implementing the program in general.

- A- Cognitive objectives
- 1 Enabling students to obtain knowledge and understanding of the intellectual framework of pre–Islamic Arabic literature.
- 2- Preparing students psychologically and educationally for the teaching profession in secondary schools.
- 3- Preparing students psychologically and educationally for the profession of teaching pre-Islamic literature in secondary schools.
- B The program's skill objectives
- 1- Determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroom.
- 2- Applies morphology strategies within the school classroom.
- 3- Apply appropriate methods to reduce the effect of forgetting.

Applies learning theories in educational situations.

10. Evaluation methods

- 1- Stimulating the element of motivation among students by rewarding the applicant with grades.
- 2- The correct answer is counted as an approved model answer in the daily or final exam.
- 3- Supporting students who have good competence in accordance with the requirements of the department.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff		
	General	Special			Staff	Lecturer	
Professor, Assistant	Arabic	Language					
Professor. Doctor teacher,		+					
assistant teacher		literature					

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

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

12. Acceptance Criterion

1- Using the method of presentation and lecture to provide students with the basics and topics related to knowledge

Explained.

- 2- Through the method of questioning and discussion, the study subjects are clarified and explained by the academic staff
- 3- Directing students to visit the library and the International Informatics Network to obtain information and facts

13. The most important sources of information about the program

- 1 Books, periodicals, theses and university dissertations that meet the latest study requirements in the Arabic language major
- 2- International Information Network.
- 3- The personal experience of the person teaching the course.

14. Program Development Plan

- 1 Admission is central
- 2- The student's desire.
- 3- Competitive rate between departments

	Program Skills Outline														
							Requ	uired	progr	am Le	earnin	g outcon	ies		
Year/Level	Course Code	Name	Basic or	Knowledge		Skills		Ethics							
			optional	A1	A2	A3	A4	B1	B2	В3	B4	C1	C2	С3	C4
2023-2024 The second		Essential ancient	texts	•	•	•	•		•	•	•	•	•	•	
phase															

• Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

Course Descrip	uon form
1. Course Name:	
Ancient texts	
2. Course Code:	
3. Semester / Year:	
2023- 2024	
4. Description Preparation Date:	
29-3-2024	
5. Available Attendance Forms:	
6 Number of Credit House (Total) / Num	har of Unita (Total)
6. Number of Credit Hours (Total) / Num 60 hours, two hours for each section	`
,	
7. Course administrator's name (ment	ion all, if more than one name)
Name: M.D. Shaima Zidan Abd Email: <u>Shaymaaz.ar.hum@uodiyala.e</u>	edu ia
Name: M.D. Hana Abbas Salman	.uu.iq
Email: <u>Hana.ar.hum@uodiyala.edu.iq</u>	<u>l</u>
8. Course Objectives	
Course Objectives	A- Cognitive objectives
	1- Reads Arabic literary heritage books
	2- Explains the importance of studying li er
	 3- Determines the study objectives for the study objective for the study objective
	5- Explains the characteristics of studying t
	6- It identifies the important characterist cs
	within the study of ancient texts.
	Skills objectives for the course
	1 – Write a research paper, and write speci
	studies on ancient texts.
	2- Knowledge of writers and scholars of Ara works
	3-Distinguishing between their literary style

grammatical, morphological and phonetic	level
5 – Learn to extract rhetorical arts from t	xts a
them	
6- Adjusting spelling rules.	

Strategy

- 1- Prepared lecture
- 2- Discussion.
- 3- Interrogation.
- 4- Brainstorming.
- 5- Motivational questions.
- 6 Daily and monthly tests.

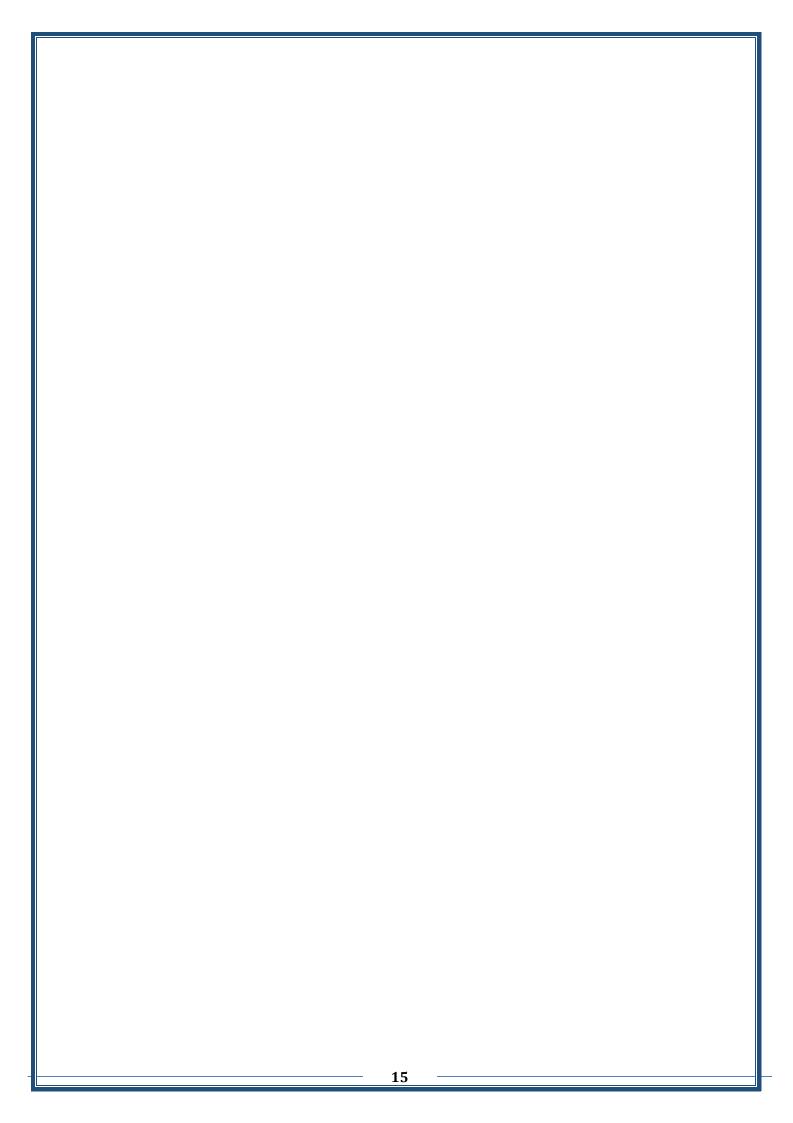
10. Course Structure

Week	Hours	Required Learning	Unit or subject	Learning	Evaluation method
		Outcomes	name	method	
1	2	Students adjust this the topic	Identify heritage sources Arabic and distinction betwee basic language levels	Reading and Discussion a dialogue	For the oral test and preparation Reports about it
2	2	Students adjust this the topic	The era of Imam Ali (peace be upon him) from the book Nahj al Balagha	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
3	2	Students adjust this the topic	The era of Imam Ali (peace be upon him) from the book Nahj al Balagha	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
4	2	Students adjust this the topic		Reading and Discussion and dialogue	For the oral test and preparation Reports about it
5	2	Students adjust this the topic	The era of Imam Ali (peace be upon him) from the book Nahj al Balagha	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
6	2	Students adjust this the topic	The era of Imam Ali (peace be upon him) from the book Nahj al	Reading and Discussion and dialogue	For the oral test and preparation Reports about it

			Balagha Reading and		
			Discussion and dialog		
7	2	Students adjust thi	The era of Imam Ali	Reading and	For the oral test
		the topic	(peace be upon him)	Discussion and	and preparation
			from the book Nahj al	dialogue	Reports about it
			Balagha		
8	2	Students adjust thi		Reading and	A written test
		the topic	(peace be upon him)	Discussion and	
			from the book Nahj al	dialogue	
			Balagha		
9	2	Students adjust thi		_	For the oral test
		the topic	from the book	Discussion and	and preparation
			Maqamat by Badi al-	dialogue	Reports about it
	1		Zaman al-Hamdhani		
10	2	Students adjust thi			For the oral test
		the topic	from the book	Discussion and	* *
			Maqamat by Badi al-	dialogue	Reports about it
	1	0. 1	Zaman al-Hamdhani	D 1:	n .1 .
11	2	Students adjust thi		Reading and	For the oral test
		the topic	from the book	Discussion and	and preparation
			Maqamat by Badi al-	dialogue	Reports about it
4.0	 	0, 1, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2,	Zaman al-Hamdhani	D 1: 1	Λ '
12	2	Students adjust thi		_	A written test
		the topic	from the book	Discussion and	
			Maqamat by Badi al-	dialogue	
4.0	-	0, 1, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2,	Zaman al-Hamdhani	D 1: 1	n d l
13	2	Students adjust thi		Reading and	For the oral test
		the topic	from the book The	Discussion and	and preparation
			Misers	dialogue	Reports about it
1 4	2	Chudonto odinat ili	For Al-Jahiz	Dood:na J	For the and test
14	2		The story of Al-Kindi		For the oral test
		the topic	from the book The	Discussion and	1 1
			Misers	dialogue	Reports about it
1 🗖	2	Studente adjust thi	For Al-Jahiz The story of Al-Kindi	Pooding and	For the oral test
15	2	the topic	from the book The	Reading and Discussion and	and preparation
		the topic	Misers	dialogue	Reports about it
			For Al-Jahiz	uiaiogue	reports about it
16	2	Students adjust thi	•	Reading and	For the oral test
10	4	the topic	from the book The	Discussion and	
		the topic	Misers	dialogue	Reports about it
			For Al-Jahiz	aidioguc	reports about it
17	2	Students adjust thi	s The story of Al-Kindi	Reading and	A written test
1/	4	the topic	from the book The	Discussion and	11 WITHEII LEST
		the topic	Misers	dialogue	
			For Al-Jahiz	aiaiogue	
10	2	Students adjust thi	·	Reading and	For the oral test
18	4	the topic	book	Discussion and	
		the topic	Enjoyment and	dialogue	and preparation Reports about it

			Hayyan		
			Tawhidi		
19	2	Students adjust this the topic	The first night of the book Enjoyment and sociability by Abu Hayyan Tawhidi	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
20	2	Students adjust this the topic	The first night of the book Enjoyment and sociability by Abu Hayyan Tawhidi	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
21	2	Students adjust this the topic	The first night of the book Enjoyment and sociability by Abu Hayyan Tawhidi	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
22	2	Students adjust this the topic	The first night of the book Enjoyment and sociability by Abu Hayyan Tawhidi	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
23	2	Students adjust this the topic	The first night of the book Enjoyment and sociability by Abu Hayyan Tawhidi	Reading and Discussion and dialogue	A written test
24	2	Students adjust this the topic	Texts from my book Literature Al-Saghir and Al-Adab Al-Kabir by Ibn Al- Muqaffa	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
25	2	Students adjust this the topic		Reading and Discussion and dialogue	For the oral test and preparation Reports about it
26	2	Students adjust this the topic		Reading and Discussion and dialogue	For the oral test and preparation Reports about it
27	2	Students adjust this the topic		Reading and Discussion and dialogue	For the oral test and preparation Reports about it

Al-Kabir by Ibn Al-Muqaffa Texts from my book Literature Al-Saghir and Al-Adat Al-Kabir by Ibn Al-Muqaffa 29								
28 2 Students adjust this the topic					•			
the topic								
Al-Saghir and Al-Adat Al-Adat Al-Kabir by Ibn Al-Muqaffa 29							A written test	
Al-Kabir by Ibn Al-Muqaffa 29 2 Students adjust this review The entire vocabulary of subject 30 2 review The entire vocabulary of subject 11. Course Evaluation 1- 40% are semester exams, and attendance, daily participation, and reports are taken into account to account t			the topic					
Muqaffa The entire vocabulary of subject				•	•	dialogue		
29 2 Students adjust this the topic subject 30 2 review The entire vocabulary of subject 11. Course Evaluation 1- 40% are semester exams, and attendance, daily participation, and reports are taken into account. 2-60% end-of-semester exams. 12. Learning and Teaching Resources Required textbooks (curricular books, if any) 2- The Misers by Al-Jahiz 3 - Little Literature and Great Literature by Il and the semination of the semination of the semination of the semination of the subject of subject of the subject of subjec								
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Subject The entire vocabulary of subject	2)			10,10,				
Vocabulary of subject Subject			•					
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Electronic References, Websites Arabic language libraries on the Internet, which				· · · · · · · · · · · · · · · · · · ·				
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Everything related to the course is accurate and	Election	IIC KEIEIE	511005, WEDSILES					
					Liveryuning I	terated to tile	course is accurate	iiu e



Ministry of Higher Education and Scientific Research Scientific Supervision and Scientific Evaluation Apparatus Directorate of Quality Assurance and Academic Accreditation Accreditation Department



Academic Program and Course Description Guide

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

Concepts and terminology:

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

<u>Course Description:</u> Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

<u>Program Vision:</u> An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

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Academic Program Description Form

University Name: Amaa Diyala	
Faculty/Institute: . Education for hur	nan sciences
Scientific Department: Arabic langua	age
Academic or Professional Program N	Name: Arabic language and literature
Final Certificate Name: In. Arabic la	nguage and literature
Academic System: Annual	agaage and neerature
Description Preparation Date:	
File Completion Date: 2023/3/28	
Signature:	Signature:
Head of Department Name:	Scientific Associate Name:
read of 2 oparament runne.	: A. M. Dr. Ruba Abdul-
Date:	Reda Abdul-Razzaq
Date.	Date:
	Date:
The file is checked by:	
Department of Quality Assurance and U	Jniversity Performance
Director of the Quality Assurance and U	University Performance Department:
Date:	
Signature:	

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

The Department of Arabic Language at the College of Education for Human Sciences / Diyala University aspires to lead in the field of teaching and scientific research in the Arabic language and literature locally, regionally and globally and seeks to provide high-quality integrated education and distinguished educational programs in teaching methods and modern educational means. The department also seeks to attract prestigious teaching competencies with experience and academic excellence.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

- 1. Leadership in providing academic programs in the field of Arabic language distinguished research and creativity for community development.
- 2. Graduating qualified cadres in the field of the Arabic language, translating the visions and ideas of non-Arabic-speaking countries and facilitating dialogue and communication between peoples. And you are only knolled by applying quality standards in giving good information to the Arabic language student.
- 3. Upgrading the intellectual, cultural and educational level of the student by developing their linguistic, intellectual and research skills to meet the requirements of the labor market, providing distinguished graduates to serve the

community, advance the reality of the country and prepare researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

- 1- Preparing scientific staff of bachelor's degree holders responsible for leading the educational process in society.
- 2- A graduate specialized in the Arabic language and literature equipped with linguistic and literary skills.
- 3- Preparing specialized scientific cadres with master's and doctoral degrees to be provided by Iraqi universities and scientific research institutions in society.
- 4- Conducting basic and applied studies and research, holding scientific seminars and conferences that contribute to the progress of society.
- 5- Keeping abreast of the labor market and knowledge developments.
- ★ 6- Enabling the student to write technically in research, drafting and creativity.
- 7- Creativity and innovation in the field of the Arabic language.

- 8– Focusing on the applied side by training students on the skill of listening and speaking to prepare them on how to deal with such an atmosphere that speaks the classical Arabic language free of grammatical errors.
- 9. Effectively contribute to the authoring of methodological books, assistance and general references.
- 10- Conducting theoretical, experimental and comparative research in the field of the Arabic language and literature.
- 11. Providing scientific expertise and advice to the educational institution in the community to ensure that it keeps pace with the development in its field of specialization.
- 12- Refine students' critical and creative thinking skills.
- 13. Building partnership with the public and private sectors by conducting studies
- 14- Providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

No

5. Other external influences

Is there a sponsor for the program?No

6. Program Struc	ture			
Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	37	4	10.8108./.	1
College Requirements	37	4	10.8108./.	1
Department Requirements	37	29	78.3785./.	1
Summer Training	1	1	1	1
Other				

^{*} This can include notes whether the course is basic or optional.

7. Program De	escription			
Year/Level	Course Code	Course Name		Credit Hours
The fourth		Arabic grammar and facilitate it	theoretical	practical
			128 hours (4) hours per week	0

8. Expected learning	outcomes of the program
Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

- Cognitive goals
- 1. Defines a set of grammars for prescribed grammar topics
- 2. It shows the objectives of the importance of grammar
- 3. He distinguishes between the goals of the grammar study.
- 4. Explains the properties of studying this substance
- B. Maratial objectives of the program
- 1 Determines the mechanism of transferring theoretical knowledge to writing a research paper on the topics of Arabic grammar and facilitating it.
- 2- Memorize a number of media and scarptors and the grammatical terms and general rules, especially in accordance with the nature of the article.
- 3- Learn methods that study grammar

10. Evaluation methods

Implemented at all stages of the program in general.

- 1- Raising the element of motivation among students through the reward of the applicant with grades.
- 2- Calculating the correct answer as an approved sample answer in the daily or final exam.
- 3- Supporting students who have good competence in accordance with the requirements of the department.
- 4. 40. /. Quarterly exams as well as daily participation and regularity, and 60. /. Final semester exams

11. Faculty

Faculty Members

Academic Rank	Specializa	ition	Special Requirements (if applicable	•	Number of the	teaching staff
	General	Special			Staff	Lecturer
Professor, Assistant	Arabic	Language	/	/	54	/
Professor. Doctor teacher,	language	+				
assistant teacher		literature				

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

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

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

Books, periodicals, theses and university theses that match the latest requirements for study in the specialty of exchange

- 2- International Information Network.
- 3 The personal experience of the course teacher.

14. Program Development Plan

1– The curriculum denies taking into account students' tendencies, trends, needs and problems.

- 2- The curriculum should be adapted to the present and future of students, and to be compatible between learning methods and the characteristics of students' growth.
- 3- The teacher should have an influential personality in his students, because the student is influenced first by the teaching, and the able professor adds a special style to the student's personality in teaching.

Periodic (annual) update of approved training plans.

			Pro	gram	Skills	Outl	ine								
							Requ	uired	progr	am L	earnin	g outcon	ies		
Year/Level	Course Code	Name	Knov	vledge			Skills	5			Ethics				
	o a mane	optional	A1	A2	A3	A4	B1	B2	В3	B4	C1	C2	С3	C4	
The fourth		Arabic grammar and its facilitatio n	Basic	V	V	٧	√	V	V	√	V	V	√	√	V

• Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

1. Course Name:		
Arabic grammar and its facilitation		
2. Course Code:		
3. Semester / Year /		
2023/202		
4. Description Preparation Date:		
2024/3/28		
5. Available Attendance Forms:		
The fourth stage		
6. Number of Credit Hours (Total) / Number	of Units (Total)	
120(4) 147 11 11 11 11		
128(4) Weekly division7. Course administrator's name (mention	all if more than one name)	
: Name: A. Dr. Othman Rahman Hamid Al	•	
Email: :0thman.ar.hum@uodiyala.edu.iqu.i		
Name: A. M. Dr. Wafaa Ali Hussein Email: wafa Name: M. Dr. Hanaa Abbas Salman. Email: Han Name:- M. Dr. Aya Ihsan Sadiq Email:-aya	a.ar.hum@uodiyala.edu.iq	
Name: M. Dr. Hanaa Abbas Salman. Email: Han	a.ar.hum@uodiyala.edu.iq	
Name: M. Dr. Hanaa Abbas Salman. Email: Han Name:- M. Dr. Aya Ihsan Sadiq Email:-aya	a.ar.hum@uodiyala.edu.iq	
Name: M. Dr. Hanaa Abbas Salman. Email: Han Name:- M. Dr. Aya Ihsan Sadiq Email:-aya 8. Course Objectives	a.ar.hum@uodiyala.edu.iq	udents to
Name: M. Dr. Hanaa Abbas Salman. Email: Han Name:- M. Dr. Aya Ihsan Sadiq Email:-aya 8. Course Objectives	a.ar.hum@uodiyala.edu.iq a.arv.hum@uodiyala.edu.iq •	
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Name: M. Dr. Hanaa Abbas Salman. Email: Han Name:- M. Dr. Aya Ihsan Sadiq Email:-aya 8. Course Objectives Course Objectives	a.ar.hum@uodiyala.edu.iq a.arv.hum@uodiyala.edu.iq 1. Preparing stu 2. Preparing sciengrammar 3. Conducting res	ntific r se
Name: M. Dr. Hanaa Abbas Salman. Email: Han Name:- M. Dr. Aya Ihsan Sadiq Email:-aya 8. Course Objectives	a.ar.hum@uodiyala.edu.iq a.arv.hum@uodiyala.edu.iq 1. Preparing stu 2. Preparing sciengrammar 3. Conducting resof grammar	ntific r se

Using the method of delivery and lecture in providing studer ts wand topics related to knowledge described in (A).

- 2- Through the method of questioning and discussion, the study clarified and explained by the academic staff.
- 3- Guiding students to visit the library and the International Information and facts.
- 4- Methods of evaluation
- 1- 40% quarterly exams, and attendance, daily participation and taken into account electronically.
- 2-60% of the end-of-semester tests.
- 5- Methods of teaching and learning:
- 1- Assigning students to make reports regarding the circulating leads showing its importance.
- 2- Questioning students through a set of thinking questions how what) for some topics.
- 3- Forming panel discussions that rewards the student's answer and corrects his information if he makes a mistake and be electro to the Class Room and Dead program.

4- Teaching students how to build their ways of thinking an

Eva

(1)

(2) du

10. Course Structure

Week	Hours	Required	Unit or subject name	Learning method
		Learning		
		Outcomes		
The first week 10/1/2023		idents control s subject and derstand it eoretically and eir ability to rceive and	Grammatical methods (t stating)	Presentation (2) Discussion and dialogue

	derstand it and it into a queen understanding, eaking and insferring this owledge to .others		(3) Presentat on electronic model	
The second week 8/10/2023	4 idents control s subject and derstand it coretically and actically and are ability to receive and derstand it and rn it into a queen understanding, eaking and insferring this owledge to others	The sequel the door of t call style	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1 (2 e. (3 a o th
The third week 15/10/2023	4 idents control s subject and derstand it coretically and actically and artically to receive and derstand it and rn it into a queen understanding, eaking and insferring this owledge to .others	Method jurisdiction	1) Presentation(2) Discussion and dialogue(3) Presentation on the electronic model	(2) (2) (2) (3) (3) (4) (4) (4) (4) (4) (4) (4) (4) (4) (4

TD1 C	Andonts control	Applications		
The fourth	4 idents control s subject and	Applications the methods	1) Presentation	1
week	s subject and derstand it	jurisdiction a		
	oretically and	appeal	(2) Discussion and	(:
22/10/2023	actically and	аррсаг	dialogue	e
22/10/2025	eir ability to		uiaioguc	
	rceive and			ر.
	derstand it and		(3) Presentation	(: a
	n it into a queen		on the electronic	0
	understanding,		model	tl
	eaking and			
	nsferring this			
	owledge to			
	.others			
The fifth	4 idents control	The style	1) Presentation	1
week is	s subject and	seducation	1) 11000110011	
	derstand it		(0) D: 1	ر ,
29/10/2023	oretically and		(2) Discussion and	(
	actically and		dialogue	е
	eir ability to			
	rceive and derstand it and		(3) Presentation	(:
	'n it into a queen		on the electronic	a
	understanding,			0
	eaking and		model	tl
	nsferring this			
	owledge to			
	.others			
Circh recole	4 idents control	The method	43.5	
Sixth week	s subject and	remediation	1) Presentation	1
5/11/2023	derstand it	remediation		
	oretically and		(2) Discussion and	(
	actically and		dialogue	e
	eir ability to			ľ
	rceive and		(2) D	(
	derstand it and		(3) Presentation	a
	n it into a queen		on the electronic	0
	understanding,		model	t
	eaking and			
	nsferring this		1	

	owledge to .others		
The seventh week is	4 idents control s subject and	The name the does not lead to the forbide	-
12/11/2023	derstand it coretically and actically and ir ability to	(it is forbidd to exchange (2) Discussion and dialogue	
	rceive and derstand it and rn it into a queen understanding, eaking and insferring this owledge to .others	(3) Presentation on the electronic model	
The eighth week 19/11/2023	4 idents control s subject and derstand it coretically and actically and are ability to receive and derstand it and it into a queen understanding, eaking and insferring this owledge to others	A sequel to to name that do not (forbidded from exchange) (3) Presentation on the electronic model	
The ninth week	4 idents control s subject and derstand it	The method 1) Presentation condition	
26/11/2023	eoretically and actically and air ability to	(2) Discussion and dialogue	
	rceive and derstand it and rn it into a queen understanding,	(3) Presentation on the electronic model	

	eaking and nsferring this owledge to .others		
The tenth week 3/12/2023	4 idents control s subject and derstand it coretically and actically and artically to receive and derstand it and in it into a queen understanding, eaking and insferring this owledge to .others	A sequel to t style of t condition (2) Discussidialogue (3) Present on the elect model	ion and (2) example (3) an of the
The eleventh week 10/12/2023	4 Idents control s subject and derstand it coretically and actically and actically and derstand it and mit into a queen understanding, eaking and insferring this owledge to .others	The style of ta (2) Discussion dialogue (3) Present on the elect model	ion and (2) exa
The twelfth week 17/12/2023	4 idents control s subject and derstand it coretically and actically and air ability to rceive and derstand it and	A sequel to temethod of exi (2) Discussion dialogue	

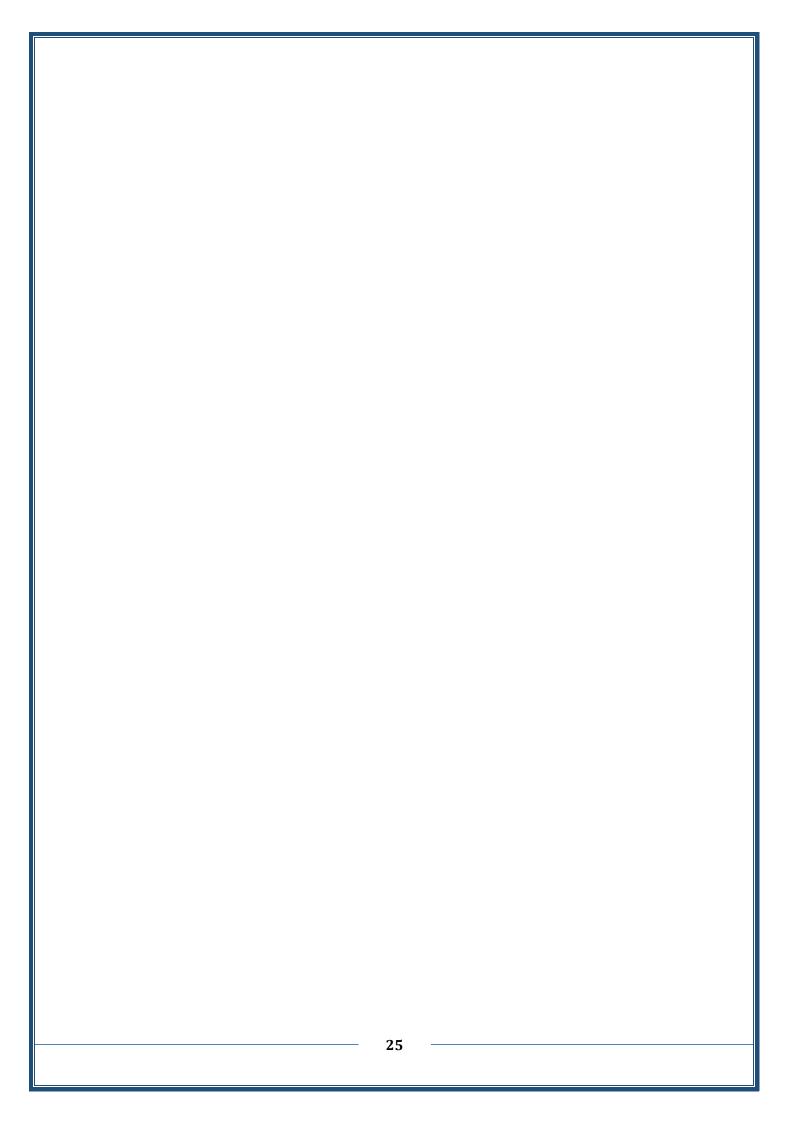
	rn it into a queen understanding, eaking and insferring this owledge to .others		(3) Presentation on the electronic model	of th
The thirteenth week 25/12/2023	idents control s subject and derstand it coretically and actically and eir ability to rceive and derstand it and rn it into a queen understanding, eaking and insferring this owledge to .others	The number a its identities	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	(2) ex
Week 14 2/1/2024	idents control s subject and derstand it coretically and actically and eir ability to rceive and derstand it and rn it into a queen understanding, eaking and insferring this owledge to .others	Applications the subject the issue	1) Presentation(2) Discussion and dialogue(3) Presentation on the electronic model	1) (2 ex (3 ar of th
The fifteenth week 8/1/2024	idents control s subject and derstand it eoretically and eir ability to	General applications	Presentation (2) Discussion and dialogue	1) (2 ex

	rceive and derstand it and mit into a queen understanding, eaking and insferring this owledge to .others	(3) Presentation on the electronic model	an of the
The sixteenth and seventeenth week		Half-year vacation fro 14/1/2024 25/1/2024	
The 18th week is 27/1/2024	4 idents control s subject and derstand it coretically and actically and eir ability to receive and derstand it and mit into a queen understanding, eaking and insferring this owledge to .others	The senter has expressions a types (2) Discussion and dialogue (3) Presentation on the electronic model	(2) example (3) an of the
For the nineteenth week 4/2/2024	4 idents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and mit into a queen understanding, eaking and insferring this	The sequel the sentence, types a expressions (2) Discussion and dialogue (3) Presentation on the electronic model	(2) example (3) an of the

The	owledge to others 4 idents control s subject and	The sentence that have a pla	1) Presentation	1)
twentieth week is 11/2/2024	derstand it coretically and actically and cir ability to receive and derstand it and in it into a queen understanding, eaking and insferring this owledge to .others	of Arabs ((2) Discussion and dialogue (3) Presentation on the electronic model	(2 ex (3 ar of th
The twenty-first week to the twenty-seventh week		Application from 18/2/2024 2/4/2024 weeks)		
The twenty-eighth week	4 idents control s subject and derstand it coretically and actically and actically and der ability to receive and derstand it and mit into a queen understanding, eaking and insferring this owledge to .others		1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	(2) (2) (3) (3) (4) (4) (4) (4) (4) (4) (4) (4) (4) (4
The twenty- ninth week	4 idents control s subject and derstand it	Sentences the have no place the Arabs	1) Presentation	1]

14/4/2024	eoretically and actically and actically and are ability to receive and derstand it and rn it into a queen understanding, eaking and ansferring this owledge to .others		(2) Discussion and dialogue(3) Presentation on the electronic model	() e
The 30th week 21/4/2024	4 idents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and mit into a queen understanding, eaking and insferring this owledge to .others	Introduction facilitation attempts	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1 (e (a o t :
The thirty-first week	4 idents control s subject and derstand it coretically and actically and are ability to receive and derstand it and rn it into a queen understanding, eaking and insferring this owledge to .others	Attempts facilitate t ancient grammar heritage (I Lighted attempt)	1) Presentation(2) Discussion and dialogue(3) Presentation on the electronic model	1 (e (a o t)

	T			_ _
The second	4 idents control	Attempts to	1) Presentation	1)
week - the	s subject and derstand it	facilitate the modernists		
third and	eoretically and	modermses	(2) Discussion an	d (2)
the third	actically and	(The att	tempt dialogue	exa
	eir ability to	Ibrahim		
5/5/2024	rceive and	Mustafa	(2) D	(3)
0,0,2021	derstand it and	Al-Makh	Abo on the electronic	and
12/5/2024	n it into a queen understanding,		l-Jawa model	01 :
_ · ·	eaking and	Sattai II	model	the
AD	nsferring this			
	owledge to			
	.others			
				_
				_
				_
11 Cauras Fue	luation			
11. Course Eva		-1 1 1		
or written exams, re	re out of 100 according to the tag eports etc	sks assigned to the	e student such as daily prepa	ira tion,
	nd Teaching Resources			
Required textbooks (curricular books, if any)	Т	he book of the explanat	io 1 of 1
, 3)			book of a detailed educa	
Main references (sources)			ooks, periodicals, lette	
			that match the latest requ	
Decemberded	ond references (asiantific to		pecialization of Arabic g	
Recommended books and references (scientific journals,			'he human Arabic in th rammar and its facilitat	_
reports)				_
Electronic References	s, vvedsites		nternational information	letw



Ministry of Higher Education and Scientific Research Scientific Supervision and Scientific Evaluation Apparatus Directorate of Quality Assurance and Academic Accreditation Accreditation Department



Academic Program and Course Description Guide

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Academic Program Description Form

University Name: University of Diyala	
Faculty/Institute:college of Educati	on for Humanities
Scientific Department:Department of	Arabic
Academic or Professional Program Nam	e:Bachelor of Arabic language and
literature	
Final Certificate Name: Bachelor's des	gree in Arabic language and its
literatures	
Academic System:Annual	
Description Preparation Date:	
File Completion Date: 31\3\2024	
-	
1 dies	
Signature:	Signature:
Head of Department Name:	Scientific Associate Name: dr
	. Ruba abd alrazzak abd al
Date:	ridha
	Date:
The file is checked by:	
Department of Quality Assurance and Univ	varsity Parformanca
Director of the Quality Assurance and Univ	•
Date:	cisity i circuminate Deputitions.
Signature:	
0	

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website

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The Department of Arabic Language at the College of Education for Human Sciences / Diyala University aspires to lead in the field of teaching and scientific research in the Arabic language and literature locally, regionally and globally and seeks to provide high-quality integrated education and distinguished educational programs in teaching methods and modern educational means. The department also seeks to attract prestigious teaching competencies with experience and academic excellence

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3. Upgrading the intellectual, cultural and educational level of the student by developing their linguistic, intellectual and research skills to meet the requirements of the labor market, providing distinguished graduates to serve the community, advance the reality of the country and prepare researchers capable of keeping pace with scientific progress through scientific research and community service.

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- 4- Conducting basic and applied studies and research, holding scientific seminars and conferences that contribute to the progress of society.
- 5- Keeping abreast of the labor market and knowledge developments.
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- 7- Creativity and innovation in the field of the Arabic language.
- 8- Focusing on the applied side by training students on the skill of listening and speaking to prepare them on how to deal with such an atmosphere that speaks

the classical Arabic language free of grammatical errors.

- 9. Effectively contribute to the authoring of methodological books, assistance and general references.
- 10- Conducting theoretical, experimental and comparative research in the field of the Arabic language and literature.
- 11. Providing scientific expertise and advice to the educational institution in the community to ensure that it keeps pace with the development in its field of specialization.
- 12- Refine students' critical and creative thinking skills.
- 13. Building partnership with the public and private sectors by conducting studies
- 14- Providing consultations in the field of specialization

4. Program Accreditation

Does the program have program accreditation? And from which agency? none

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure Program Structure Number of Credit hours Percentage Reviews*

Institution		
Requirements		
College Requirements		
Department		
Requirements		
Summer Training		
Other		

^{*} This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Cred	dit Hours
			theoretical	practical
			60 hours	
			per year	
			(2) hours	
			per	
			division	
			per week	

8. Expected learning outcomes of the program		
Knowledge		
Learning Outcomes 1	Learning Outcomes Statement 1	
Skills		
Learning Outcomes 2	Learning Outcomes Statement 2	
Learning Outcomes 3	Learning Outcomes Statement 3	
Ethics		
Learning Outcomes 4	Learning Outcomes Statement 4	
Learning Outcomes 5	Learning Outcomes Statement 5	

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of

the program in general.

Teaching and learning strategies and methods adopted in implementing the program in general.

- A- Cognitive objectives
- 1 Knows the concept of exchange
- 2- Explains the importance of studying morphology.
- 3- Determines the study objectives for this course (morphology)
- 4- Explains the characteristics of studying this subject
- 5- Determines the important characteristics that must be highlighted within the drainage material
- B The program's skill objectives
- 1- Determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroom.
- 2- Applies morphology strategies within the school classroom.
- 3- Apply appropriate methods to reduce the effect of forgetting.
- 4- Apply learning theories in educational situations.

10. Evaluation methods

Implemented at all stages of the program in general. 10. Evaluation methods

- 1- Stimulating the element of motivation among students by rewarding the applicant with grades.
- 2- The correct answer is counted as an approved model answer in the daily or final exam.
- 3- Supporting students who have good competence in accordance with the requirements of the departmen

11. Faculty

Faculty Members

Academic Rank	Specializa	ition	Special Requirements (if applicable	•	Number of the	teaching staff
	General	Special			Staff	Lecturer
Professor, Assistant	Arabic	Language			54	
Professor. Doctor teacher,	language	+				
assistant teacher		literature				

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level. Briefly describes the process used to orient new, visiting, full-time, and part-time faculty at the institution and department levels.

Professional development for faculty members

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc. 1– Using the method of presentation and lecture to provide students with the basics and topics related to knowledge

Explained.

- 2- Through the method of questioning and discussion, the study subjects are clarified and explained by the academic staff
- 3- Directing students to visit the library and the International Informatics Network to obtain information and fact

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

- 1- Admission is central
- 2- The student's desire.
- 3- Competitive rate between departments

13. The most important sources of information about the program

State briefly the sources of information about the program. The most important sources of information about the program

- 1 Books, periodicals, theses and university dissertations that meet the latest study requirements in the morphology major
- 2- International Information Network.

14. Program Development Plan

- 1– The curriculum denies taking into account students' inclinations, trends, needs, and problems.
- 2- The curriculum should be adapted to the students' present and future, and there should be a compatibility between learning methods and the characteristics of students' development.
- 3- The teacher must have an influential personality on his students, because the student is influenced firstly by the teacher, and the capable professor adds a special style to the student's personality in teaching.

Periodic (annual) updating of approved training plans

	Program Skills Outline														
Required program Learning outcomes															
Year/Level	Course Code	Course Name	Basic or	Knowledge		Skills		Ethics	hics						
		optional	A1	A2	A3	A4	B1	B2	В3	B4	C1	C2	С3	C4	

Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

1. Course Name:
Arabic grammar
2. Course Code:
3. Semester / Year:
2023/2024
4. Description Preparation Date:
2024 \ 3 \31
5. Available Attendance Forms:
second stage students
6. Number of Credit Hours (Total) / Number of Units (Total)
60 2
7. Course administrator's name (mention all, if more than one name)
Name: Asst .prof. rwaa abd al ameer ali \ rwaa.ar.hum@uodiyala.edu.iq
Name :Asst.Inst .huda dawood saleem \huda.arv.hum@uodiyala.edu.iq
8. Course Objectives
Course Objectives

9. Te	aching and L	_earning Str	ategies		
Strategy	-		-		
					_
			14		

10. Course	Structure			
Week				
			ı	
	<u> </u>	<u> </u>	<u>I</u>	

The first week	2	Students control to subject and understand theoretically and practically and their ability perceive and understand it and turn it into a queen of understanding, speakin and transferring to knowledge to others.	Introduction to morphology And benefit	1) Presentation (2) Discussion and dialogue (3) Presentation the electronic mod
The second week	2	Students control This subjecta understand theoretically and practically and their ability to perceive a understand it and turn it into queen understanding, speaking and transferring to	Derivatives: participle And the	1) Presentation(2) Discussion and dialogue(3) Presentation the electronic mod
The Third week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it a turn it into a queen understanding, speaking	Practical exercises	1) Presentation (2) Discussion and dialogue (3)Presentation the electronic model

		, ,		T	╢
		and transferring t			
		knowledge to others.			_
		Students control			
		this subject			
		and understand	The		
The fourth	2	theoretically	Exaggerated	1) Presentation	
week		and practically	form,		
		and their ability	suspicious	(2) Discussion	
		perceive	characteristic	and dialogue	
		and understand it a		and didiogue	
		turn it into a queen		(3)Presentation	
		understanding,		the	
		O .			
		speaking		electronic model	
		and transferring			
		this knowledge			
		others.			1
		Students control		1) Presentation	
		this subject			
		and understand		(2) Discussion	
		theoretically		and dialogue	
		and practically	Practical		
The		and their ability	exercises	(3) Presentation	
Fifth	2	perceive		on the electronic	
week		and understand it		model	
		and turn it into			
		queen			
		understanding,			
		_			
		speaking			
		and transferring			
		this knowledge			
		others.		4) D	
	3	Students control		1) Presentation	
		this subject			
		and understand	the Machin's	(2) Discussion	
		theoretically	name . Sources	and dialogue	
		and practically			
The	2	and their ability		(3) Presentation	
sixth weel		perceive		on the electronic	
		and understand it		model	
		and turn it into			
		queen			
		understanding,			
		anacistananis,		<u> </u>	-

					-
		speaking and transferring this knowledge others.			
The seventh week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it and turn it into a queen understanding, speaking and transferring this knowledge others.	Practical exercises	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	
The eighth week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it a turn it into a queen understanding, speaking and transferring this knowledge others.		1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	
The Ninth week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it and turn it into	Practical exercises	1) Presentation(2) Discussion and dialogue(3) Presentation on the electronic model	

_				,	
		queen understanding, speaking and transferring this knowledge others.			
The Tenth week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it and turn it into queen understanding, speaking and transferring this knowledge others.	Name the time and place	1) Presentation(2) Discussion and dialogue(3) Presentation on the electronic model	
The eleventh week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it a turn it into a queen understanding, speaking and transferring this knowledge others.		1) Presentatio (2) Discussion and dialogue (3) Presentation on the electronic model	

	Г				
The twelfth Week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it and turn it into queen understanding, speaking and transferring this knowledge others.	Preference name	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	
The thirteenth week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it a turn it into a queen understanding, speaking and transferring this knowledge others.		1) Presentation(2) Discussion and dialogue(3) Presentation on the electronic model	
The fourteenth week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it a turn it into a queen understanding, speaking and transferring this knowledge		1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	

		others.		
The fifteenth week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it a turn it into a queen understanding, speaking and transferring this knowledge others.		1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model
For the Sixteenth week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it and turn it into queen understanding, speaking and transferring this knowledge others.	Replacement	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model
The seventeen week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it and turn it into queen understanding, speaking	Exam Reviewing what studied for the fi semester	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model

	ı	T _		Г	╢
		and transferring this knowledge others.			
The eighteenth week	2	Students controlthis subject and understand theoretically and practically and their ability perceive and understand it and turn it into queen understanding, speaking and transferring this knowledge others.	Half year holiday	1) Presentation(2) Discussion and dialogue(3) Presentation on the electronic model	
The nineteenth week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it and turn it into queen understanding, speaking and transferring this knowledge others.	Missed name	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	
The twentieth week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it	Practical exercises	1) Presentation(2) Discussion and dialogue(3) Presentation on the electronic model	

	ı	T		T	-
		and turn it into queen understanding, speaking and transferrin this knowledge others.			
The twen first week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it and turn it into queen understanding, speaking and transferring this knowledge others.	Shortened name	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	
The twenty-second week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it and turn it into queen understanding, speaking and transferring this knowledge others.	Practical exercises	1) Presentation(2) Discussion and dialogue(3) Presentation on the electronic model	
The Twenty -third	2	Students control this subject and understand theoretically and practically	Elongated name	1) Presentation(2) Discussion and dialogue	

	ı	1		-
week		and their ability perceive and understand it and turn it into a queen understanding, speaking and transferring this knowledge others.		(3) Presentation on the electronic model
The fourth week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it and turn it into queen understanding, speaking and transferring this knowledge others.	Practical exercises	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model
The twenty-fifth and twenty-sixth week	2	Students control this subject and understand it theoretically and practically and their ability to perceive and understand it and turn it into a queen of understanding,	the male and the female Practical exercise	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources Required textbooks (curricular books, if any) Al sarf al kafi Book of al sarf Abniat al sarf fi kitab sebawaih Main references (sources) Main references (sources): Books, periodicals, theses and university dissertations that meet the latest specialty Recommended books and references (scientific journals, reports...) Arab humanitarian journals that study morphology Electronic References, Websites International information network

Ministry of Higher Education and Scientific Research Scientific Supervision and Scientific Evaluation Apparatus Directorate of Quality Assurance and Academic Accreditation Accreditation Department



Academic Program and Course Description Guide

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

Concepts and terminology:

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

<u>Course Description:</u> Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

<u>Program Vision:</u> An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

<u>Program Mission:</u> Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

<u>Program Objectives:</u> They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

<u>Curriculum Structure</u>: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

<u>Learning Outcomes:</u> A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

<u>Teaching and learning strategies</u>: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extracurricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Diyala	
Faculty/Institute: College of Education	for Human Sciences
Scientific Department: Arabic	
Academic or Professional Program Nat	me: d.t:saif aldeen shaker
And ass.t:anas ahmad.	
Final Certificate Name:	
Academic System:	
Description Preparation Date:	
File Completion Date:	
Ling	
Signature:	Signature:
Head of Department Name:	Scientific Associate Name:
Date:	Date:
The Clair sheeled by	
The file is checked by:	
Department of Quality Assurance and Uni	•
Director of the Quality Assurance and Uni	versity Performance Department:
_	
Date:	

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure Program Structure Number of Courses Institution Requirements Credit hours Percentage Reviews* 420

College Requirements	Arabic		
-	language		
Department	the		
Requirements	department		
	of Arabic		
	language		
Summer Training			
Other			

^{*} This can include notes whether the course is basic or optional.

7. Program Description					
Year/Level Course Code Course Name Credit Hours					
first			theoretical	practical	
			yes		

8. Expected learning outcomes of the program					
Knowledge	Knowledge				
Learning Outcomes 1	Learning Outcomes 1 Learning Outcomes Statement 1				
Skills	Skills				
Learning Outcomes 2	Learning Outcomes Statement 2				
Learning Outcomes 3 Learning Outcomes Statement 3					
Ethics					
Learning Outcomes 4 Learning Outcomes Statement 4					
Learning Outcomes 5	Learning Outcomes 5 Learning Outcomes Statement 5				

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty

Fac	ulty	Mem	bers

racuity Members						
Academic Rank	Specialization		Special		Number of the teaching staff	
			Requirements/	Skills (if		
			applicable)			
	General	Special			Staff	Lecturer
Doctor teacher:	yes		General and		2	420
			qualifying			
Saif aldeen shaker			transferable			
Assistant teacher:			skills (other			
			skills related			
Anas ahmad khames			to			
			employability			
			and			
			development			
			Personal):			
			1- Review			
			the previous			
			steps and			
			their			
			outcomes.			
			2- Access to			
			scientific and			
			literary			
			developments			
			through			
			books and			
			periodicals.			

3-
Continuous
access to the
international
information
network in
the field of
specialization.
4-
Conducting
debates and
discussion
sessions with
those with
specific
expertise with
the aim of
developing
knowledge
and personal
information.

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

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

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knov	Knowledge			Skills			Ethics				
	3040			A1	A2	A3	A4	B1	B2	В3	B4	C1	C2	C3	C4
1		Sciences of the Qur'an and Hadith	Basic												

• Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

1. Cou	1. Course Name: Sciences of the Qur'an and Hadith						
2. Course Code:							
3. Semester / Year:year							
4. Description Preparation Date:							
5. Ava	iilable A	ttendance Forms:					
6. Nur	nber of	Credit Hours (Total	l) / Num	ber of Unit	s (Total):420		
7. Course administrator's name (mention all, if more than one name)							
Name: saif aldeen shaker							
Email: Name: anas ahmad							
Email:							
8. Course Objectives							
Course Objectives •							
•							
•							
9. Teaching and Learning Strategies							
Strategy							
10. Cours							
Week	Hours	Required	Unit or	subject	Learning method	Evaluation	
		Learning Outcomes	name		memoa	method	
30							

11. Course Evaluation							
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc							
12. Learning and Teaching Resources							
Required te	xtbooks (curricular books, if an					
Main refere	nces (sou	irces)					
Recommend	ded book	s and references (sc					
journals, rep	oorts)						
Electronic F	Reference	s, Websites					

Ministry of Higher Education and Scientific Research Scientific Supervision and Scientific Evaluation Apparatus Directorate of Quality Assurance and Academic Accreditation Accreditation Department



Academic Program and Course Description Guide

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:
Academic Program Description: The academic program description provides a
rief summary of its vision, mission and objectives, including an accurate

description of the targeted learning outcomes according to specific learning strategies.

<u>Course Description</u>: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

<u>Program Vision:</u> An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

<u>Program Mission:</u> Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

<u>Program Objectives:</u> They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

<u>Curriculum Structure:</u> All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

<u>Teaching and learning strategies</u>: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extracurricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:diyala	
Faculty/Institute: College of Education for Human Sciences	

Scientific Department: College of	Education for Human Sciences
Academic or Professional Program Na	me: female doctor
Final Certificate Name:	
Academic System:annual	
Description Preparation Date:	
File Completion Date: 25/3/2024	
Ling	
Signature:	Signature:
Head of Department Name:	Scientific Associate Name:
Date:	Date:
The file is checked by:	
Department of Quality Assurance and Un	iversity Performance
Director of the Quality Assurance and Un	iversity Performance Department:
Date:	
Signature:	
	Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2.	Pr	oc	ır	aı	m	M	lis	S	io	n
∠•		•	7"	•					. •	4

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution				
Requirements College Requirements				
Department Requirements				
Summer Training				
Other				

^{*} This can include notes whether the course is basic or optional.

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours		
3		Research and	theoretical	practical	
		library methodology			
			1	1	

8. Expected learning outcomes of the program								
Knowledge								
Learning Outcomes 1	Learning Outcomes Statement 1							
Skills								
Learning Outcomes 2	Learning Outcomes Statement 2							
Learning Outcomes 3	Learning Outcomes Statement 3							
Ethics								
Learning Outcomes 4	Learning Outcomes Statement 4							
Learning Outcomes 5	Learning Outcomes Statement 5							

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty											
Faculty Members											
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff						
	General	Special			Staff	Lecturer					

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

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

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

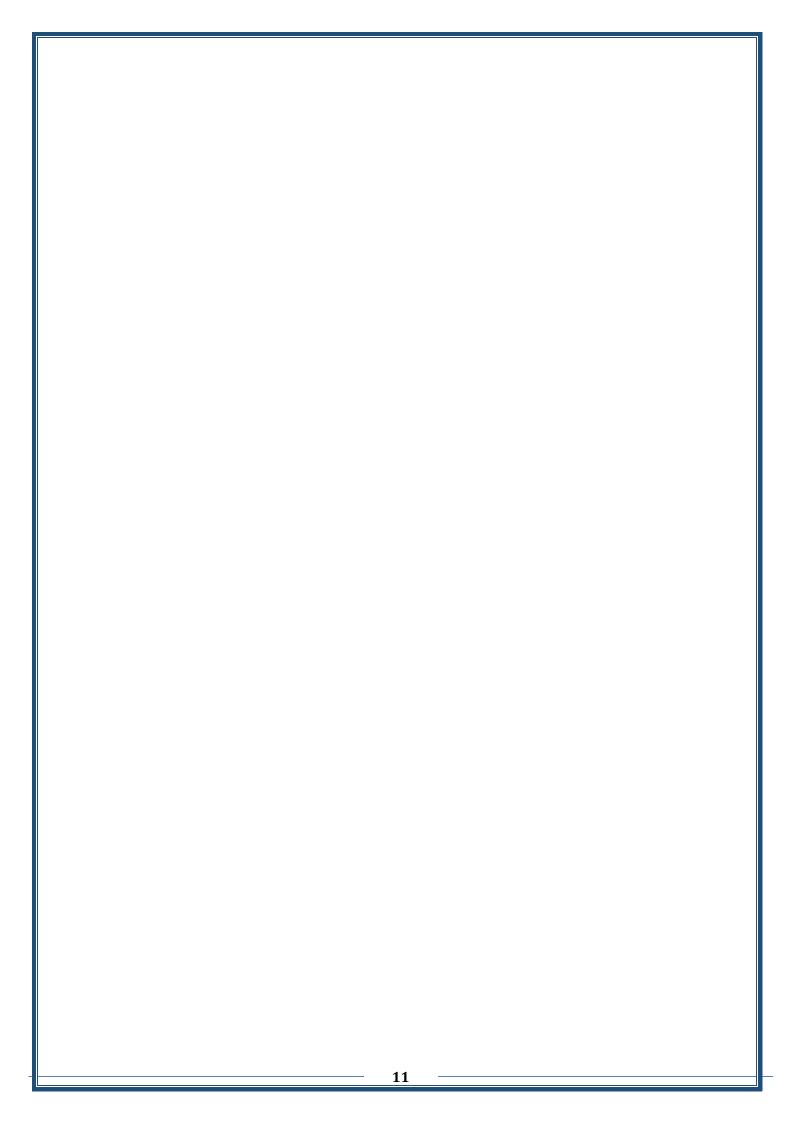
Program Skills Outline															
					Required program Learning outcomes										
Year/Level	Code Name	Basic or	Knowledge			Skills			Ethics						
		, manie	optional	A1	A2	A3	A4	B1	B2	В3	B4	C1	C2	С3	C4
3		Res earch and library methodol ogy	Basic	/	/	/	/	/	/	/	/	/	/	/	/

• Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

1. (Course l	Name:			
		Res	search and library r	nethodology	
2. (Course (Code:			
3. 9	Semeste	er / Year:			
		Annual			
4.]	Descrip	tion Preparation Da	te:		
25/3/2	024				
5. 4	Availabl	e Attendance Forms:			
6 1	Vivaala ou	of Coodit House (Tot	tol) / Neurobou of Hu	ita (Tatal)	
	Number 2	of Credit Hours (Tot	(ai) / Number of Un	its (10tai)	
		administrator's nar	me (mention all, if	more than or	ne name)
		l.yusra hadi rashed			
]	Email: d	r.yusrahadi@gmail	.com		
8. (Course	Objectives			
Course	Objective	s		Preparing s	scientific acade
				researchers.	••••
				• Preparing	scientific acade
				investigators	i
9.	Teachin	g and Learning Strate	egies		
Strategy	'				
10. Co	ourse St	ructure			
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation
		Outcomes	name	method	method
(8	Introduction			
		to t			
		research			
		method			
		among t			

Arabs/Book that present	
the resear	
method,	
ancient a	
modern/The	
method,	
importance	
and trends	
Characterist	
of a scient	
researcher	
11. Course Evaluation	
	g to the tasks assigned to the student such as
daily preparation, daily oral, monthly, or wi	
12. Learning and Teaching Resource	
Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and reference	s
(scientific journals, reports)	
Electronic References, Websites	



Ministry of Higher Education and Scientific Research Scientific Supervision and Scientific Evaluation Apparatus Directorate of Quality Assurance and Academic Accreditation Accreditation Department



Academic Program and Course Description Guide

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts a	and terminology:
A cadamia D	Description. The goodemic program description provides a
	<u>Program Description:</u> The academic program description provides a
brief summa	ry of its vision, mission and objectives, including an accurate
	2

description of the targeted learning outcomes according to specific learning strategies.

<u>Course Description</u>: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

<u>Program Vision:</u> An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

<u>Program Mission:</u> Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

<u>Program Objectives:</u> They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

<u>Curriculum Structure:</u> All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

<u>Teaching and learning strategies</u>: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extracurricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:	
Faculty/Institute:	

Scientific Department:	
Academic or Professional Program N	Name:
Final Certificate Name:	
Academic System:	
Description Preparation Date:	
File Completion Date:	
Signature:	Signature:
Head of Department Name:	Scientific Associate Name:
Date:	Date:
The file is checked by:	
Department of Quality Assurance and U	·
Director of the Quality Assurance and U	Jniversity Performance Department:
Date:	
Signature:	
	Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2.	Pr	oc	ır	aı	m	M	lis	S	io	n
∠•		•	7"	•					. •	4

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution				
Requirements College Requirements				
Department Requirements				
Summer Training				
Other				

^{*} This can include notes whether the course is basic or optional.

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours		
			theoretical	practical	

8. Expected learning outcomes of the program							
Knowledge							
Learning Outcomes 1 Learning Outcomes Statement 1							
Skills							
Learning Outcomes 2	Learning Outcomes Statement 2						
Learning Outcomes 3	Learning Outcomes Statement 3						
Ethics							
Learning Outcomes 4	Learning Outcomes Statement 4						
Learning Outcomes 5	Learning Outcomes Statement 5						

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods

Implemented at all stages of the program in general.

Taculty Members Academic Rank Specialization Special Requirements/Skills (if applicable) General Special Special Special Staff Lecturer

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

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

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

	Program Skills Outline														
	Required program Learning outcomes								es						
Year/Level	Cours	Cours	Basic or	Kn	owle	dge	;	Ski	lls			Ethic	cs		
	e Code	e Name	optional	A	A2		A	В	В	В	B4	C1	C2	C3	C4
		Ivaine		1		3	4	1	2	3					
3	Basic	Abbas													
		is													
		prose													

Course Description Form

Course Description 1 orm
1. Course Name:
Abbasi's prose
2. Course Code:
3. Semester / Year:
33
4. Description Preparation Date:
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
7. Course administrator's name (mention all, if more than one name)
Dr. Shaima Sattarshaymaas.ar.hum@uodiyala.edu.iq
8. Course Objectives
Course Objectives •

			•	••••	
			•	••••	
9.	Tea	ching and Lear	rning Strat	egies	
Strate	ду				
10. Cc	ourse	Structure			
Week	Hou	rs Required	Unit or	Learning	Evaluat
		Learning	subject	method	method
		Outcomes	name		
	2	2			
		Definition			
	2	of artistic			
		Prose			
		schools			
		Oral prose			
		oratory			
		Sermons			
		and text			
		analysis			
		Literary			
		debates			
		Technical			

11 Cou	messages and their analysis Signatures Narrative prose Maqamat Stories and news Al-Jahiz and his texts Abu Hayyan Al- Hamdhani Analyze these texts
11. Cou	se Evaluation

	-						
Distributing the score out of 100 according to the task							
assigned to the student such as daily preparation, dail							
oral, monthly, or written exams, reports etc							
12. Learning and Teaching Resources							
Required textbooks (curricul							
books, if any)							
Main references (sources)							
Recommended books and							
references (scientific journals,							
reports)							
Electronic References, Website							

Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Agency,
Department of Quality Assurance and Academic Accreditation
Accreditation Department



ion Program description guide ic

Academic and course

the introduction:

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

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

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

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

Concepts and terminology:

<u>Description of the academic program</u> The description of the academic program provides a brief summary of its vision, mission, and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course description: Provides a necessary summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve Demonstrating whether they have made the most of the learning opportunities available. It is derived from the program description. Program vision: An ambitious picture for the future of the academic program to be an advanced, inspiring, motivating, realistic and feasible program

For application.

<u>Program message:It briefly explains the objectives and activities necessary to achieve them, and also specifies the program's development paths And its trends.</u>

<u>Program Goals:</u>These <u>a</u>re statements that describe what the academic program intends to achieve within a specific period of time and are applicable.

To measure and observe.

<u>Curriculum structure</u>:All courses/subjects included in the academic program according to the system

Accredited learning (semester, yearly, Bologna track) whether it is a requirement (ministry, university, college or scientific department) with the number of study units.

<u>Learning Outcomes:</u>A compatible set of knowledge, skills, and values that the student has acquired after completing the program Academic success and must determine the learning outcomes for each course in a way that achieves the program objectives.

Teaching and learning strategies: These are the strategies used by a faculty member to develop teaching and learning

The student has plans that are followed to reach learning goals. That is, it describes all curricular and extracurricular activities to achieve the learning outcomes of the programme.

Academic program description form

University name: University of Diyala	
College/Institute: College of Education for Humanities Scientific	
Department: Department of Arabic Language	
Name of the academic or professional program: Bachelor's	
degree Name of final degree: Bachelor's degree in	
Academic system: annual	
Description preparation date:	
Date of filling the file: 4/27/2024	
the signature :	the signature :
()	-
Name of Department Head: A.M.D. Ruba Abd	Name of scientific assistant:
Name of Department Head: A.M.D. Ruba Abd	Name of scientific assistant:
Name of Department Head: A.M.D. Ruba Abd al-Rida Abd al-Razzaq	Name of scientific assistant:
Name of Department Head: A.M.D. Ruba Abd al-Rida Abd al-Razzaq	Name of scientific assistant:
Name of Department Head: A.M.D. Ruba Abd al-Rida Abd al-Razzaq the date:	Name of scientific assistant:
Name of Department Head: A.M.D. Ruba Abd al-Rida Abd al-Razzaq	Name of scientific assistant:
Name of Department Head: A.M.D. Ruba Abd al-Rida Abd al-Razzaq the date: Check the file before	Name of scientific assistant:
Name of Department Head: A.M.D. Ruba Abd al-Rida Abd al-Razzaq the date: Check the file before Division of Quality Assurance and University Performance	Name of scientific assistant:
Name of Department Head: A.M.D. Ruba Abd al-Rida Abd al-Razzaq the date: Check the file before Division of Quality Assurance and University Performance	Name of scientific assistant:
Name of Department Head: A.M.D. Ruba Abd al-Rida Abd al-Razzaq the date: Check the file before Division of Quality Assurance and University Performance Name of the Director of the Quality Assurance and University Performance Division: Date	Name of scientific assistant:

1.See the program

The Department of Arabic Language at the College of Education for Human Sciences/University of Diyala aspires to leadership in the field of teaching and scientific research in the Arabic language and literature locally, regionally and globally and seeks to provide integrated, high-quality education and distinguished educational programs with modern teaching methods and educational means. The department also seeks to attract distinguished teaching talents with experience and academic excellence.

2.Program message

- 1. Leadership in providing academic programs in the field of the Arabic language distinguished by research and creativity for community development.
- 2. Graduating qualified cadres in the field of the Arabic language, translating the visions and ideas of non-Arabic-speaking countries, and facilitating dialogue and communication between peoples. This can only be achieved by applying quality standards in providing good information to the student of the Arabic language.
- 3. Enhancing the intellectual, cultural, and educational level of students by developing their linguistic, intellectual, and research skills to meet the requirements of the labor market, providing distinguished graduates to serve the community, advancing the country's reality, and preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Goals

- 1- Preparing scientific staff who hold a bachelor's degree who is responsible for leading the educational process in society.
- 2- Graduates specialized in Arabic language and literature, equipped with linguistic and literary skills.
- 3- Preparing specialized scientific cadres holding master's and doctoral degrees to supply Iraqi universities and scientific research institutions in society.
- 4- Conducting basic and applied studies and research, and holding scientific seminars and conferences that contribute to the progress of society.
- 5- Keeping up with the labor market and knowledge developments.
- -6- Enabling the student to write artistically, research, formulate, and create.

7- Creativity and innovation in the field of the Arabic language.

8- Focus on the practical aspect by training students in listening and speaking skills to prepare them

On how to deal with such an environment that speaks classical Arabic free of grammatical errors. 9- Effective contribution to writing methodological, assistance and general reference books.

- 10- Conducting theoretical, experimental and comparative research in the field of Arabic language and literature.
- 11- Providing scientific expertise and advice to the educational institution in the community in a way that ensures keeping pace with developments in its field of specialization.
- 12- Refine students' critical and creative thinking skills.
- 13- Building partnerships with the public and private sectors by conducting studies 14-

Providing consultations in the field of specialization.

4. Program accreditation

Does the program have program accreditation? From which side? no

5.Other external influences

Is there a sponsor for the program? no

6.Program structure

Program structure	Number of courses	Study unit	percentage	comments *
		_		
Enterprise requirements	37	4	%10,8108	/
College requirements	37	4	%10,8108	/
Department requirements	37	29	78.3785%	/
summer training	/	/	/	/

Other		
Other		

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

7. Program description				
Year/level	Course or course code	Name of the course or course		Credit hours
Fourth		Comparative literature	theoretical	practical
			60 hours	0
			By (2)	
			hour of	
			every week	

8.Expected learning outcomes of the prog	gramme
Knowledge	
Learning outcomes 1	Statement of learning outcomes 1
Skills	
Learning outcomes 2	Statement of learning outcomes 2
Learning outcomes 3	Statement of learning outcomes 3
Value	
Learning outcomes 4	Statement of learning outcomes 4
Learning outcomes 5	Statement of learning outcomes 5

9.Teaching and learning strategies

Teaching and learning strategies and methods adopted in implementing the program in general.

- A- Cognitive objectives
- 1 Enabling students to obtain knowledge and understanding of the intellectual framework of pre-Islamic Arabic literature.
- 2- Preparing students psychologically and educationally for the teaching profession in secondary schools.
- 3- Preparing students psychologically and educationally for the profession of teaching pre-Islamic literature in secondary schools.

B - The program's skill objectives

1- Determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroom. 2- Applies morphology strategies within the school classroom.

3- Apply appropriate methods to reduce the effect of forgetting.

Applies learning theories in educational situations.

10. Evaluation methods

- 1- Stimulating the element of motivation among students by rewarding the applicant with grades.
- 2- The correct answer is counted as an approved model answer in the daily or final exam. 3- Supporting students who have good competence in accordance with the requirements of the department.

11. The teaching staff

Faculty members

Scientific rank	Specialization		Special requirement (if any)	ents/skills	Preparing the teaching sta	ff
	general	private			angel	lecturer
Professor, Assistant Professor. Doctor teacher, assistant teacher	the language	Language +	/	/	54	/

Professional development

Orienting new faculty members

Briefly describes the process used to orient new, visiting, full-time, and part-time faculty at the institution and department levels.

Professional development for faculty members

- 1- Using the method of presentation and lecture to provide students with the basics and topics related to the knowledge demonstrated.
- 2- Through the method of questioning and discussion, the study materials are clarified and explained by the academic staff. 3-Directing students to visit the library and the International Informatics Network to obtain information and facts.

12.Acceptance standard

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

- 1- Admission is central
- 2- The student's desire.
- 3- Competitive rate between departments.
- 13.The most important sources of information about the program
- 1 Books, periodicals, theses and university dissertations that meet the latest study requirements in the morphology major
 - 2- International Information Network.
 - $\mbox{\ensuremath{\mbox{3-}}}$ The personal experience of the person teaching the course.

14. Program development plan

- 1- The curriculum denies taking into account students' inclinations, trends, needs, and problems.
- 2- The curriculum should be adapted to the students' present and future, and there should be a compatibility between learning methods and the characteristics of Student growth.
- 3- The teacher must have an influential personality on his students, because the student is influenced firstly by the teacher, and the capable professor adds

 $\boldsymbol{\mathsf{A}}$ special style of teaching for the student's personality.

Periodic (annual) updating of approved training plans.

				Prograr	n skills	chart									
								Learnin	g outcome	s required	from the pro	gramme			
Year/level	Course Code	Course Name	me Essential or optional? Knowledge		Knowledge Skills				Value	Value					
				A1	A2	А3	A4	B 1	B2 E	3	B4	C1	C2	C3	C4
Fourth		Comparative literature	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course description form 1. Course name: Comparative Literature 2. Course code 3. Semester/Year: Year 2023/2024 4. Date this description was prepared: 4/27/2024 5. Available forms of attendance The fourth stage 6. Number of study hours (total)/number of units (total) 60 (2) hours per week for each division 7. Name of the course administrator (if more than one name is mentioned) Email:ali.ar.hum@uodiyala.edu.iq Name: Prof. Dr. Ali Miteb Jassim M.D. Zeina Mahjoub Hussein zeenama.arv.hum@uodiyala.edu.iq 8. Course objectives Objectives of the study subject 9. Teaching and learning strategies The strategy

. Course structure					
e week					
The first week	2	Students master this topic and understand it theoretically and practically Their ability to perceive, assimilate, and transform it into the ability to understand, speak, and transmit this Knowledge for others	Definition of a concept Comparative literature- The importance of criticism and With other sciences.	(1) Presentation (2) Discussion and dialogue (3) Offered to dits relationship Electronic crossbar	(1) Oral exams (2) Research duties (3) Students' attendance and participation during lecture
The first week	2	understand it theoretically and practically Their ability to perceive, assimilate, and transform it into the ability to understand, speak, and transmit this	Comparative literature-	(2) Discussion and dialogue	(2) Research duties (3) Students' attendance and participation during

		Absorbing it and transforming it into the ability to understand, speak, and transm Knowledge for others	it these		
fourth week	2	Students master this topic and understand it theoretically and practically Their ability to perceive, assimilate, and transform it into the ability to understand, speak, and transmit this Knowledge for others	Features of comparisons in Heritage	(1) Presentation (2) Discussion and dialogue (3) Offered to Electronic crossbar	(1) Oral exams (2) Students' attendance and participation during lecture
the week Fifth	2	Students master this topic and understand it theoretically and practically Their ability to perceive, assimilate, and transform it into the ability to understand, speak, and transmit this Knowledge for others	The influence of the Romantic I	novement (1) Presentation (2) Discussion and dialogue	(1) Oral exams (2) Memorization duties. (3) Student attendance and participation during the lecture
the week	2	Students master this topic and understand it theoretically and practically Their ability to perceive, assimilate, and transform it into the ability to understand, speak, and transmit this Knowledge for others	The impact of the scientific movement on the emergence	(1) Presentation of மூறுவகாகப்படிப்படைபூடி (3) Offered to Electronic crossbar	(1) Oral exams (2) Conservation duties (3) Students' attendance and participation during lecture
Seventh week	2	Students master this topic and understand it theoretically and practically Their ability to perceive, assimilate, and transform it into the ability to understand, speak, and transmit this Knowledge for others	Literature schools The comparison is importa Study it	(1) Presentation nt(2) Discussion and dialogue (3) Offered to Electronic crossbar	(1) Oral exams (2) A surprise exam. (3) Students' attendance and participation during the lecture
The eighth week	2	Students master this topic and understand it theoretically and practically Their ability to perceive, assimilate, and transform it into the ability to understand, speak, and transmit this Knowledge for others	French school	(1) Presentation (2) Discussion and dialogue	(1) Oral exams (2) Conservation duties (3) Students' attendance and participation during lecture
Week nine	2	Students' control of this topic, its theoretical understanding, and their ability to Realizing it, assimilating it, and transforming it into the ability to understand, speak, and transmit this know For others		(1) Presentation (2) Discussion and dialogue (3) Offered to Electronic crossbar	(1) Oral exams (2) Research duties (3) Students' attendance and participation during lecture
The tenth week	2	Evaluate the extent of understanding of topic previous literature	Russian school	(1) Presentation (2) Discussion and dialogue (3) Offered to Electronic crossbar	(1) Oral exams (2) A surprise exam (3) Students' attendance and participation during lecture
The eleventh week	2	Students' control of this topic, its theoretical understanding, and their ability to Realizing and comprehending it	"The Arab School" Arabic Works	(1) Presentation (2) Discussion and dialogue (3) Offered to Electronic crossbar	(1) Oral exams (2) A surprise exam (3) Students' attendance and participation during

		Transforming her into the ability to understand and speak and transfer this kn For others	owledge		lecture
second week ten	2	Students' control of this topic, its theoretical understanding, and their ability to Realizing it, assimilating it, and transforming it into the ability to understand, speak, and transmit this know For others	Comparative	(1) Presentation (2) Discussion and dialogue (3) Offered to Electronic crossbar	(1) Oral exams (2) Research duties (3) Students' attendance and participation during lecture
the third week ten	2	Students' control of this topic, its theoretical understanding, and their ability to absorb it and transfer this knowledge For others	Influence and influence	(1) Presentation (2) Discussion and dialogue (3) Offered to Electronic crossbar	(1) Oral exams (2) Conservation duties (3) Students' attendance and participation during lecture
fourth week ten	2	Students' control of this subject and its theoretical and practical understanding and ability To realize it	Similarities and differences	(1) Presentation (2) Discussion and dialogue (4) Offered to Electronic crossbar	(1) Oral exams (2) Conservation duties (3) Students' attendance and participation during lecture
The fifth week ten	2	Students' control of this topic, its theoretical understanding, and their ability to comprehend it And absorbing it and transforming it into the ability to understand, speak, and transmit this knowle	Balancing and comparing	(1) Presentation (2) Discussion and dialogue	(1) Oral exams (2) Research duties (3) Students' attendance and participation during lecture
the week sixteen	2	Evaluate the extent of understanding of topic theoretically precedent	Intertextuality and comparison	(1) Presentation (2) Discussion and dialogue (3) Offered to Electronic crossbar	(1) Oral exams (2) A surprise exam (3) Students' attendance and participation during lecture
Seventh week ten	2	Students' control of this topic, its theoretical understanding, and their ability to Perceiving, assimilating and transmitting This knowledge is for others	Literary genres 	(1) Presentation (2) Discussion and dialogue	(1) Oral exams (2) Research duties (3) Students' attendance and participation during lecture
The eighth week ten	2	Students' control of this topic, its theoretical understanding, and their ability to Realize it and transfer this knowledge For others	Cultural globalization	(1) Presentation (2) Discussion and dialogue	(1) Oral exams (2) Conservation duties (3) Students' attendance and participation during lecture
Week nine ten	2	Students' control of this topic, its theoretical understanding, and their ability to Realize it and transfer this knowledge For others	Photology 	(1) Presentation (2) Discussion and dialogue	(1) Oral exams (2) Memorization duties. (3) Student attendance and participation during the lecture

The eleventh week And the tensory The second week and The second							4
Students' control of this topic, its theoretical understanding, and their ability to Realise it and transfer this knowledge for others The second week and Paradise lost The second week and Realise it and transfer this knowledge for others Paradise lost The effect of a theosand and one enights in (1) Presentation (2) Research duties (3) Offered to Electronic crossbar lecture Paradise lost The impact of Arabic poorty on (1) Presentation (2) Research duties (3) Offered to Electronic crossbar lecture This knowledge is for others This knowledge is for others This knowledge is for others Paradise lost This knowledge is for others Applications on impact the training and towarmstring This knowledge is for others This knowledge is for others Paradise lost This knowledge is for others Applications on impact the training and towarmstring This knowledge is for others This knowledge is for others Paradise lost This knowledge is for others This knowledge is for others This knowledge is for others Paradise lost theoretical understanding and towarmstring This knowledge is for others The paradisplation during electronic crossbar lecture This knowledge is for others This knowledge is for others The paradisplation during electronic crossbar lecture This knowledge is for others This knowledge is for others This knowledge is for others The paradispla		2	theoretical understanding, and their ability to perceive and comprehend it Transforming her into the ability to understand and speak and transfer this kn			(2) Conservation duties (3) Students' attendance and participation during	
the eventieth theoretical understanding, and their ability to. Realize it and transfer this knowledge For others Realize it and transfer this knowledge For others And Western The impact of Arabic poetry on Electronic crossbar (1) Presentation (2) Students' attendance and participation during lecture (1) Oral exams (3) Offered to Electronic crossbar (1) Presentation (2) Research duties (3) Offered to Electronic crossbar (1) Oral exams (3) Offered to Electronic crossbar (1) Presentation (2) Research duties (3) Research duties (4) Students' attendance and participation during lecture (1) Oral exams (3) Offered to Electronic crossbar (3) Offered to Electronic crossbar (4) Presentation (3) Offered to Electronic crossbar (4) Presentation (3) Offered to Electronic crossbar (3) Offered to Electronic crossbar (4) Augustic attendance and participation during (3) Offered to Electronic crossbar (3) Offered to Electronic crossbar (4) Presentation (3) Offered to Electronic crossbar (3) Offered to Electronic crossbar (3) Offered to Electronic crossbar (3) Offered to Electronic crossbar (3) Offered to Electronic crossbar (3) Offered to Electronic c		2	theoretical understanding, and their ability to	o The impact of Islamic culture In the epic		(2) Conservation duties (3) Students' attendance and participation during	
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Students' control of this topic, its theoretical understanding, and their ability to Perceiving, assimilating and transmitting This knowledge is for others the week V and The twentieth The twentie		2	theoretical understanding, and their ability to	o	(2) Discussion and dialogue (3) Offered to	(2) Research duties (3) Student attendance and	M
theoretical understanding, and their ability to Perceiving, assimilating and transmitting This knowledge is for others Petry and story 11. Course evaluation 12. Learning and teaching resources Required textbooks (methodology, if any) Choose modern, detailed educational books. Choose modern, detailed educational books. Choose modern, detailed educational books. Choose modern, detailed educations and uncomplicated academic style. Choose modern detailed educations that include the course vocabulary are recommended. Checkment of the grade out of 100 according to the tasks assigned to the student, such as daily preparation and daily, oral, monthly, and written exams. Choose modern, detailed educational books. Choose modern, detailed educational books. Choose modern, detailed educational books. Choose modern detailed educations that include the course vocabulary are recommended.		2	Students' control of this topic, its theoretical understanding, and their ability to Perceiving, assimilating and transmitting	o Arabic literature	(2) Discussion and dialogue (3) Offered to	(2) A surprise exam (3) Students' attendance and participation during	
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation and daily, oral, monthly, and written exams. 12. Learning and teaching resources Required textbooks (methodology, if any) Choose modern, detailed educational books. Main references (sources): The most important books within the specialty that have an understandable and uncomplicated academic style. Recommended supporting books and references (scientific journals, reports) Some books, theses, and dissertations that include the course vocabulary are recommended. Electronic references, academic library websites On the Internet, which includes everything related to the course, is	V and	2	theoretical understanding, and their ability to	o Western literature in	(2) Discussion and dialogue (3) Offered to	(2) Research duties (3) Students' attendance and participation during	
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