

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	<ul style="list-style-type: none">• 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 <p>A- Cognitive objectives</p> <ol style="list-style-type: none">1- Enabling students to obtain knowledge and understanding of the intellectual .framework of modern criticism2. Preparing students psychologically and educationally for the teaching profession in .secondary schools3. Preparing students psychologically and

	<p>educationally for the profession of teaching . modern criticism in secondary schools</p> <p>.B- The skills objectives of the course</p> <ol style="list-style-type: none"> 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
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9- Teaching and learning strategies

<p>The strategy</p>	<ol style="list-style-type: none"> 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 <p>Evaluation method are semester exams, and attendance, daily 40 participation, and electronic attendance are .taken into account end-of-semester exams % 60</p> <p>Teaching and learning methods</p> <ol style="list-style-type: none"> 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
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	.ways of thinking and analysis
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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 seventh 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	=	=
eleventh 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 thirteen	3		Topics of poetry in the era of sects and	=	=

nth week 12 / 5 2 3 202 /			Almoravids		
The fourteenth week 202/2/14	3		alghazal / almadh	=	=
The fifteenth week 202/8/14	3		Pathos/asceticism and mysticism	=	=
The sixteenth and seventeenth weeks	3		Half-year holiday from 1/14/2024 until 1/25/2024	=	=
The eighteenth week , 20/27/124	3		Duality in the themes of Andalusian poetry	=	=
The nineteenth week 202/2/44	2		The most famous poets	=	=
twentieth	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 twenty 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		
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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:

Approval of the Dean

1. Program Vision

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

2. Program Mission

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

3. Program Objectives

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

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

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program? No

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	37	4	%10.8108	/
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
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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	<ul style="list-style-type: none"> • Providing the student with scientific knowledge and concepts in the field of computers and information technology related to his life and needs of his community. • Introducing the student to the computer components (hardware and software) and various accessories. • Providing the student with skills for some computer applications such as Microsoft Word and Microsoft PowerPoint. • Providing the student with knowledge of 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 Selecting texts		

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

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

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

		practically, and their ability to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.			
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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 the specialty that have an understandable and uncomplicated academic style.
Recommended books and references (scientific journals, reports...)	Some books, theses, and dissertations that include the course vocabulary are recommended.
Electronic References, Websites	Digital libraries on the Internet, which include everything related to the course.



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. Describe all 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 :

اسم المعاون العلمي:

التاريخ :

التوقيع :



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

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
<p>Teaching and learning strategies and methods adopted in the implementation of the program in general.</p> <p>A- Cognitive objectives</p> <p>1 - Enable students to obtain knowledge and understanding of the intellectual framework of Arabic literature before Islam .</p> <p>2- Preparing students psychologically and educationally for the teaching profession in secondary schools.</p>

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
<p>1 Use the method of presentation and lecture in providing students with the basics and topics related to knowledge Explained .</p> <p>2 Through the method of interrogation and discussion, the study materials are clarified and explained by the academic staff</p> <p>3 Directing students to visit the library and the international information network to obtain information and facts 0</p>

12. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)
<p>1- Admission is centralized</p> <p>2- The desire of the student.</p> <p>3- Competitive rate between departments.</p>

13. The most important sources of information about the program
<p>1 - Books, periodicals, theses and university theses that match the last requirements of study in the specialty of exchange</p> <p>2- International Information Network.</p> <p>3 - Personal experience of the course teacher.</p>

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												Basic or optional	Course Name	Course Code	Year/Level
Values				Skills				Knowledge							
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)	
<p style="text-align: center;"> . م . د بيداء عبد الخالق سلمان Beda.R.hum@Odiala.edu.ik الاسم: أ. م . </p> <p style="text-align: center;"> . م . د سهى ياسين زيد suha.r.hum@odiala.edu.ik ا. م . </p> <p style="text-align: center;"> . م . د بشائر عبد عباس bazar.rv.hum@odiala.edu.ik م . </p> <p style="text-align: center;"> m . Hedd Daud Salim Huta.Ar.v.hum@Odiala.edu.ik </p>	
8. Course Objectives	
<ul style="list-style-type: none"> ● 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

<p>B4 – Applies learning theories in educational situations</p> <ul style="list-style-type: none"> Value Objectives <p>C1- Analysis of some texts from the Holy Qur'an, Arabic poetry or literary prose to clarify the morphological vocabulary contained therein.</p> <p>C2- Linking the various morphological vocabulary and realizing the extent of the interdependence of its material and meaning</p> <p>C3- Distinguishing between morphological vocabulary that agrees with article and different in action and meaning</p> <p>C4- Knowing and interpreting changes in the structure of morphological vocabulary</p>					
9. Teaching and Learning Strategies					
<p>1- The method of delivery and lecture in providing students with the basics and topics related to knowledge</p> <p>2- Through the method of interrogation and discussion, the study materials are clarified and explained by the academic staff.</p> <p>3- Directing students to visit the library and the international information network to obtain information and facts</p> <p>4- Assigning students to make reports regarding the subject offered</p> <p>5- Interrogate students with a set of questions to provoke their thinking and alert them to the most correct and accurate answers</p> <p>6- Open a morphological issue for discussion and participation of students in their opinions and statement of the best opinions</p>					Strategy
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 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 The first

(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 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
(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 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 and imperative	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 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 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 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 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 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 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
(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 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 Eighth
(1) Oral tests (2) Research Assignments	(1) Progressive presentation	The connection pronouns with ill verbs	Students control this subject and understand it theoretically and practically, and their ability to perceive the scientific	2	Week Ninth

(3) Student participation in lecture	(2) Practical presentation on the whiteboard (3) Discussion and dialogue		material, absorb it and turn into a faculty of understanding 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	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 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, abstract verb weights	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 the atheist
(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 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 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 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 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 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 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 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 subject and understand it theoretically and practically, and their ability to perceive the scientific material, absorb it and turn into a faculty of understanding	2	Week Sixth ten

	(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 Seventen
(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 transitive 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 Eight 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 theoretically	2	The week

(2) Research Assignments (3) Student participation in lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue		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		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 (methodology any)		
Royal discharge, and fair in the explanation of the discharge of Ibn Jinni (392 AH), the complement Abu Ali Persian (377 AH), the excursion of the path in the science of exchange of the field (581 AH), the pleasure in the discharge of Ibn Asfour Al-Ishbili (6 AH).			Main references (sources)		
Verb weights and meanings: Hashem Tashalash, Exchange: Hatem Saleh Al-Damen, Adequate exchange: Hadi Nahr, and scientific journals that deal with the Arabic language and its morphological and 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

The educational institution .1

University of Diyala / Ministry of Higher Education and Scientific Research

University department/center .2

College of Education for Human Sciences

Name of the academic or professional program .3

Department of Arabic Language / College of Education for Human Sciences

Name of the final certificate .4

Bachelor's degree in Arabic Language and Literature

:Academic system .5

Annual/courses/others

Annual system

Accredited certification program .6

Adopting the Union's standards for Arab universities

Other external influences .7

Ministry of Education/other institutions in the country

Date the description was prepared .8

2024/28/3

:Objectives of the academic program .9

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

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

A- Cognitive objectives

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

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

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

:B - Skills objectives of the program

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

:Program structure and duration (one year only) The third stage .11

Educational level

Course or course code

Name of the course or course

Credit hours

theoretical

practical

third level

2363

Ancient literary criticism

hours annually 90

hours for each section (3)

nothing

:Planning for personal development .12

.a. The curriculum denies taking into account students' inclinations, trends, needs, and problems

B. The curriculum should be adapted to the students' present and future, and there should be a compatibility between learning styles and the characteristics of students' development

T. The teacher must have an influential personality among his students. Because the student is influenced - first - by the teaching. A skilled professor adds a special style to the student's personality in teaching

.Th. Periodic (annual) updating of approved training plans

:(Admission standard (setting regulations related to admission to the college or institute .13

.Admission is central -1

.The student's desire -2

.The competitive rate between departments -3

:The most important sources of information about the program .14

a. Books. Periodicals. University theses and dissertations that meet the latest study requirements in the field of literary criticism

.International Information Network -1

.The personal experience of the person teaching the course -2

Curriculum skills chart

Please tick the boxes corresponding to the individual learning outcomes from the program being assessed

Learning outcomes required from the programme

Year/level

Course Code

Course Name

Basic

Or optional

Cognitive objectives

Skills objectives of the programme

Emotional and value goals

Transferable general and qualifying skills

(Other skills related to employability and personal development)

A1

A2

A3

A4

B 1

B2

B3

B4

C1

C2

C3

C4

D1

D2

D3

D4

Third

2363

Literary criticism

Basic

√

√

√

√

√

√

√

√

√

√

√

√

√

√

√

√

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 criticism -6

:B - The skills objectives of the course

Write a research paper, and write specialized research and studies in various fields of literature, especially literary criticism -1

Memorizing the names of critics and their deaths and knowing critical terminology while studying the development of criticism throughout the literary eras -2

.Learn methods for teaching the subject of literary criticism -3

:Teaching and learning methods

.The prepared lecture -1

.Discussion -2

.Interrogation -3

.Brainstorming -4

.Motivational questions -5

:Evaluation methods

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

.End-of-semester exams %60 -2

:C- Emotional and value goals

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

.Shows active interest in studying literary criticism -2

.Developing positive attitudes towards the learning process -3

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

:Teaching and learning methods

.Brainstorming -1

.Discussion -2

.Complex questions in the specialty -3

:Evaluation methods

.Reward and motivation to raise morale through grades calculated within the daily evaluation

D - General and qualifying transferable skills (other skills related to employability and development

:(Personal

.Review the previous steps and their outcomes -1

.Access to scientific and literary developments through books and periodicals -2

.Continuous access to the international information network in the field of specialization -3

Conducting debates and discussion sessions with those with specific specializations with the aim of -4

.developing knowledge and personal information

:Course structure .10

the week

hours

Required learning outcomes

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

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

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

:Infrastructure .11

.The required prescribed books -1

.Choose modern, detailed educational books

:Main references -2

The most important books within the specialty, which have an understandable and uncomplicated academic .style

(.A- Recommended books and references (scientific journals, reports, etc

.Some books, theses, and dissertations that include the course vocabulary are recommended

.B- Electronic references. Internet sites

The critical library is available on the Internet, which includes everything related to the course in a detailed, .accurate and clear manner

.Course development plan -12

.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

Name Prof 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)	
<p>: Name: A. Dr. Ibrahim Rahman Hamid . Email: Profibraheemaa@yahoo.com</p> <p>Name: A. Dr. McKee Noman is oppressed. Email:. makki.ar.hum@uodiyala.edu.iq</p> <p>Name: M. Dr. Mohammed Abdul Rasul Salman Email: mohammed.rasul.ar.hum@uodiyala.edu.iq</p> <p style="padding-left: 40px;">Name: M. D. Aya Ihsan Sadiq .. Email: aya.arv.hum @uodiyala.edu.iq:</p>	
8. Course Objectives	
<p>Course Objectives</p>	<ul style="list-style-type: none"> • • Making the p language dep Education an community ar message requ scientific and • • A- Know edge

	<ul style="list-style-type: none"> • • 1 – Defines the • • 2. Show the i • • 3. Determines • • 4. Determines characteristics • • B. The stylistic • • 1- Write a res research and s and grammar • • 2. Keeping the a number of g teaching • • 3. Learn the m • •
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9. Teaching and Learning Strategies

<p>Strategy</p>	<p>1- Using the method of speech and lecture in providing student topics related to the knowledge described in (A).</p> <p>2- Through the method of questioning and discussion, the study and explained by the academic staff.</p> <p>3- Guiding students to visit the library and the International Inf obtain information and facts.</p> <p>4- Methods of evaluation</p> <p>1- 40% quarterly exams, and attendance, daily participation an into account electronically.</p> <p>2- 60% of the end-of-semester tests.</p> <p>5- Methods of teaching and learning:</p>
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- 1- Assigning students to make reports regarding the circulating importance.
- 2- Questioning students through a set of thinking questions (how some topics.
- 3- Forming panel discussions that rewards the student's answer corrects his information if he makes a mistake and be electronic 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 methods
The first week	3	Students control the subject and understand it theoretically and practically and their ability to perceive and understand it and turn it into a queen understanding, speaking and transferring the knowledge to others.	The words and what it consists	1) Presentation (2) Discussion dialogue (3) Presentation on electronic model
The second week	3	Students continue this subject and understand theoretically and practically and their ability to perceive and understand it and turn it into a queen of understanding	Name investigations and belongings	1) Presentation (2) Discussion dialogue (3) Presentation on electronic 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) Discussion dialogue (3) Pres on electron 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 fro names and verb	1) Presentatio (2) Discussion dialogue (3) Pres on electron 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) Discussion dialogue (3) Pres on electron model

		transferring the knowledge to others.		
The sixth week	3	Students continue to study this subject and understand it theoretically and practically and their ability to perceive and understand it and turn it into a question of understanding speaking and transferring the knowledge to others.	The one of the names and verbs	1) Presentation (2) Discussion dialogue (3) Presentation on electronic model
The seventh week	3	Students continue to study this subject and understand it theoretically and practically and their ability to perceive and understand it and turn it into a question of understanding speaking and transferring the knowledge to others.	Every kind of knowledge (types of knowledge)	1) Presentation (2) Discussion dialogue (3) Presentation on electronic model
The eighth week	3	Students continue to study this subject and understand it theoretically and practically and their ability to perceive and understand it and turn it into a question of understanding speaking and transferring the knowledge to others.	The conscience and its kinds	1) Presentation (2) Discussion dialogue (3) Presentation on electronic 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) Presentatio (2) Discussion dialogue (3) Pres on electron 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) Presentatio (2) Discussion dialogue (3) Pres on electron model
The eleventh 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) Presentatio (2) Discussion dialogue (3) Pres on electron model

		knowledge others.		
The twelfth week	3	Students continue to understand this subject theoretically and practically and their ability to perceive and understand it and turn it into a question of understanding speaking and transferring their knowledge to others.	The literal and nominal connection	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model
The thirteenth week	3	Students continue to understand this subject theoretically and practically and their ability to perceive and understand it and turn it into a question of understanding speaking and transferring their knowledge to others.	Connection of the connected	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model
The fourteenth week	3	Students continue to understand this subject theoretically and practically and their ability to perceive and understand it and turn it into a question of understanding speaking and transferring their knowledge to others.	The identification with the definition (L)	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model

		knowledge others.		
The fifteenth week	3	Students continue this subject and understand theoretically and practically and their ability to perceive and understand it and turn it into a question of understanding speaking and transferring the knowledge to others.	Ruling on entering the media	1) Presentation (2) Discussion and dialogue (3) Presentation on electronic model
For the sixteenth week	3	Students continue this subject and understand theoretically and practically and their ability to perceive and understand it and turn it into a question of understanding speaking and transferring the knowledge to others.	The initiator and its sections	1) Presentation (2) Discussion and dialogue (3) Presentation on electronic model
The seventeenth week	3	Students continue this subject and understand theoretically and practically and their ability to perceive and understand it and turn it into a question of understanding speaking and transferring the knowledge to others.	The single news	1) Presentation (2) Discussion and dialogue (3) Presentation on electronic model

		knowledge others.		
The eighteenth week	3	Students continue this subject and understand theoretically and practically and their ability to perceive and understand it and turn it into a question of understanding speaking and transferring the knowledge to others.	The sender news	1) Presentation (2) Discussion dialogue (3) Presentation on electronic model
The nineteenth week	3	Students continue this subject and understand theoretically and practically and their ability to perceive and understand it and turn it into a question of understanding speaking and transferring the knowledge to others.	Submission and delay in the news sentence	1) Presentation (2) Discussion dialogue (3) Presentation on electronic model
The twentieth week	3	Students continue this subject and understand theoretically and practically and their ability to perceive and understand it and turn it into a question of understanding speaking and transferring the knowledge to others.	Delete beginner and news (permissibility and obligatory)	1) Presentation (2) Discussion dialogue (3) Presentation on electronic 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) Presentatio (2) Discussion dialogue (3) Pres on electron 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) Presentatio (2) Discussion dialogue (3) Pres on electron 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 knowledge others.	Sections we (complete, incomplete, redundant)	1) Presentatio (2) Discussion dialogue (3) Pres on electron 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) Presentatio (2) Discussion dialogue (3) Pres on electron model
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) Presentatio (2) Discussion dialogue (3) Pres on electron model
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 (g that) the t navis	1) Presentatio (2) Discussion dialogue (3) Pres on electron model

		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) Presentatio (2) Discussion dialogue (3) Pres on electron 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) Presentatio (2) Discussion dialogue (3) Pres on electron 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) Presentatio (2) Discussion dialogue (3) Pres on electron model

		knowledge others.		
The thirtieth week	3	Students continue to understand this subject theoretically and practically and their ability to perceive and understand it and turn it into a question of understanding speaking and transferring their knowledge to others.	What is required in the news of the actions of the approach	1) Presentation (2) Discussion dialogue (3) Presentation on electronic model
The thirty-first week	3	Students continue to understand this subject theoretically and practically and their ability to perceive and understand it and turn it into a question of understanding speaking and transferring their knowledge to others.	Acting and reacting in the approach	1) Presentation (2) Discussion dialogue (3) Presentation on electronic model
The thirty-second week	3	Students continue to understand this subject theoretically and practically and their ability to perceive and understand it and turn it into a question of understanding speaking and transferring their knowledge to others.	The verbs of convergence between perfection and decrease	1) Presentation (2) Discussion dialogue (3) Presentation on electronic 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 Aqel on Explanation of gold anomalies Clarify the paths
Main references (sources)	Books, periodicals, that match the specialization of
Recommended books and references (scientific journals, reports...)	Arabic human magazine Arabic grammar
Electronic References, Websites	International information

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	<ul style="list-style-type: none">• 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 <p>A- Cognitive objectives</p> <ol style="list-style-type: none">1- Enabling students to obtain knowledge and understanding of the intellectual .framework of modern criticism2. Preparing students psychologically and educationally for the teaching profession in

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

<p>The strategy</p>	<p>1- Using the presentation and lecture method to provide students with the basics and topics related to the knowledge described in (A).</p> <p>2- Through the method of questioning and discussion, the study materials are clarified .and explained by the academic staff</p> <p>3- Directing students to visit the library and the International Informatics Network to .obtain information and facts</p> <p>Evaluation method are semester exams, and attendance, daily 40 participation, and electronic attendance are .taken into account end-of-semester exams % 60</p> <p>Teaching and learning methods</p> <p>1- Assigning students to make reports regarding the current lecture and .demonstrating its importance</p> <p>2- Questioning students through a set of thinking questions (how, why, where, which) .for some topics</p> <p>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</p>
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.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		Half-year holiday from 1/14/2024 until 1/25/2024	=	=
The eightee nth week , 20/27/1 24	3		Analyzing a poetic or narrative text according to the .social approach	=	=
The ninete 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 - sevent h week	3		Application from until 2024/18/2 2024/2/4 6 week	=	=
The twenty eighth - week /4/7 2024	3		Defining modernist critical concepts Reading and receiving	=	=
The twenty ninth - week /14/4 2024	3		Defining modernist critical concepts Pragmatics	=	=
The 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: 
Head of Department Name:

Signature:
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					
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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
		ياسر عمار مهدي م. الاسم: ا. :			

		yaser.ar.hum@uodiyala.edu.jo يناب محمد صالح الاسم: م. الأيميل: ainab.ar.hum@uodiyala.edu.jo			
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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.

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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 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

Date:

Signature:

Scientific Associate Name:

Prof. Dr. Ghazwan Adnan

Muhammad

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	
<p>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</p> <p>2- Enriching human knowledge of the Arabic language, language, literature, culture and civilization</p> <p>3- Developing the linguistic, literary and critical sense and love of curiosity</p> <p>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</p>	Learning Outcomes Statement 1

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

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

Empty rectangular box at the top of the page.

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 evening 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 D. AbdallahMohamed	
Na: Nam	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • • •
9. Teaching and Learning Strategies	
Strategy	
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the week the first 10 2/10/2023	3	Students' control of this subject, 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.	Define the term Islamic literature	1-Presentation 2-Discussion and dialogue 3-Display the electronic display	1-Oral 2-Portfolio 3-Student attendance and participation during lecture
03 second week 99 /10/2023	3	Students' control of this subject, 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	Islam's position on poetry	1-Presentation 2-Discussion and dialogue 3-Display on the electronic display	1-Oral 2-Portfolio 3-Student attendance and participation during lecture

<p>the third week 10/16/2023</p>	<p>3</p>	<p>Students' control of the subject, theoretical and practical understanding and the ability to perceive and absorb, transform into the ability to understand and speak, and transfer their knowledge to others</p>	<p>The impact of the Holy Qur'an on poetry</p>	<p>1-Presentation 2-Discussion and dialogue 3-Display on the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>
<p>fourth week 10/23/2023</p>	<p>3</p>	<p>Students' control of the subject, theoretical and practical understanding and the ability to perceive and absorb, transform into the ability to understand and speak, and transfer their knowledge to others</p>	<p>Artistic characteristics of Islamic poetry (the artistic structure of the Arabic poem in the era of early Islam)</p>	<p>1-Presentation 2-Discussion and dialogue 3-Display on the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>

<p>The fifth week 10/30/2023</p>	<p>3</p>	<p>Students' control of the subject, theoretical and practical understanding and the ability to perceive and absorb information and transform it into the ability to understand and speak, and transfer their knowledge to others</p>	<p>Analysis of Hassan Thabit's poem (Al-Hamziyya)</p>	<p>1-Presentation 2-Discussion and dialogue 3-Display of the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>
<p>the sixth week 11/6/2023</p>	<p>3</p>	<p>Students' control of the subject, theoretical and practical understanding and the ability to perceive and absorb information and transform it into the ability to understand and speak, and transfer their knowledge to others</p>	<p>Language and style</p>	<p>1-Presentation 2-Discussion and dialogue 3-Display of the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>

<p>Seventh week 11/13/2023</p>	<p>3</p>	<p>Students' control of the subject, theoretical and practical understanding and the ability to perceive and absorb information and transform it into the ability to understand and speak, and transfer their knowledge to others</p>	<p>Pictures and imagination</p>	<p>1-Presentation 2-Discussion and dialogue 3-Display of the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>
<p>The eighth week 11/20/2023</p>	<p>3</p>	<p>Students' control of the subject, theoretical and practical understanding and the ability to perceive and absorb information and transform it into the ability to understand and speak, and transfer their knowledge to others</p>	<p>Rhythm</p>	<p>1-Presentation 2-Discussion and dialogue 3-Display of the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>

<p>Week nine 11/27/2023</p>	<p>3</p>	<p>Students' control of this subject, 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</p>	<p>A detailed study of the poetry of Hassan Thabit and poetry</p>	<p>1 Presentation 2- Discussion and dialogue 3- Display of the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>
<p>The tenth week 12/4/2023</p>	<p>3</p>	<p>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</p>	<p>Analysis of Hassan Thabit's poetry Al-Dalia</p>	<p>1 Presentation 2- Discussion and dialogue 3- Display of the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>

<p>Week eleven 12/11/2023</p>	<p>3</p>	<p>Students' control of the subject, theoretical and practical understanding and the ability to perceive and absorb information and transform it into the ability to understand and speak, and transfer their knowledge to others'</p>	<p>A detailed study of the poet Abdullah Rawahah and his poetry</p>	<p>1-Presentation 2-Discussion and dialogue 3-Display of the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>
<p>The twelfth week 12/18/2023</p>	<p>3</p>	<p>Students' control of the subject, theoretical and practical understanding and the ability to perceive and absorb information and transform it into the ability to understand and speak, and transfer their knowledge to others'</p>	<p>A detailed study of the poet Kabir Malik and his poetry</p>	<p>1-Presentation 2-Discussion and dialogue 3-Display of the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>

<p>The thirteenth week 12/26/2023</p>	<p>3</p>	<p>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'</p>	<p>Ancient poet purposes developed the era of early Islam (the purpose praise)</p>	<p>1-Presentation 2-Discussion and dialogue 3-Display of the electronic display</p>	<p>1-0 2- F dut 3--5 atte and par dur lect</p>
<p>The fourteenth week 1/2/2024</p>	<p>3</p>	<p>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'</p>	<p>Purpose satire</p>	<p>1-Presentation 2-Discussion and dialogue 3-Display of the electronic display</p>	<p>1-0 2- F dut 3--5 atte and par dur lect</p>

<p>The fifteenth week 1/8/2024</p>	<p>3</p>	<p>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 '</p>	<p>The purpose lamenta tion</p>	<p>1Presentati 2-Discussio and dialogu 3-Display o the electron displa</p>	<p>1-O 2- F dut 3--S atte and par dur lect</p>
<p>Sixteenth week 1/15/2024</p>			<p>Half vacation the year</p>		

<p>Seventeenth week 5/2/2024</p>	<p>3</p>	<p>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'</p>	<p>New poetic purposes in the era of early Islam (Poetry of conquests Islamic)</p>	<p>1Presentation 2-Discussion and dialogue 3-Display of the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>
<p>Eighteenth week 5/2/2024</p>	<p>3</p>	<p>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'</p>	<p>Prose in the era of early Islam (concept and origins).</p>	<p>1Presentation 2-Discussion and dialogue 3-Display of the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>

<p>Week nineteen 12/2/2024</p>	<p>3</p>	<p>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 '</p>	<p>Rhetoric in the era of early Islam</p>	<p>1Presentation 2-Discussion and dialogue 3-Display of the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>
<p>The twentieth week 2/19/2024</p>	<p>3</p>	<p>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 '</p>	<p>Writing in the era of early Islam</p>	<p>1Presentation 2-Discussion and dialogue 3-Display of the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>

<p>Week twenty-one 2/26/2024</p>	<p>3</p>	<p>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 '</p>	<p>Commandment in the era of early Islam</p>	<p>1Presentati 2-Discussio and dialogu 3-Display o the electror displa</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>
<p>second week The twenty- fourth of March 2024</p>	<p>3</p>	<p>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 '</p>	<p>Defining the term (Umayya literature)</p>	<p>1Presentati 2-Discussio and dialogu 3-Display o the electror displa</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>

<p>the third week The twenty-first 3/11/2024</p>	<p>3</p>	<p>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'</p>	<p>Poetry center in the Umayyad era</p>	<p>1Presentation 2-Discussion and dialogue 3-Display of the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>
<p>fourth week The twenty-first 3/18/2024</p>	<p>3</p>	<p>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'</p>	<p>The art of contradiction in the Umayyad era</p>	<p>1Presentation 2-Discussion and dialogue 3-Display of the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>

<p>Week twenty-five 3/25/2024</p>	<p>3</p>	<p>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</p>	<p>A detailed study of the poet Al-Akhtal And his hair</p>	<p>1-Presentation 2-Discussion and dialogue 3-Display of the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>
<p>Week twenty-six 4/8/2024</p>	<p>3</p>	<p>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</p>	<p>A detailed study of the poet Al-Farazdaq And his hair</p>	<p>1-Presentation 2-Discussion and dialogue 3-Display of the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>

<p>Week twenty-seven 4/15/2024</p>	<p>3</p>	<p>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</p>	<p>A detailed study of the poet Jar bin Attia and his poetry</p>	<p>1 Presentation 2-Discussion and dialogue 3-Display of the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>
<p>Week twenty-eight 4/22/2024</p>	<p>3</p>	<p>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</p>	<p>Political poetry in the Umayyad era</p>	<p>1 Presentation 2-Discussion and dialogue 3-Display of the electronic display</p>	<p>1-0 2- F dut 3--S atte and par dur lect</p>

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	1-0 2- F dut 3--5 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	1-0 2- F dut 3--5 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 Dr. Shawqi Deif Development and renewal in poetry, Dr. Shawqi is a guest Studies in Islamic Literature, Makki Al-Ani
Recommended books and references (scientific journals, reports...)	He recommends some books, dissertations that include vocabulary.
Electronic References, Websites	An online library of Islamic which includes everything 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:



Head of Department Name:

Prof M. Dr. Ruba Abdul-

Reda Abdul-Razzaq

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:

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	
4th class		Philology	theoretical	practical
			90 hours per year (2) hours per division per week	

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

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 that 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 lesson.
 - 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	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The first week	2	Students' control of the subject and theoretical and practical understanding, and their ability to perceive and assimilate and transform it into the ability to understand and speak, and transfer this knowledge to others.	Definition of the term philology and the difference between it and linguistics	(1) Presentation (2) Discussion and dialogue (3) Display on electronic display	(1) Oral examination (2) Research duties (3) Student attendance and participation during lecture
The second week	2	Students' control of the subject and theoretical and practical understanding, and their ability to perceive and assimilate and transform it into ability to understand and speak, and transfer this knowledge to others.	The efforts of ancient scholars in philology	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display
For the third week	2	Students' control of the subject and theoretical and practical understanding, and their ability to perceive and assimilate and transform it into ability to understand and speak, and transfer this knowledge to others.	And the efforts of modern scholars in philology	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral examination (2) Research duties (3) Student attendance and participation during the lecture

		this knowledge others.			
The fourth week	2	Students' control of the subject and theoretical practical understanding, and their ability to perceive and assimilate transform it into ability to understand and speak, and transfer this knowledge to others.	Theories of origin and development of language	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture
The fifth week	2	Students' control of the subject and theoretical practical understanding, and their ability to perceive and assimilate transform it into ability to understand and speak, and transfer this knowledge to others.	Languages Arabic language website	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture
The sixth week	2	Students' control of the subject and theoretical practical understanding, and their ability to perceive and assimilate transform it into ability to understand and speak, and transfer this knowledge to others.	Introduction to island languages	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture
The seventh week	2	Students' control of the subject and theoretical practical understanding, and their ability to perceive and assimilate transform it into ability to understand	Explain common characteristics of the island languages	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture

		and speak, and trans this knowledge others.			
The eighth week	2	Students' control of t subject and theoretical 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 dur (3) Students' attendance and participation dur the lecture
The ninth week	2	Students' control of t subject and theoretical 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 exam (2) Research duties (3) Students attendance a participation during the lecture
The tenth week	2	Students' control of t subject and theoretical 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 exam (2) Research duties (3) Students attendance a participation during the lecture
The eleventh week	2	Students' control of t subject and theoretical practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans this knowledge others.	Characteristics Arabic dialects	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

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

		this knowledge others.			
For the sixteenth week	2	Students' control of the subject and 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.	The phenomenon of the linguistic triangle, substitution and 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 and participation during the lecture
The seventeenth week	2	Students' control of the subject and 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.	Language development methods The phenomenon of 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 and participation during the lecture
The eighteenth week	2	Students' control of the subject and 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.	The phenomenon of analogy in the Arabic language improvisation	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture
The nineteenth week	2	Students' control of the subject and 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.	The Arabic intrusion, generated pronunciation	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture
The twentieth week	2	Students' control of the subject and theoretical and practical understanding, and their ability to perceive and	The phonetic system of the Arabic language	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students' attendance and

		assimilate it, transform it into the ability to understand and speak and transfer that knowledge to others.			participation during the lecture
The twenty-first week	2	Students' control of the subject and theoretical and practical understanding, and the ability to perceive and assimilate it, transform it into the ability to understand and speak and transfer that knowledge to others.	(Speech mechanism and speech device)	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research duties (3) Students' attendance and 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 books such as recently written books on philology
Main references (sources)	The most important books within the specialty that have an understandable and uncomplicated academic style.
Recommended books and references (scientific journals, reports...)	Some books, theses, and dissertations that include the course vocabulary are recommended
Electronic References, Websites	The international information network and the comprehensive library on the Internet which includes everything related to the course in a detailed, accurate and clear 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:

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

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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.

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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:



Head of Department Name:

Signature:

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

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	<p>A– Cognitive objectives</p> <ol style="list-style-type: none"> 1– Reads Arabic literary heritage books 2– Explains the importance of studying literary 3– Determines the study objectives for this course 4– Distinguish between the goals of studying a 5– Explains the characteristics of studying this 6– It identifies the important characteristics that <p>within the study of ancient texts.</p> <p>Skills objectives for the course</p> <ol style="list-style-type: none"> 1 – Write a research paper, and write specialized studies on ancient texts. 2– Knowledge of writers and scholars of Arabic 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 and
 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.
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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 between basic language levels	Reading and Discussion and 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 Balagha	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-Adak 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-Adak 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-Adak 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-Adak	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-Tawhidi
Main references (sources)	The most important books within the specialty 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 include 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:



Head of Department Name:

Date:

Signature:

Scientific Associate Name:

: A. 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	10.8108./.	/
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	
The fourth		Arabic grammar and facilitate it	theoretical	practical
			128 hours (4) hours per week	0

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

9. Teaching and Learning Strategies

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

– Cognitive goals

1. Defines a set of grammars for prescribed grammar topics
2. It shows the objectives of the importance of grammar
3. He distinguishes between the goals of the grammar study.
4. Explains the properties of studying this substance

B. Maratial objectives of the program

1– Determines the mechanism of transferring theoretical knowledge to writing a research paper on the topics of Arabic grammar and facilitating it.

2– Memorize a number of media and scarpctors 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 facilitation	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.iq	
: 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	<ul style="list-style-type: none"> • • 1. Preparing students to tea • • 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 students with concepts and topics related to knowledge described in (A).

2- Through the method of questioning and discussion, the study material is clarified and explained by the academic staff.

3- Guiding students to visit the library and the International Information Network to obtain information and facts.

4- Methods of evaluation

1- 40% quarterly exams, and attendance, daily participation and assignments are taken into account electronically.

2- 60% of the end-of-semester tests.

5- Methods of teaching and learning:

1- Assigning students to make reports regarding the circulating literature, showing its importance.

2- Questioning students through a set of thinking questions (how, why, what) for some topics.

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

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

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Eva
The first week 10/1/2023	4	Students control their subject and understand it theoretically and practically and their ability to receive and	Grammatical methods (stating)	1) Presentation (2) Discussion and dialogue	(1) (2) dur

		<p>derstand it and n it into a queen understanding, eaking and nsferring this nowledge to .others</p>		<p>(3) Presentat on electronic model</p>	
<p>The second week 8/10/2023</p>	4	<p>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 nowledge to .others</p>	<p>The sequel the door of t call style</p>	<p>1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model</p>	<p>1) (2) exa (3) and of s the</p>
<p>The third week 15/10/2023</p>	4	<p>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 nowledge to .others</p>	<p>Method jurisdiction</p>	<p>1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model</p>	<p>1) (2) exa (3) and of s the</p>

<p>The fourth week 22/10/2023</p>	<p>4</p>	<p>Students control their subject and understand it theoretically and practically and their ability to perceive and understand it and turn it into a queen understanding, speaking and transferring this knowledge to .others</p>	<p>Applications of the methods of jurisdiction and appeal</p>	<p>1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model</p>	<p>1) (2) exa (3) ano of s the</p>
<p>The fifth week is 29/10/2023</p>	<p>4</p>	<p>Students control their subject and understand it theoretically and practically and their ability to perceive and understand it and turn it into a queen understanding, speaking and transferring this knowledge to .others</p>	<p>The style of seduction</p>	<p>1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model</p>	<p>1) (2) exa (3) ano of s the</p>
<p>Sixth week 5/11/2023</p>	<p>4</p>	<p>Students control their subject and understand it theoretically and practically and their ability to perceive and understand it and turn it into a queen understanding, speaking and transferring this</p>	<p>The method of remediation</p>	<p>1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model</p>	<p>1) (2) exa (3) ano of s the</p>

		nowledge to .others			
The seventh week is 12/11/2023	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 owledge to .others	The name th does not lea (it is forbid to exchange	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) an of s the
The eighth week 19/11/2023	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 owledge to .others	A sequel to t name that do not (forbided fro exchange)	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) an of s the
The ninth week 26/11/2023	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,	The method condition	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) an of s the

		Speaking and transferring this knowledge to .others			
The tenth week 3/12/2023	4	Students control subject and understand it theoretically and practically and their ability to receive and understand it and turn it into a queen understanding, speaking and transferring this knowledge to .others	A sequel to the style of the 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	Students control subject and understand it theoretically and practically and their ability to receive and understand it and turn it into a queen understanding, speaking and transferring this knowledge to .others	The style of the	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	Students control subject and understand it theoretically and practically and their ability to receive and understand it and	A sequel to the method of exi	1) Presentation (2) Discussion and dialogue	1) (2) exa (3) and

		<p>turn it into a queen understanding, speaking and transferring this knowledge to .others</p>		<p>(3) Presentation on the electronic model</p>	<p>of s the</p>
<p>The thirteenth week 25/12/2023</p>	4	<p>Students control the subject and understand it theoretically and practically and their ability to perceive and understand it and turn it into a queen understanding, speaking and transferring this knowledge to .others</p>	<p>The number and its identities</p>	<p>1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model</p>	<p>1) (2) exa (3) ano of s the</p>
<p>Week 14 2/1/2024</p>	4	<p>Students control the subject and understand it theoretically and practically and their ability to perceive and understand it and turn it into a queen understanding, speaking and transferring this knowledge to .others</p>	<p>Applications of the subject the issue</p>	<p>1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model</p>	<p>1) (2) exa (3) ano of s the</p>
<p>The fifteenth week 8/1/2024</p>	4	<p>Students control the subject and understand it theoretically and practically and their ability to</p>	<p>General applications</p>	<p>1) Presentation (2) Discussion and dialogue</p>	<p>1) (2) exa</p>

		receive and understand it and turn it into a queen understanding, speaking and transferring this knowledge to .others		(3) Presentation on the electronic model	(3) and of s the
The sixteenth and seventeenth week			Half-year vacation from 14/1/2024 to 25/1/2024		
The 18th week is 27/1/2024	4	Students control the subject and understand it theoretically and practically and their ability to receive and understand it and turn it into a queen understanding, speaking and transferring this knowledge to .others	The sentence has expressions and types	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) and of s the
For the nineteenth week 4/2/2024	4	Students control the subject and understand it theoretically and practically and their ability to receive and understand it and turn it into a queen understanding, speaking and transferring this	The sequel to the sentence, types and expressions	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) and of s the

		nowledge 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 n it into a queen understanding, eaking and nsferring this owledge to .others	The sentences that have a place of Arabs	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) an of s 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 n it into a queen understanding, eaking and nsferring this owledge to .others	The application	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) (2) exa (3) an of s the
The twenty-ninth week	4	idents control s subject and derstand it	Sentences that 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 nowledge 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	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 nowledge 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	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 nowledge 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

<p>The second week - the third and the third</p> <p>5/5/2024</p> <p>12/5/2024</p> <p>AD</p>	<p>4</p>	<p>students 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 nowledge to .others</p>	<p>Attempts to facilitate the modernists</p> <p>(The attempt Ibrahim Mustafa, Mal Al-Makhzoum Ahmed Abd Sattar Al-Jawa</p>	<p>1) Presentation</p> <p>(2) Discussion and dialogue</p> <p>(3) Presentation on the electronic model</p>

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

<p>Required textbooks (curricular books, if any)</p>	<p>The book of the explanation of a book of a detailed educational</p>
<p>Main references (sources)</p>	<p>Books, periodicals, letters and that match the latest requirements of specialization of Arabic grammar</p>
<p>Recommended books and references (scientific journals, reports...)</p>	<p>The human Arabic in the specialized grammar and its facilitation</p>
<p>Electronic References, Websites</p>	<p>International information network</p>

**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 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:



Head of Department Name:

Date:

Signature:

Scientific Associate Name: .dr

**. Ruba abd alrazzak abd al
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:

Approval of the Dean

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*
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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 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. 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.

9. Teaching and Learning Strategies

Strategy

10. Course Structure

Week

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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	2	3 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 seventeenth 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 first semester	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	

		and transferring this knowledge others.			
The eighteenth 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.	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	

<p>the twenty- seventh and twenty eight week</p>	<p>2</p>	<p>speaking and transferring this knowledge others.</p> <p>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.</p>	<p>Spelling rules and rules for drawing the hamza Practical exercises</p>	<p>1) Presentation</p> <p>(2) Discussion and dialogue</p> <p>(3) Presentation on the electronic model</p>
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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
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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

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Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2024

Introduction:

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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.

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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.

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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: 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:



Head of Department Name:

Signature:

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	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

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

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			<ul style="list-style-type: none"> • • • 		
9. Teaching and Learning Strategies					
Strategy					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
30					

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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	

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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:

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:

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	
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.

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		Research and library methodology	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			<ul style="list-style-type: none"> 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
		Introduction to research method among			

		<p>Arabs/Books that present the research method, ancient and modern/The method, importance and trends</p> <p>Characteristics of a scientific researcher</p>			
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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:



Head of Department Name:

Signature:

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

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	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 (curriculum 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



Program description guide
Academic

الأكاديمي والمقرر

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 programThe 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 :



Name of Department Head: A.M.D. Ruba Abd

al-Rida Abd al-Razzaq

the date :

the signature :

Name of scientific assistant:

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
<p>Teaching and learning strategies and methods adopted in implementing the program in general.</p> <p>A- Cognitive objectives</p> <ol style="list-style-type: none"> 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. <p>B - The program's skill objectives</p> <ol style="list-style-type: none"> 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

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 (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

		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

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.

