Course Description Form/ Andalusian literature

1- Course name:
Andalusian literature

2- Course code for the first stage
Third stage

3- Semester/Year
2023-2024

4- The date this description was prepared is 2/10/2024
26-3-2024

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)
60hours, each hour 2 academic units

7- Name of the course administrator (if more than one name is mentioned)
Name: Assist .Prof Ahmed Naji Nayif Email: ahmed.ar.hum@uodiyala.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 40 are semester exams, and attendance, daily participation, and electronic attendance are taken into account. 60 % end-of-semester exams
	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- Course Structure

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' attendance and participation 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**	**=**	**=**

nth week **12 / 5 2 3 202 /**			**Almoravids**		
The fourtee nth week 202/2/1 4	**3**		**alghazal / almadh**	**=**	**=**
The fifteent h week 202/8/1 4	**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 24	**3**		**Duality in the themes of Andalusian poetry**	**=**	**=**
The ninetee nth week **202/2/4 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 - three week **/25/2 2024**	**2**		**The poet Ibn Zaydoun**	**=**	**=**
The tweny four-week **/3/3 2024**	**2**		**Prose and its topics in the era of sects and Almoravids**	**=**	**=**
The twenty ive-week **/3/10 2024**	**2**		**Characteristics and artistic styles of prose**	**=**	**=**
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 11-5-2024			Andalusian literature 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

2024

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.

Course Description: 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.

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

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

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

Curriculum Structure: All courses / 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.

Teaching and learning strategies: 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 extra-curricular 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:

Signature:

Ehab Sami Hussain

Approval of the Dean

3

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	/
College Requirements	37	4	%10،8108	/
Department Requirements	37	29	%78،3785	/
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
Second stage		Computer	1	2

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 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

					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 optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Second Stage		Computer	Basic	√	√	√	√	√	√	√	√	√	√	√	

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

Course Description Form

1. Course Name:
Computer

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	
Course Objectives	• **Providing the student with scientific knowle[...] and concepts in the field of computers [...] information technology related to his life and [...] needs of his community.** • **Introducing the student to the compu[...] 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. 3- Training. 4- Brainstorming.

		5- Motivational questions.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation 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 the 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 software 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/Working with texts		
7	3	Students' understanding of this topic theoretically and practically, and their ability	Methods for Select texts		

		to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.			
8	3	Students' understanding o 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 o 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 o 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.	View tab		
11	3	Students' understanding o 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 o 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 o 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.	Spring break		
14	3	Students' understanding o 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.			

15	3	Students' understanding o 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 o 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 o 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.	Insert tab		
18	3	Students' understanding o 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.	Design tab		
19	3	Students' understanding o 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.	Movements tab		
20	3	Students' understanding o 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 o 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 o this topic theoretically and practically, and their abilit to perceive and assimilate transform it into the ability	View tab		

		understand and speak, and transfer this knowledge to others.			
23	3	Students' understanding o 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 th Internet		
24	3	Students' understanding o 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.	Types of compute networks		
25	3	Students' understanding o 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 o 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 o 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.	World Wide Web		
28	3	Students' understanding o 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.	Uses and harms of the Internet		
29	3	Students' understanding o 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 service provider		
30	3	Students' understanding o this topic theoretically and	Internet ownershi		

		practically, and their abilit to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.			

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)	The most important books within t specialty that have an understandal and uncomplicated academic style.
Recommended books and references (scientific journals, reports…)	Some books, theses, and dissertatio that include the course vocabulary a recommended.
Electronic References, Websites	Digital libraries on the Internet, whi include everything related to the cours

Ministry of Higher Education and Scientific Research

Supervision and Evaluation Authority

Department of Quality Assurance and Academic Accreditation

Accreditation Department

دليل وصف البرنامج والمقرر الأكاديمي

2024

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.

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

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

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

Curriculum Structure: All courses / 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.

Teaching and learning strategies: They are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. 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: Department Arabic…………

 Academic or Professional Program Name: Bachelor ……

 Final Certificate Name: Bachelor of ……

 Academic System:Yearly

 Date of preparation of the description:

 File filling date :

التوقيع   :   التوقيع   :

اسم المعاون العلمي: اسم رئيس القسم: a.m.d: rubaabd al reda razak

التاريخ   :   التاريخ   :

 Check the file before

 Division of Quality Assurance and University Performance

 Name of the Director of the 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 Courses	Program Structure
/	%10٬8108	4	37	Requirements of the institution
/	%10٬8108	4	37	College Requirements

/	%78‹3785	29	37	**Department Requirements**
/	/	/	/	**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	
/	**54**	/	/	Language + Literature	Arabic Language	Professor, Assistant 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.

Program Skills Outline															
Learning outcomes required from the program															
Values				Skills				Knowledge				Basic or optional	Course Name	Course Code	Year/Level
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	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)
الاسم: أ. م . د بيداء عبد الخالق سلمان Beda.R.hum@Odiala.edu.ik   ا. م . د سهى ياسين زيد suha.r.hum@odiala.edu.ik   م .د بشائر عبد عباس bazar.rv.hum@odiala.edu.ik   m . Hedd Daud Salim   Huta.Arv.hum@Odiala.edu.ik

8. Course Objectives	
• Cognitive 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	**Course Objectives**

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

	Strategy
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 method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	The week
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(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 theoretica 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	2	Week The firs

(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Morphological balance	Students control this subject and understand it theoretica 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	2	Week Second
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Exercises	Students control this subject and understand it theoretica 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	2	Week Third
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Verb and its divisions: past - present tense ar imperative	Students control this subject and understand it theoretica 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	2	The week Fourth
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Correct verb: definition, divisions	Students control this subject and understand it theoretica 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	2	Week V
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	The connection pronouns with correct verbs	Students control this subject and understand it theoretica 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	2	The week Sixth
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Exercises	Students control this subject and understand it theoretica 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	2	The week Seventh
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	The ill verb: its definition - its divisions	Students control this subject and understand it theoretica 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	2	The week Eighth
(1) Oral tests (2) Research Assignments	(1) Progressive presentation	The connection pronouns with i verbs	Students control this subject and understand it theoretica and practically, and their ability to perceive the scient	2	Week Ninth

				2	
(3) Student participation in lecture	(2) Practical presentation on the whiteboard (3) Discussion and dialogue		material, absorb it and turn into a faculty of understandi speaking and transferring th knowledge to others		
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Exercises	Students control this subjec and understand it theoretic and practically, and their ability to perceive the scien material, absorb it and turn into a faculty of understandi speaking and transferring th knowledge to others	2	The we X
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Abstract verb: definition, abstr verb weights	Students control this subjec and understand it theoretic and practically, and their ability to perceive the scien material, absorb it and turn into a faculty of understandi speaking and transferring th knowledge to others	2	The we atheist ten
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Exercises	Students control this subjec and understand it theoretic and practically, and their ability to perceive the scien material, absorb it and turn into a faculty of understandi speaking and transferring th knowledge to others	2	Week Second ten
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Verb more: definition, verb weights more	Students control this subjec and understand it theoretic and practically, and their ability to perceive the scien material, absorb it and turn into a faculty of understandi speaking and transferring th knowledge to others	2	Week Third ten
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Meanings of additional verb forms	Students control this subjec and understand it theoretic and practically, and their ability to perceive the scien material, absorb it and turn into a faculty of understandi speaking and transferring th knowledge to others	2	The we Fourth ten
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Exercises	Students control this subjec and understand it theoretic and practically, and their ability to perceive the scien material, absorb it and turn into a faculty of understandi speaking and transferring th knowledge to others	2	Week V ten
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard	Rigid and acting verb	Students control this subjec and understand it theoretic and practically, and their ability to perceive the scien material, absorb it and turn into a faculty of understandi	2	Week Sixth ten

(1) Oral tests (2) Research Assignments (3) Student participation in lecture		(3) Discussion and dialogue	speaking and transferring the knowledge to others		
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Necessary and transitive verb	Students control this subject and understand it theoretically and practically, and their ability to perceive the scientific material, absorb it and turn into a faculty of understanding speaking and transferring the knowledge to others	2	The week Seventh ten
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	The verb based on the known and the passive verb	Students control this subject and understand it theoretically and practically, and their ability to perceive the scientific material, absorb it and turn into a faculty of understanding speaking and transferring the knowledge to others	2	Week Eighth ten
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Exercises	Students control this subject and understand it theoretically and practically, and their ability to perceive the scientific material, absorb it and turn into a faculty of understanding speaking and transferring the knowledge to others	2	Week Ninth ten
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Affirmation of verbs with emphasis and another rule of the confirmed verb	Students control this subject and understand it theoretically and practically, and their ability to perceive the scientific material, absorb it and turn into a faculty of understanding speaking and transferring the knowledge to others	2	Week 20
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Exercises	Students control this subject and understand it theoretically and practically, and their ability to perceive the scientific material, absorb it and turn into a faculty of understanding speaking and transferring the knowledge to others	2	The week atheist Twenty
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Abstract name and more	Students control this subject and understand it theoretically and practically, and their ability to perceive the scientific material, absorb it and turn into a faculty of understanding speaking and transferring the knowledge to others	2	Week Second Twenty
(1) Oral tests (2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Source of the triple verb and non-triple	Students control this subject and understand it theoretically and practically, and their ability to perceive the scientific material, absorb it and turn into a faculty of understanding speaking and transferring the knowledge to others	2	The week Twenty-third
(1) Oral tests		Exercises and general review	Students control this subject and understand it theoretical	2	The week

(2) Research Assignments (3) Student participation in the 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 understand 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 t discharge of Ibn Jinni (392 AH), the complement Abu Ali Persian (377 AH), the excursion of the pa in the science of exchange of the field (581 AH), t pleasure in the discharge of Ibn Asfour Al-Ishbili (6 AH).	Main references (sources)
Verb weights and meanings: Hashem Ta Shalash,Exchange: Hatem Saleh Al-Damen,Adequa exchange: Hadi Nahr, and scientific journals that d with the Arabic language and its morphological a linguistic issues in general	Recommended books and references (scientific journals reports…)
	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

1. The educational institution

University of Diyala / Ministry of Higher Education and Scientific Research

2. University department/center

College of Education for Human Sciences

3. Name of the academic or professional program

Department of Arabic Language / College of Education for Human Sciences

4. Name of the final certificate

Bachelor's degree in Arabic Language and Literature

5. Academic system:

Annual/courses/others

Annual system

6. Accredited certification program

Adopting the Union's standards for Arab universities

7. Other external influences

Ministry of Education/other institutions in the country

8. Date the description was prepared

2024/28/3

9. Objectives of the academic program:

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

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

B - Skills objectives of the program:

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

2- Applies literary criticism strategies in the school classroom.

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

4- Applies learning theories in educational situations.

Teaching and learning methods:

1- Using the delivery 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 methods:

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

60% end-of-semester exams.

C - Emotional and value-based goals:

1- Analyzing some prominent poems to determine their literature.

2- Following up on the historical development of criticism among the Arabs.

3- Evaluating the critical steps of ancient Arab critics.

4- It explains the reasons for the popularity and prominence of some critics over others within the time period studied.

Teaching and learning methods:

1- Assigning students to make reports regarding the lecture being discussed 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.

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

Evaluation methods:

1- Stimulating the element of motivation among students by rewarding the applicant with grades.

2- Calculating the correct answer as a model answer based on it in the daily or final exam.

3- 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

5

2363

Literary criticism

Basic

√

√

√

√

√

√

√

√

√

√

√

√

√

√

√

√

√

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
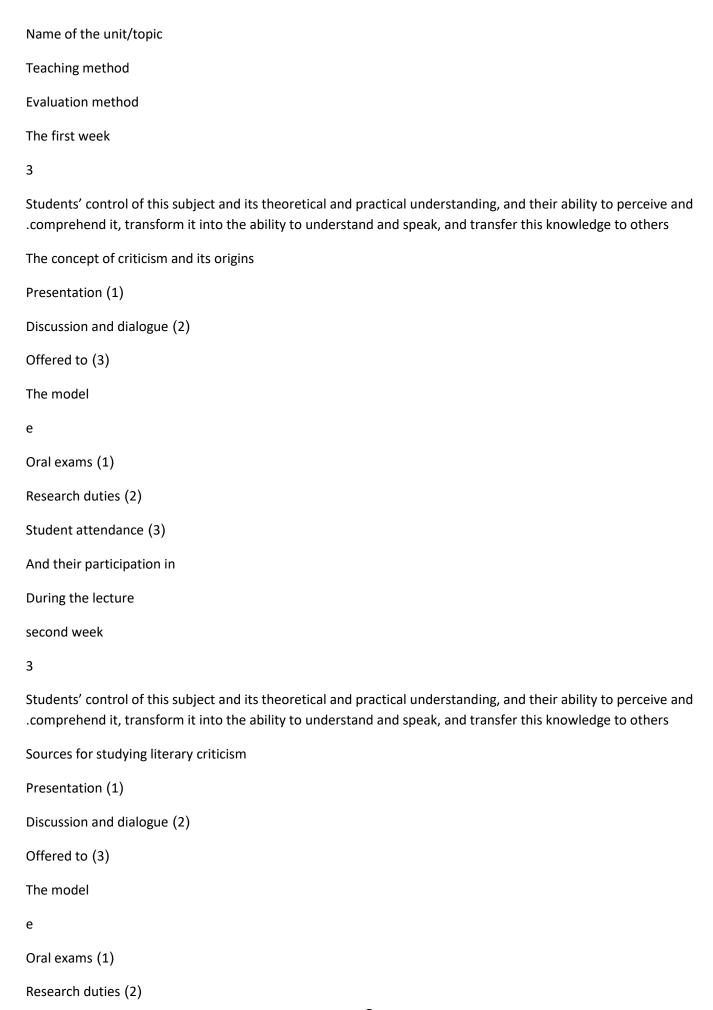
College of Education for Human Sciences/Department of Arabic Language

Course name/code   .3

2363

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

7

2- Discussion.

3- Interrogation.

4- Brainstorming.

5- Motivational questions.

Evaluation methods:

1- 40% semester exams, and daily attendance and participation are taken into consideration.

2- 60% End-of-semester exams.

C- Emotional and value goals:

1- Introducing the influence of critics and writers on the development of literary criticism.

2- Shows active interest in studying literary criticism.

3- Developing positive attitudes towards the learning process.

4- Modifying negative trends in the learning and teaching process regarding the course.

Teaching and learning methods:

1- Brainstorming.

2- Discussion.

3- Complex questions in the specialty.

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):

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 specializations with the aim of developing knowledge and personal information.

10. Course structure:

the week

hours

Required learning outcomes

8

Name of the unit/topic

Teaching method

Evaluation method

The first 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.

The concept of criticism and its origins

Presentation (1)

Discussion and dialogue (2)

Offered to (3)

The model

e

Oral exams (1)

Research duties (2)

Student attendance (3)

And their participation in

During the lecture

second 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.

Sources for studying literary criticism

Presentation (1)

Discussion and dialogue (2)

Offered to (3)

The model

e

Oral exams (1)

Research duties (2)

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

15

3

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 it, .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

And during the lecture

20

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

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

11.   Infrastructure:

1-   The required prescribed books.

Choose modern, detailed educational books.

2-   Main references:

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.

12-   Course development plan.

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

2024

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.

Course Description: 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.

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

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

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

Curriculum Structure: All courses / 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.

Teaching and learning strategies: 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 extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: **Diyala**.................

Faculty/Institute: **College.. Education for human sciences**

Scientific Department: **I swear.. Arabic language**

Academic or Professional Program Name: **Bachelor of Arabic Language and Literature** ....

Final Certificate Name: **Bachelor's degree in Arabic language and its literatures**

Academic System: Annual............

Description Preparation Date:

File Completion Date:2024/3/28

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate NameProf M. Dr. Ruba Abdul–Reda Abdul–Razzaq:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and 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 Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	37	4	10.8180./.	/
College Requirements	37	4	10.8108./.	/
Department Requirements	37	29	78.3785./.	/
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	
The first		Arabic grammar	theoretical	practical
			90 hours per year (3) hours per division 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
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	Specialization		Special Requirements/Skills (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															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
The first stage		Arabic grammar	Basic	√	√	√	√	√	√	√	√	√	√	√	

- **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:
2024/3/28

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 one name)
: Name: A. Dr. Ibrahim Rahman Hamid
. Email: Profibraheemaa@yahoo.com

Name: A. Dr. McKee Noman is oppressed. Email:. makki.ar.hum@uodiyala.edu.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 the pr**
	language dep
	Education an
	community a
	message requ
	scientific and
	•
	• A- Knowledge

	•
	1 – Defi[n]es the[...]
	•
	2. Show[s] the i[...]
	•
	3. Deter[m]ines [...]
	•
	4. Deter[m]ines [...] characte[r]istics[...]
	•
	B. The s[t]illistic[...]
	•
	1- Write[s] a res[...] research [a]nd s[...] and gra[m]mar [...]
	•
	2. Keepi[n]g the[...] a numb[e]r of g[...] teachin[g...]
	•
	3. Learn [t]he m[...]
	• .....

9. Teaching and Learning Strategies

Strategy	
	1- Using the method of speech and lecture in providing stu[dent...] topics related to the knowledge described in (A).
	2- Through the method of questioning and discussion, the [study...] and explained by the academic staff.
	3- Guiding students to visit the library and the Internation[al Inf...] obtain information and facts.
	4- Methods of evaluation
	1- 40% quarterly exams, and attendance, daily participati[o]n an[...] 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 importance.

2- Questioning students through a set of thinking questions (ho some topics.

3- Forming panel discussions that rewards the student's answe corrects his information if he makes a mistake and be electroni Room and Dead program.

4- Teaching students how to build their ways of thinking

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning metho
The first wee	3	Students control t subject and understa it theoretically a practically and th ability to perceive a understand it and turn into a queen understanding, speaki and transferring t knowledge to others.	The words a what it consists	1) Presentatio (2) Discussion dialogue (3) Pres on electron model
The seco week	3	Students cont this subject a understand theoretically a practically a their ability perceive a understand it a turn it into a que of understandi	Name investigations a belongings	1) Presentatio (2) Discussion dialogue (3) Pres on electron model

			speaking a transferring t knowledge others.		
For the th week	3		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.	Investigations the act and belongings	1) Presentatio (2) Discussior dialogue (3) Pres on electror model
The four week	3		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 built fr names and verb	1) Presentatio (2) Discussior dialogue (3) Pres on electror model
The fifth wee	3		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	The Arabiz from names a verbs	1) Presentatio (2) Discussior dialogue (3) Pres on electror model

			transferring tl knowledge others.		
The sixth wee	3		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 tl knowledge others.	The one of t names and verb	1) Presentatio (2) Discussior dialogue (3) Pres on electror model
The sever week	3		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 tl knowledge others.	Ever a knowledge (typ of knowledge)	1) Presentatio (2) Discussior dialogue (3) Pres on electror model
The eigh week	3		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 tl	The conscience its kinds	1) Presentatio (2) Discussior dialogue (3) Pres on electror model

		knowledge others.		
The ninth we	3	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 flag	1) Presen tatic (2) Discussior dialogue (3) Pres on electror model
The tenth we	3	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.	Departments science	1) Presen tatic (2) Discussior dialogue (3) Pres on electror model
The elever week	3	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	The names of t sign	1) Presen tatic (2) Discussior dialogue (3) Pres on electror model

			knowledge others.		
The twel week	3		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 literal a nominal connection	1) Presen tatic (2) Discussior dialogue (3) Pres on electron model
The thirteer week	3		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.	Connection of t connected	1) Presen tatic (2) Discussior dialogue (3) Pres on electron model
The fourteer week	3		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	The identif with the definiti (L)	1) Presen tatic (2) Discussior dialogue (3) Pres on electron model

			knowledge others.		
The fifteen week	3		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.	Ruling on enteri the media	1) Presentatio (2) Discussior dialogue (3) Pres on electron model
For t sixteenth wee	3		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 initiator a its sections	1) Presentatio (2) Discussior dialogue (3) Pres on electron model
The seventeenth week	3		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	The single news	1) Presentatio (2) Discussior dialogue (3) Pres on electron model

			knowledge others.		
The eighteer week	3		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 senter news	1) Preser tatio (2) Discussior dialogue (3) Pres on electror model
The nineteer week	3		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.	Submission a delay in the ne sentence	1) Preser tatio (2) Discussior dialogue (3) Pres on electror model
The twentie week	3		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	Delete t beginner and t news (permissibility and obligatory	1) Preser tatio (2) Discussior dialogue (3) Pres on electror model

		knowledge others.		
The twen first week	3	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 copies of t beginning (K and her sisters	1) Preser tatio (2) Discussior dialogue (3) Pres on electror model
The twen second week	3	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.	Submission a delay in t sentence of K and her sisters	1) Preser tatio (2) Discussior dialogue (3) Pres on electror model
The twen third week	3	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	Sections we (complete, incomplete, redundant)	1) Preser tatio (2) Discussior dialogue (3) Pres on electror model

		knowledge others.		
The fourth week And twenty	3	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.	Deletions were	1) Presen tatic (2) Discu ssior dialogue (3) Pres on electror mo del
The twen fifth week	3	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 letters similar to (not) (What)	1) Presen tatic (2) Discu ssior dialogue (3) Pres on electror mo del
The twen sixth week	3	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	The work of (that) the t navis	1) Presen tatic (2) Discu ssior dialogue (3) Pres on electror mo del

			knowledge others.		
For the twen seventh week	3		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.	Work (Lat)	1) Presen tatic (2) Discussior dialogue (3) Pres on electror model
The twen eighth week	3		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.	Verbs of approach Her work a judgments	1) Presen tatic (2) Discussior dialogue (3) Pres on electror model
The twen ninth week	3		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	Sections of t verbs of approa	1) Presen tatic (2) Discussior dialogue (3) Pres on electror model

			knowledge others.		
The thirtie week	3		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.	What is requir in the news of t actions of t approach	1) Preser tatio (2) Discussior dialogue (3) Pres on electror model
The thirty-fi week	3		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.	Acting and r acting in the a of approach	1) Preser tatio (2) Discussior dialogue (3) Pres on electror model
The thir second week	3		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	The verbs of t convergence between perfection a decrease	1) Preser tatio (2) Discussior dialogue (3) Pres on electror model

		knowledge others.			
	3				

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Explanation of Ibn Aqeel on Explanation of gold anomal Clarify the paths
Main references (sources)	Books, periodicals, t that match the lates specialization of gram
Recommended books and references (scientific journals, reports…)	Arabic human magaz Arabic grammar
Electronic References, Websites	International informa

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 40 **are semester exams, and attendance, daily 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- Course Structure

The Week	The Hours	Required Learning Outcomes	Name Of The Unit/Topic	Teaching Method	Evaluation 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' attendance and participation 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 4	**3**		**Analysis of a poetic or narrative text according to the psychological approach.**	**=**	**=**
The fifteent h week 202/8/1 4	**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 24	**3**		**Analyzing a poetic or narrative text according to the social approach.**	**=**	**=**
The ninetee nth week 202/2/4 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.		
twentieth 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 - seventh 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 thirtieth week /21/4	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

2024

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.

Course Description: 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.

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

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

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

Curriculum Structure: All courses / 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.

Teaching and learning strategies: 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 extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: ……………

Faculty/Institute: ………………

Scientific Department: ……………

Academic or Professional Program 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 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 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.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer
	The fourth is observation and				

	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															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Fourth		View and apply	Basic	√	√	√	√	√	√	√	√	√	√	√	

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

Course Description Form

1. Course Name:

2. Course Code:

3. Semester / Year:

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)
Name: Email:

8. Course Objectives

Course Objectives	• ..... • ..... • .....

9. Teaching and Learning Strategies

Strategy	View and apply

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
		الاسم: ا. ياسر عمار مهدي م. الاسم: ا. ليل :			

			yaser.ar.hum@uodiyala.edu.		
			الاسم: م. زينب محمد صالح الآيميل: ainab.ar.hum@uodiyala.edu.		

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	

Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
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Accreditation Department

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2024

Introduction:

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Curriculum Structure: 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.

Teaching and learning strategies: 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 extra-curricular activities to achieve the learning outcomes of the program.

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:

Head of Department Name:
A.M.D. Ruba Abd al–Rida Abd al–Razzaq

Signature:

Scientific Associate Name:
Prof. Dr. Ghazwan Adnan Muhammad

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 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
The second phase 2024 AD	262	Islamic literature	21 hours for morning and evening studies	

8. Expected learning outcomes of the program

Knowledge

1- Preserving the integrity of 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	Learning Outcomes Statement 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 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 Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
1- Introducing the impact of science, scholars, writers, and poets in developing Islamic	3- Developing positive attitudes towards the course teaching process.

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

Program Skills Outline																
				Required program Learning outcomes												
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	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 Form

1. Course Name: Islamic literature

2. Course Code: 262

3. Semester / Year: : Academic year 2024

4. Description Preparation Date: : 3/4/2024

5. Available Attendance Forms: : weekly

6. Number of Credit Hours (Total) / Number of Units (Total); 21 hours for morning and eve studies

7. Course administrator's name (mention all, if more than one name)
    Name: Prof. Saad Al-Adwan Wahib

    Email   : dwandad@gmail. com
D. Muhammad Jameel

                                    Na:

D. AbdallahMohamed

                                    Nam

8. Course Objectives

Course Objectives	
	• .....
	• .....
	• .....

9. Teaching and Learning Strategies

Strategy	

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the wee the fir 10 2/10/202:	3	Students' control of t subject, theoretical a practical understanding, a their ability perceive and abso it, transform it ir the ability understand a speak, and trans this knowledge others.	Define the te Islamic literat	1Presentati 2-Discussio and dialogu 3-Display the electron display	1-0 2- F dut 3--S atte and par dur lect
03 second we 99 /10/2023	3	Students' control this subject, theoretical a practical understanding, a their ability perceive and abso it, transform it ir the ability understand a speak, and trans this knowledge others	Islam's positi on poetr y	1Presentati 2-Discussio and dialogu 3-Display o the electron display	1-0 2- F dut 3--S atte and par dur lect

the third week 10/16/2023	3		Students' control of t subject, theoretical a practical understandi and th ability perceive a absorb transform into the abil to understa and speak, a transfer t knowledge others	The impact the Holy Qur' on poetry	1Presentati 2-Discussio and dialogu 3-Display o the electror display	1-O 2- F dut 3--S atte and par dur lect
fourth week 10/23/2023	3		Students' control of t subject, theoretical a practical understandi and th ability perceive a absorb transform into the abil to understa and speak, a transfer t knowledge others	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-O 2- F dut 3--S atte and par dur lect

The fifth week 10/30/2023	3	Students' control of t subject, theoretical a practical understandi and th ability perceive a absorb transform into the abil to understa and speak, a transfer t knowledge others	Analysis Hassan Thabit's po (Al-Hamziyya	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-O 2- F dut 3--S atte and par dur lect
the sixth week 11/6/2023	3	Students' control of t subject, theoretical a practical understandi and th ability perceive a absorb transform into the abil to understa and speak, a transfer t knowledge others	Language a style	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-O 2- F dut 3--S atte and par dur lect

Seventh week 11/13/2023	3	Students' control of t subject, theoretical a practical understandi and th ability perceive a absorb transform into the abil to understa and speak, a transfer t knowledge others	Pictures a imaginatio n	1Presentati 2-Discussio and dialogu 3-Display o the electron displa	1-O 2- F dut 3--S atte and par dun lect
The eighth week 11/20/2023	3	Students' control of t subject, theoretical a practical understandi and th ability perceive a absorb transform into the abil to understa and speak, a transfer t knowledge others	Rhythm	1Presentati 2-Discussio and dialogu 3-Display o the electron displa	1-O 2- F dut 3--S atte and par dun lect

Week nine 11/27/2023	3	Students' control of t subject, theoretical a practical understandi and th ability perceive a absorb transform into the abil to understa and speak, a transfer t knowledge others	A detailed stu of the po Hassan Thabit and po etry	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-O 2- F dut 3--S atte anc par dur lect
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 Thabit's po Al-Dalia	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-O 2- F dut 3--S atte anc par dur lect

Week eleven 12/11/2023	3		Students' control of t subject, theoretical a practical understandi and th ability perceive a absorb transform into the abil to understa and speak, a transfer t knowledge others '	A detailed stu of the p Abdullah l Rawahah a his po etry	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2- F dut 3--S atte and par dur lect
The twelfth week 12/18/2023	3		Students' control of t subject, theoretical a practical understandi and th ability perceive a absorb transform into the abil to understa and speak, a transfer t 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- F dut 3--S atte and par dur lect

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 electron displa	1-O 2- F dut 3--S atte and par dur lect
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 electron displa	1-O 2- F dut 3--S 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-O 2- F dut 3--S 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-C 2- F dut 3--S atte anc 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).	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-C 2- F dut 3--S atte anc par dur lect

Week					
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-O 2- F dut 3--S 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-O 2- F dut 3--S 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 '	Commandme in the era of early Islam	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2- F dut 3--S atte anc par dur lect
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 (Umayy literature)	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2- F dut 3--S atte anc par dur lect

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	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-O 2- F dut 3--S 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 contradiction in the Umayya era	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-O 2- F dut 3--S 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	1Presentati 2-Discussio and dialogu 3-Display o the electron displ	1-O 2- F dut 3--S atte 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	1Presentati 2-Discussio and dialogu 3-Display o the electron displ	1-O 2- F dut 3--S 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 poetry	1Presentati 2-Discussio and dialogu 3-Display o the electror displ	1-O 2- F dut 3--S 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	1Presentati 2-Discussio and dialogu 3-Display o the electror displ	1-O 2- F dut 3--S 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 poetry the Umayyad era	1Presentati 2-Discussio and dialogu 3-Display o the electror disp	1-O 2- F dut 3--S atte and par dur lect
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 the Umayyad era	1Presentati 2-Discussio and dialogu 3-Display o the electror disp	1-O 2- F dut 3--S atte and par dur lect

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation oral, monthly, or written exams, reports .... etc
40% semester exams, and daily attendance and participation are taken into consideration.
60% end-of-year exams

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Al-Amali in Islamic Literature, D Marhoon Al-Saffar

Main references (sources)	History of Arabic Literature [Islamic... Dr. Shawqi Deif Development and renewal in Um... poetry, Dr. Shawqi is a guest Studies in Islamic Literature, Makki Al-Ani
Recommended books and references (scientific journals, reports…)	He recommends some books, th... dissertations that include th... vocabulary.
Electronic References, Websites	An online library of Islamic... which includes everything relat... course in a detailed, accurate... 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

2024

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.

Course Description: 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.

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

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

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

Curriculum Structure: All courses / 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.

Teaching and learning strategies: 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 extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: .Diyala...............

Faculty/Institute: . College.. Education for human sciences................

Scientific Department: ... : I swear.. Arabic language............

Academic or Professional Program 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 Completion Date:2024/3/28

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 Courses	Credit hours	Percentage	Reviews*
Institution Requirements	37	4	%10.8180	/
College Requirements	37	4	10.8180%	/
Department Requirements	37	29	%78.3785	/
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
4th class		Philology		
			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

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
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.

14.   Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Four stage		philology	Basic	√	√	√	√	√	√	√	√	√	√	√	

- **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 Education 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 t** **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**

9. Teaching and Learning Strategies

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

10. Course Structure					
Week	**Ho urs**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
The fi week	2	Students' control of t subject and theoretical a practical understanding and their abi to perceive a assimilate transform it i the ability underst and and speak, and transfer this knowledge to others.	Definition of term philology a the differe 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 t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans this knowledge others.	The efforts ancient A scholars philology	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Presentati (2) Discussi and dialogue (3) Display the electronic display
For the third week	2	Students' control of t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans	And the efforts modern scholars philology	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exam (2) Research duties (3) Students attendance a participation during the lecture

		this knowledge others.			
The fourth week	2	Students' control of t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans this knowledge others.	Theories of 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 a participation during the lecture
The fifth week	2	Students' control of t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans this knowledge others.	Languages a Arabic langua website	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research du (3) Students' attendance and participation dur the lecture
The sixth week	2	Students' control of t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans this knowledge others.	Introduction island languages	1) Presentation (2) Discussion and dialog (3) Display on the electronic display	1) Oral exams (2) Research du (3) Students' attendance and participation dur the lecture
The seventh week	2	Students' control of t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understa	Explain 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 a participation during the lecture

		and speak, and trans this knowledge others.			
The eighth week	2	Students' control of t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans this knowledge others.	The Ara language and circumstances of emergence	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 ninth week	2	Students' control of t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans this knowledge others.	Language novel	1) Presentation (2) Discussion and dialog (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students attendance a participation during the lecture
The tenth week	2	Students' control of t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans this knowledge others.	Methods 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 a participation during the lecture
The eleventh week	2	Students' control of t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans this knowledge	Characteristics Arabic dialects	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students attendance a participation during the lecture

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

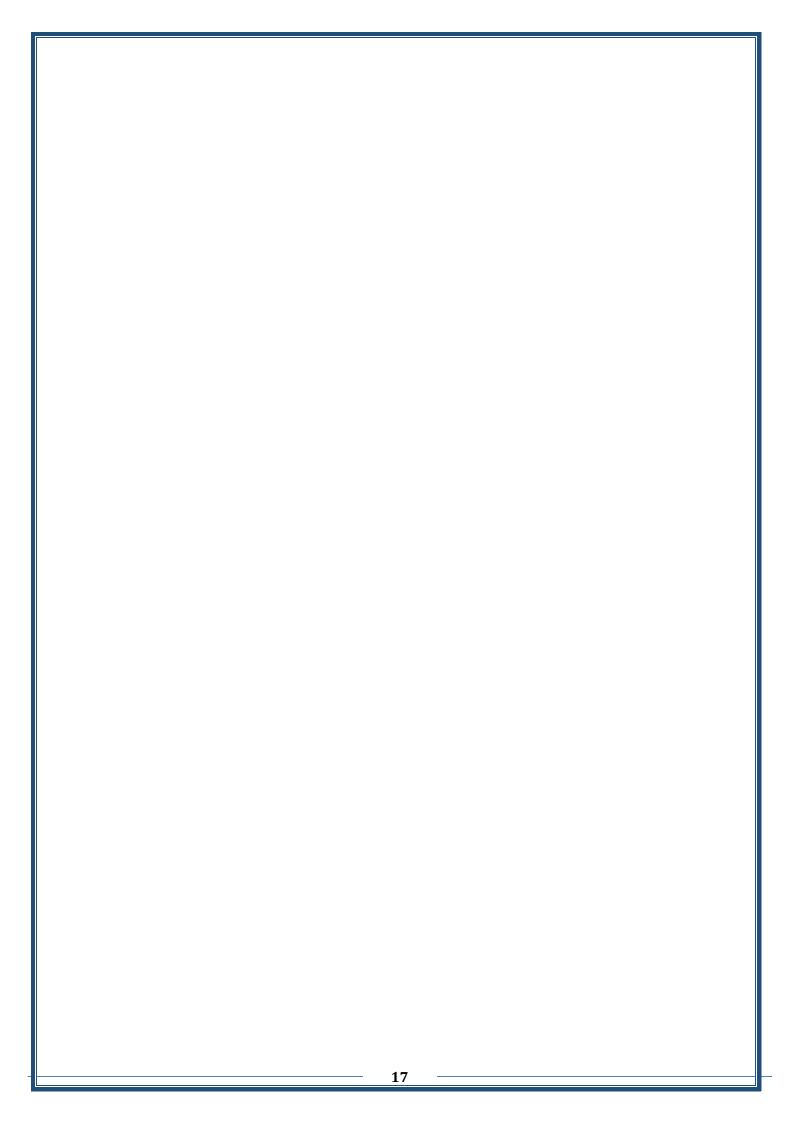|					
		this knowledge others.			
For the sixteenth week	2	Students' control of t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans this knowledge others.	The phenomenon the linguis triangle, substitution a substitution in Arabic language	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students attendance a participation during the lecture
The seventeenth week	2	Students' control of t subject and theoretical and pract understanding, and th ability to perceive a assimilate it, transfo it into the ability understand and spe and transfer t knowledge to others.	Language development methods The phenomenon derivation in Arabic language	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students' attendance an participation during the lecture
The eighteenth week	2	Students' control of t subject and theoretical and pract understanding, and th ability to perceive a assimilate it, transfo it into the ability understand and spe and transfer t knowledge to others.	The phenomenon analogy in the Ara language improvisation	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students' attendance an participation during the lecture
The nineteenth week	2	Students' control of t subject and theoretical and pract understanding, and th ability to perceive a assimilate it, transfo it into the ability understand and spe and transfer t knowledge to others.	The Arabiz intrusive, a generated pronunciation	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students' attendance an participation during the lecture
The twentieth week	2	Students' control of t subject and theoretical and pract understanding, and th ability to perceive a	The phonetic syst of the Ara language	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students' attendance an

		assimilate it, transfo it into the ability understand and spe and transfer t knowledge to others.			participation during the lecture
The twenty-first week	2	Students' control of t subject and theoretical and practi understanding, and th ability to perceive a assimilate it, transfo it into the ability understand and spe and transfer t knowledge to others.	(Speech mechani and speech device	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students' attendance an participation during the lecture

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)	Choose modern, detailed educational boo such as recently written books on philology
Main references (sources)	The most important books within t specialty that have an understandable a uncomplicated academic style.
Recommended books and references (scientific journals, reports…)	Some books, theses, and dissertations th include the course vocabulary a recommended
Electronic References, Websites	The international information network a the comprehensive library on the Intern which includes everything related to t course in a detailed, accurate and cl 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

2024

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

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Teaching and learning strategies: 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 extra-curricular 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: **Signature**:

Head of Department Name: **Scientific Associate Name**:

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 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 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 Professor. Doctor teacher, assistant teacher	Arabic	Language + 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																
				Required program Learning outcomes												
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2023-2024 The second phase		Essential ancient	texts	•	•	•	•		•	•	•	•	•	•	

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

Course Description 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 Hours (Total) / Number of Units (Total)	
60 hours, two hours for each section	
7. Course administrator's name (mention all, if more than one name)	

Name: M.D. Shaima Zidan Abd
Email: Shaymaaz.ar.hum@uodiyala.edu.iq
Name: M.D. Hana Abbas Salman
Email: Hana.ar.hum@uodiyala.edu.iq

8. Course Objectives

Course Objectives	
	A- Cognitive objectives
	1- **Reads Arabic literary heritage books**
	2- **Explains the importance of studying literary**
	3- **Determines the study objectives for this cou**
	4- **Distinguish between the goals of studying a**
	5- **Explains the characteristics of studying this**
	6- **It identifies the important characteristics tha**
	within the study of ancient texts.
	Skills objectives for the course
	1 – **Write a research paper, and write specializ**
	studies on ancient texts.
	2- **Knowledge of writers and scholars of Arabi**
	works
	3-**Distinguishing between their literary styles**
	4 – **Learn to analyze literary texts according to**

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

9. Teaching and Learning Strategies

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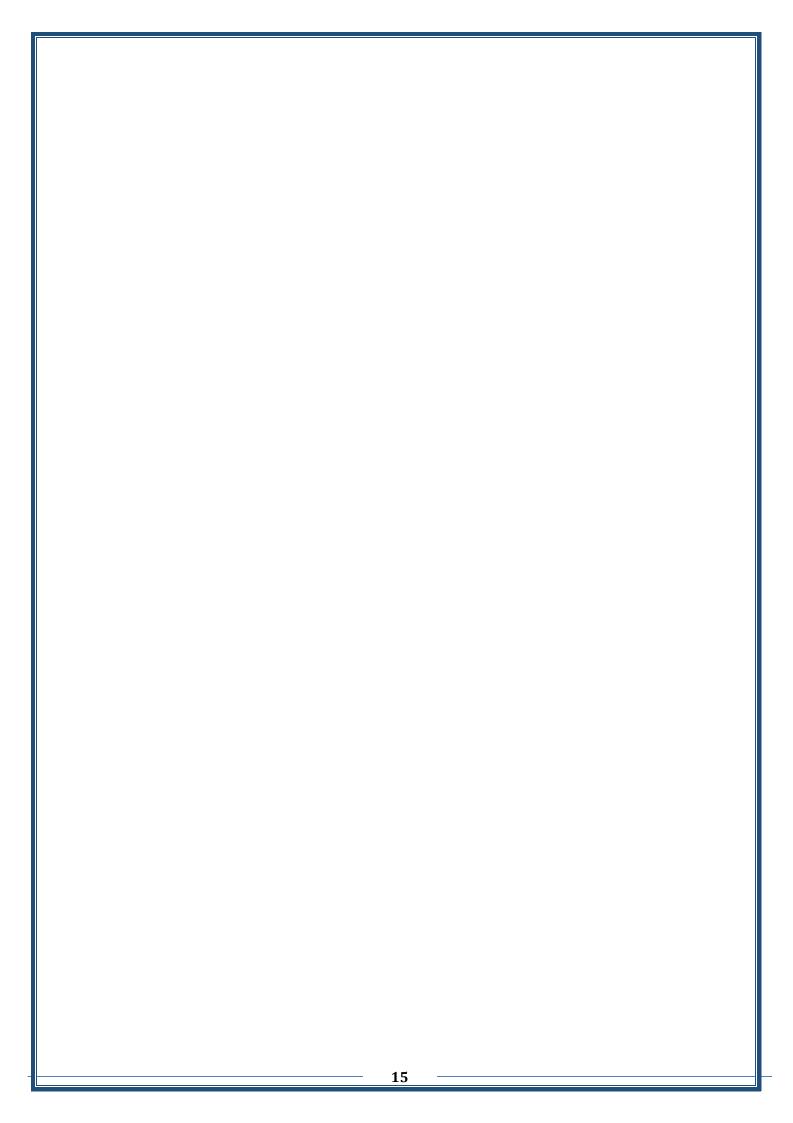
10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method	
1	2	Students adjust this the topic	Identify heritage sources Arabic and distinction betwe 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	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	
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 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
8	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	A written test
9	2	Students adjust this the topic	Al-Maqam Al-Baghda from the book Maqamat by Badi al-Zaman al-Hamdhani	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
10	2	Students adjust this the topic	Al-Maqam Al-Baghda from the book Maqamat by Badi al-Zaman al-Hamdhani	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
11	2	Students adjust this the topic	Al-Maqam Al-Baghda from the book Maqamat by Badi al-Zaman al-Hamdhani	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
12	2	Students adjust this the topic	Al-Maqam Al-Baghda from the book Maqamat by Badi al-Zaman al-Hamdhani	Reading and Discussion and dialogue	A written test
13	2	Students adjust this the topic	The story of Al-Kindi from the book The Misers For Al-Jahiz	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
14	2	Students adjust this the topic	The story of Al-Kindi from the book The Misers For Al-Jahiz	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
15	2	Students adjust this the topic	The story of Al-Kindi from the book The Misers For Al-Jahiz	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
16	2	Students adjust this the topic	The story of Al-Kindi from the book The Misers For Al-Jahiz	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
17	2	Students adjust this the topic	The story of Al-Kindi from the book The Misers For Al-Jahiz	Reading and Discussion and dialogue	A written test
18	2	Students adjust this the topic	The first night of the book Enjoyment and sociability by Abu	Reading and Discussion and dialogue	For the oral test 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	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
26	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
27	2	Students adjust this the topic	Texts from my book Literature Al-Saghir and Al-Adab	Reading and Discussion and dialogue	For the oral test and preparation Reports about it

			Al-Kabir by Ibn Al-Muqaffa		
28	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	A written test
29	2	Students adjust this the topic	review	The entire vocabulary of the subject	
30	2		review	The entire vocabulary of the 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)	1- Nahj al-Balagha by Imam Ali (peace be upon him 2- The Misers by Al-Jahiz 3 - Little Literature and Great Literature by Ibn al- 4 - Maqamat by Badi al-Zaman al-Hamdhani 5 - Enjoyment and sociability by Abu Hayyan al-T
Main references (sources)	The most important books within the specialty tha Academic, understandable and uncomplicated.
Recommended books and references (scientific journals, reports…)	Some books, letters, and theses are recommended Includes course vocabulary.
Electronic References, Websites	Arabic language libraries on the Internet, which in Everything related to the course is accurate and 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

2024

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.

Course Description: 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.

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

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

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

Curriculum Structure: All courses / 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.

Teaching and learning strategies: 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 extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Amaa… Diyala……………

Faculty/Institute: . Education for human sciences………………

Scientific Department: Arabic language………………

Academic or Professional Program Name: Arabic language and literature
………………

Final Certificate Name: In. Arabic language and literature……………

Academic System: Annual…………

Description Preparation Date:

File Completion Date:2023/3/28

Signature: Signature:

Head of Department Name: Scientific Associate Name:

                                                                    : A. M. Dr. Ruba Abdul–

Date: Reda Abdul–Razzaq

                                                                    Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and 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 Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	37	4	10.8108./.	/
College Requirements	37	4	10.8108./.	/
Department Requirements	37	29	78.3785./.	/
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 fourth		Arabic grammar and facilitate it		
			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

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.

- 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	Specialization		Special Requirements/Skills (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 - 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.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
The fourth		Arabic grammar and its facilitatio n	Basic	√	√	√	√	√	√	√	√	√	√	√	√

- **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)	
128(4) Weekly division	
7. Course administrator's name (mention all, if more than one name)	

: Name: A. Dr. Othman Rahman Hamid Al-Aymal:
Email: :Othman.ar.hum@uodiyala.edu.iqu.i

: Name: A. M. Dr. Wafaa Ali Hussein Email: wafaa.ar.hum@uodiyala.edu.iq

Name: M. Dr. Hanaa Abbas Salman. Email: Hana.ar.hum@uodiyala.edu.iq

Name:- M. Dr. Aya Ihsan Sadiq Email:-aya.arv.hum@uodiyala.edu.iq

8. Course Objectives	
Course Objectives	• .....
	• **1. Preparing students to te**
	•
	• 2. Preparing scientific research
	grammar
	•
	• 3. Conducting research and re
	of grammar.....
	• .....

9. Teaching and Learning Strategies	
Strategy	

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

2- Through the method of questioning and discussion, the st idy r
clarified and explained by the academic staff.

3- Guiding students to visit the library and the International nfor
Network to obtain 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 circulat ng l
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 ans ver
and corrects his information if he makes a mistake and be el ctro
to the Class Room and Dead program.

 4- Teaching students how to build their ways of thinki g ar

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Eva
The first week 10/1/2023	4	idents control s subject and derstand it eoretically and actically and eir ability to rceive and	Grammatical methods (t stating)	1) Presentation (2) Discussion and dialogue	(1) (2) duf

		derstand it and ɾn it into a queen understanding, ɕaking and ɦsferring this ɔwledge to .others			(3) Presentat͏ on electronic model
The second week 8/10/2023	4	ɪdents control ɕ subject and ɖerstand it ɕoretically and ɑctically and ɕir ability to ɾceive and ɖerstand it and ɾn it into a queen understanding, ɕaking and ɦsferring this ɔwledge to .others	The sequel the door of t call style	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) anɕ of s the
The third week 15/10/2023	4	ɪdents control ɕ subject and ɖerstand it ɕoretically and ɑctically and ɕir ability to ɾceive and ɖerstand it and ɾn it into a queen understanding, ɕaking and ɦsferring this ɔwledge to .others	Method jurisdiction	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) anɕ of s the

The fourth week 22/10/2023	4	idents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and n it into a queen understanding, eaking and nsferring this owledge to .others	Applications the methods jurisdiction a appeal	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) ((2) exa (3) and of s the
The fifth week is 29/10/2023	4	idents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and n it into a queen understanding, eaking and nsferring this owledge to .others	The style seducation	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) ((2) exa (3) and of s the
Sixth week 5/11/2023	4	idents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and n it into a queen understanding, eaking and nsferring this	The method remediation	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) ((2) exa (3) and of s the

		owledge to .others			
The seventh week is 12/11/2023	4	dents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and n it into a queen understanding, eaking and nsferring this owledge to .others	The name th does not lea (it is forbidd to exchange	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) and of s the
The eighth week 19/11/2023	4	dents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and n it into a queen understanding, eaking and nsferring this owledge to .others	A sequel to t name that d not (forbidded fr exchange)	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) and of s the
The ninth week 26/11/2023	4	dents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and n it into a queen understanding,	The method condition	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) and of s the

Week / Date					
		...eaking and ...nsferring this ...owledge to others.			
The tenth week 3/12/2023	4	...idents control ...s subject and ...derstand it ...eoretically and ...actically and ...eir ability to ...rceive and ...derstand it and ...n it into a queen ...understanding, ...eaking and ...nsferring this ...owledge to others.	A sequel to t... style of t... condition	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) ... (2) ...exa... (3) ...and ...of s... the...
The eleventh week 10/12/2023	4	...idents control ...s subject and ...derstand it ...eoretically and ...actically and ...eir ability to ...rceive and ...derstand it and ...n it into a queen ...understanding, ...eaking and ...nsferring this ...owledge to others.	The style of ta...	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) ... (2) ...exa... (3) ...and ...of s... the...
The twelfth week 17/12/2023	4	...idents control ...s subject and ...derstand it ...eoretically and ...actically and ...eir ability to ...rceive and ...derstand it and	A sequel to t... method of exi...	1) Presentation (2) Discussion and dialogue	1) ... (2) ...exa... (3) ...and
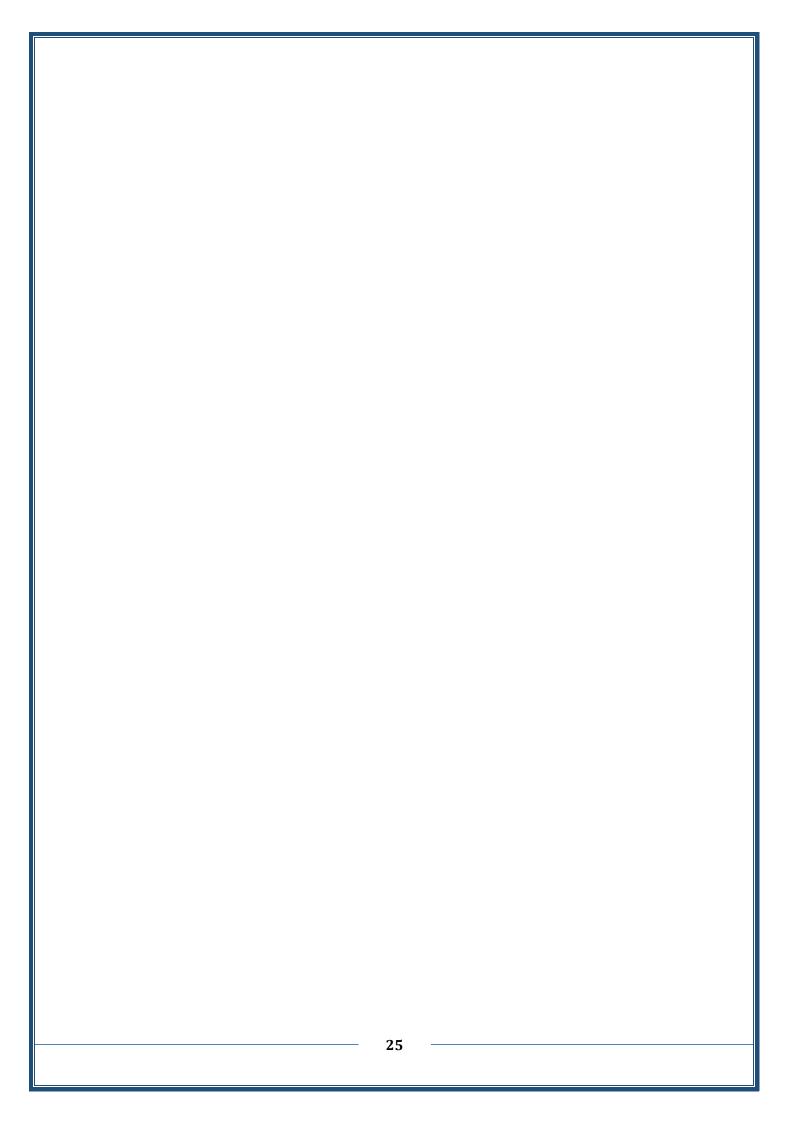
Week					
		n it into a queen understanding, eaking and nsferring this owledge to .others		(3) Presentation on the electronic model	of s the
The thirteenth week 25/12/2023	4	dents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and n it into a queen understanding, eaking and nsferring this owledge to .others	The number a its identities	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) and of s the
Week 14 2/1/2024	4	dents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and n it into a queen understanding, eaking and nsferring this owledge to .others	Applications the subject the issue	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) and of s the
The fifteenth week 8/1/2024	4	dents control s subject and derstand it eoretically and actically and eir ability to	General applications	1) Presentation (2) Discussion and dialogue	1) (2) exa

Week	Hours	Behavioral objectives	Subject/content	Methods	
		rceive and derstand it and n it into a queen understanding, eaking and nsferring this owledge to .others		(3) Presentation on the electronic model	(3) an of s the
The sixteenth and seventeenth week			Half-year vacation fro 14/1/2024 25/1/2024		
The 18th week is 27/1/2024	4	dents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and n it into a queen understanding, eaking and nsferring this owledge to .others	The senten has expressions a types	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) an of s the
For the nineteenth week 4/2/2024	4	dents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and n it into a queen understanding, eaking and nsferring this	The sequel the sentence, types a expressions	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) an of s the

		owledge to .others			
The twentieth week is 11/2/2024	4	idents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and rn it into a queen understanding, eaking and nsferring this owledge to .others	The senten that have a pla of Arabs	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) an of the
The twenty-first week to the twenty-seventh week			Application from 18/2/2024 2/4/2024 weeks)		
The twenty-eighth week 7/4/2024	4	idents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and rn it into a queen understanding, eaking and nsferring this owledge to .others	The applicatic	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) an of the
The twenty-ninth week	4	idents control s subject and derstand it	Sentences th have no place the Arabs	1) Presentation	1)

14/4/2024		eoretically and actically and eir ability to rceive and derstand it and n it into a queen understanding, eaking and nsferring this owledge to others.		(2) Discussion and dialogue (3) Presentation on the electronic model	(2) exa (3) and of s the
The 30th week 21/4/2024	4	dents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and n it into a queen understanding, eaking and nsferring this owledge to others.	Introduction facilitation attempts	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) and of s the
The thirty-first week 28/4/2024	4	dents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and n it into a queen understanding, eaking and nsferring 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) (2) exa (3) and of s the

The second week - the third and the third 5/5/2024 12/5/2024 AD	4	dents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and n it into a queen understanding, eaking and nsferring this owledge to others.	Attempts to facilitate the modernists (The attempt Ibrahim Mustafa, Mah Al-Makhzoum Ahmed Abc Sattar Al-Jawa	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) anc of the

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The book of the explanation of a book of a detailed educational
Main references (sources)	Books, periodicals, letters and that match the latest requireme specialization of Arabic gramma
Recommended books and references (scientific journals, reports…)	The human Arabic in the spec grammar and its facilitation
Electronic References, Websites	International information etw

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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.

Course Description: 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.

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

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

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

Curriculum Structure: All courses / 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.

Teaching and learning strategies: 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 extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: University of Diyala..............

Faculty/Institute: ....college of Education for Humanities..........

Scientific Department: ...Department of Arabic............

Academic or Professional Program Name: ..Bachelor of Arabic language and literature..........

Final Certificate Name: ... Bachelor's degree in Arabic language and its literatures
....

Academic System: ....Annual…

Description Preparation Date:

File Completion Date: 31\3\2024

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 University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

1. Program Vision

Program vision is written here as stated in the university's catalogue and website . 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? 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 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
			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	Specialization		Special Requirements/Skills (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. 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 optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	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. Teaching and Learning Strategies

Strategy

10. Course Structure

Week

The first week	2	Students control t subject and understand theoretically and practically and their ability perceive and understand it and turn it into a queen of understanding, speakin and transferring t 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 t knowledge to others.	Derivatives: participle And the active participle	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

		and transferring t[ ] knowledge to others.			
The fourth 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.	The Exaggerated form, suspicious characteristic	1) Presentation (2) Discussion and dialogue (3)Presentation the electronic model	
The Fifth 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 sixth week	3 2	Students control this subject and understand theoretically and practically and their ability perceive and understand it and turn it into queen understanding,	the Machin's name . Sources	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	

		speaking and transferring this knowledge others.			
The seventh week	2	3 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.	The name of the time, the name of the organization	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.	Practical exercises	1) Presentatio (2) Discussion and dialogue (3) Presentation on the electronic model	

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.	Practical exercises	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	Al-Alaal: its types 1- Deletion by deletion 2- Ilalal with the heart	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.	3- Illumination By transportation Practical exercise	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	

		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	

		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	

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

		speaking and transferring this knowledge others.			
the twenty-seventh and twenty eight week	2	Students controhis subject and understand itheoretically and practically and their ability to perceive and understand it and turn it into a queen of understanding, speaking and transferring this knowledge others.	Spelling rules and rules for drawing the hamza Practical exercises	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	

| The twenty-ninth and Thirtieth 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, speaking and transferring this knowledge others. | The bound ta' and the open ta' Monthly exam for the second semeste | 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 s 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

2024

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.

Course Description: 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.

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

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

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

Curriculum Structure: All courses / 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.

Teaching and learning strategies: 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 extra-curricular 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 Name: **d.t:saif aldeen shaker**
And ass.t:anas ahmad.

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 University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

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	Credit hours	Percentage	Reviews*
Institution Requirements	14	420		

College Requirements	Arabic language			
Department Requirements	the 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	
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
Doctor teacher: Saif aldeen shaker Assistant teacher: Anas ahmad khames	yes		General and qualifying transferable skills (other skills related to employability and development Personal): 1- Review the previous steps and their outcomes. 2- Access to scientific and literary developments through books and periodicals.		2	420

			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	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	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. Course Name: Sciences of the Qur'an and Hadith
2. Course Code:
3. Semester / Year:year
4. Description Preparation Date:
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (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. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
30					

			12		

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	

Ministry of Higher Education and Scientific Research
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2024

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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 Name: female doctor............

Final Certificate Name:....

Academic System: …annual………

Description Preparation Date:

File Completion Date: 25/3/2024

Signature: **Signature**:

Head of Department Name: **Scientific Associate Name**:

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.

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

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

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

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Is there a sponsor for the program?

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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 library methodology	theoretical	practical
			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.

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Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
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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)

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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	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	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 Name:
Research and library methodology

2. Course Code:

3. Semester / Year:
Annual

4. Description Preparation Date:
25/3/2024

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total)
2

7. Course administrator's name (mention all, if more than one name)
Name: d.yusra hadi rashed Email: dr.yusrahadi@gmail.com

8. Course Objectives

Course Objectives	• **Preparing scientific acade researchers**….. • **Preparing scientific acade investigators**…..

9. Teaching and Learning Strategies

Strategy	

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
9	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 scienti researcher		

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	

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

2024

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.

Course Description: 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.

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

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

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

Curriculum Structure: All courses / 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.

Teaching and learning strategies: 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 extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: ……………

Faculty/Institute: ………………

Scientific Department: ……………

Academic or Professional Program 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 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 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.

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	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
3	Basic	Abbas is prose													

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

Course Description Form

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 Sattar shaymaas.ar.hum@uodiyala.edu.iq

8. Course Objectives	
Course Objectives	● …..

| | | • | ..... |
| | | • | ..... |

9. Teaching and Learning Strategies

Strategy	

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	2 2	Definition of artistic Prose schools Oral prose oratory Sermons and text analysis Literary debates Technical			

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

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 (curricula 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

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Academic and course

2024

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:

Description of the academic program 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.

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

trends.

Program Goals: These are statements that describe what the academic program intends to achieve within a specific period of time and are applicable

To measure and observe.

Curriculum structure: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.

Learning Outcomes: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:**

al-Rida Abd al-Razzaq   **the date :**

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

the signature

Authentication of the Dean

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				

* 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 **By (2)** **hour of** every week	**0**

8.Expected learning outcomes of the programme	
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 requirements/skills (if any)**	**Preparing the teaching staff**	
	general	**private**		**angel**	**lecturer**
Professor, Assistant Professor. Doctor teacher, assistant teacher	the language Arabic	Language + literature	**/**	**/**	**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.** **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
 	
   A special style of teaching for the student's personality.
 	
Periodic (annual) updating of approved training plans.

Program skills chart															
				Learning outcomes required from the programme											
Year/level	Course Code	Course Name	Essential or optional?	Knowledge				Skills				Value			
				A1	A2	A3	A4	B 1	B2	B3	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)	

Name: Prof. Dr. Ali Miteb Jassim   Email:ali.ar.hum@uodiyala.edu.iq

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

| 10. Course structure | | | | | | th |

| the 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 its relationship With other sciences.	(1) Presentation (2) Discussion and dialogue (3) Offered to Electronic crossbar	(1) Oral exams (2) Research duties (3) Students' attendance and participation during lecture	
second 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	Comparative literature - Origin and development.	(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	2	Students master this topic and understand it theoretically and practically Their ability to perceive and	Literary relations	(1) Presentation (2) Discussion and dialogue (3) Offered to Electronic crossbar	(1) Oral exams (2) Students' attendance and participation during the lecture	

		Absorbing it and transforming it into the ability to understand, speak, and transmit these Knowledge for others			
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 movement In comparative literature	(1) Presentation (2) Discussion and dialogue	(1) Oral exams (2) Memorization duties. (3) Student attendance and participation during the lecture
the week **VI**	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 of comparative literature	(1) Presentation (2) Discussion and dialogue (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 important Study it	(1) Presentation (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 knowledge For others	**American School**	(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 topics 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 **ten**	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

Week	Hours	Learning outcomes	Topic	Teaching methods	Assessment methods
		Transforming her into the ability to understand and speak and transfer this knowledge For others			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 knowledge For others	Fields of literature 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 knowledge For others	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 topics 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

Week	Hours	Required learning outcomes	Unit/topic name	Learning method	Evaluation method
the week The twentieth	2	Students' control of this topic, its theoretical understanding, and their ability to perceive and comprehend it Transforming her into the ability to understand and speak and transfer this knowledge For others	**Human models**	(1) Presentation (2) Discussion and dialogue	**(1) Oral exams** (2) Conservation duties (3) Students' attendance and participation during **lecture**
The eleventh week And the twenty	2	Students' control of this topic, its theoretical understanding, and their ability to… Realize it and transfer this knowledge For others	**General applied studies** **The impact of Islamic culture** **In the epic** **Paradise lost**	(1) Presentation (2) Discussion and dialogue	**(1) Oral exams** (2) Conservation duties (3) Students' attendance and participation during **lecture**
The second week and The twentieth	2	Students' control of this topic, its theoretical understanding, and their ability to… Realize it and transfer this knowledge For others	**The effect of a thousand and one nights in** **Eastern literatures** **And Western**	(1) Presentation (2) Discussion and dialogue **(3) Offered to Electronic crossbar**	**(1) Oral exams** (2) Research duties (4) Students' attendance and participation during **lecture**
the third week And the twenty	2	Students' control of this topic, its theoretical understanding, and their ability to… Perceiving, assimilating and transmitting This knowledge is for others	**The impact of Arabic poetry on** **Troubadour poetry**	(1) Presentation (2) Discussion and dialogue **(3) Offered to Electronic crossbar**	**(1) Oral exams** (2) Research duties (3) Student attendance and participation during the lecture
fourth week And the twenty	2	Students' control of this topic, its theoretical understanding, and their ability to… Perceiving, assimilating and transmitting This knowledge is for others	**Western influences in** **Arabic literature** **the talk**	(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 week **V and** The twentieth	2	Students' control of this topic, its theoretical understanding, and their ability to… Perceiving, assimilating and transmitting This knowledge is for others	**Applications on impact** **Western literature in** **Poetry and story**	(1) Presentation (2) Discussion and dialogue **(3) Offered to Electronic crossbar**	**(1) Oral exams** (2) Research duties (3) Students' attendance and participation during **lecture**

11. Course evaluation

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
And in detail   accurate and explained.