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:

Scientific Associate NameProf

M. Dr. Ruba Abdul-Reda Abdul-Razzaq:

Date:

Signature:

Scientific Associate Name:

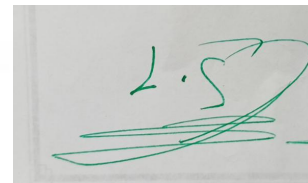Asit.prof,Ghazwan Adnan Mohammed

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Ehab Sami Hussain

Approval of the Dean

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.

First stage

7. Program Description

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

8. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies

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

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

A- Knowledge goals

1. A. Enabling students to obtain knowledge and understanding of the intellectual

framework in the subject of grammar

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

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

4A. Explains the properties of this material

B. Clear skill goals in the program

1B. Determines the theoretical knowledge transfer mechanism along with the applied aspect within the school class.

Applying grammar strategies within the school class

B. Enabling students to be able to apply learning theories in educational situations

4. Apply appropriate methods that seek to be able to study this subject.

10. Evaluation methods

Implemented at all stages of the program in general.

1- Raising the element of motivation among students through the reward of the applicant with grades.

2- Calculating the correct answer as an approved sample answer in the daily or final exam.

3- Supporting students who have good competence in accordance with the requirements of the department.

11. Faculty

Faculty Members

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

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

12. Acceptance Criterion

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

13.	**The most important sources of information about the program**
State briefly the sources of information about the program. Books, periodicals, theses and university theses that match the latest requirements for study in the specialty of exchange 2- International Information Network. 3 - Personal experience of the course teacher	

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

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

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

Course Description Form

1. Course Name:

Arabic grammar

2. Course Code:

3. Semester / Year:

2023/2024

4. Description Preparation Date:

2024/3/28

5. Available Attendance Forms:

First stage students

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

90 hours (3) hours per division per week

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

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

Name: A. Dr. McKee Noman is oppressed. Email:. makki.ar.hum@uodiyala.edu.iq

Name: M. Dr. Mohammed Abdul Rasul Salman
Email: mohammed.rasul.ar.hum@uodiyala.edu.iq
             Name: M. D. Aya Ihsan Sadiq   ..
        Email: aya.arv.hum @uodiyala.edu.iq:

8. Course Objectives

Course Objectives	
	• .....
	• **Making the product that resu**
	the Arabic language departm
	the Faculty of Education an
	effective element in serving
	community and delivering th
	educational message require
	raising the best scientific and
	educational levels.

	• • A- Knowledge goals • • 1 – Defines the concept [of gra] speech, etc. • • 2. Shows the importance of gra study • • 3. Determines the objectives o grammar study • • 4. Determines and highlights important characteristic at the of this material • • B. The skillistic objectives of th course. • • 1- Writes a research paper and writes specialized research and studies in the fields of language grammar • • 2. Keeping the Ibn Malik system grammar and a number of gran to suit the nature of teaching • • 3. Learn the methods of teaching grammar..... • .....

9. Teaching and Learning Strategies

Strategy	
	1- Using the method of speech and lecture in providing student with 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- Guiding students to visit the library and the International Informa Network to obtain information and facts. 4- Methods of evaluation

1- 40% quarterly exams, and attendance, daily participation and attendance 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 lectu and showing its importance.

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

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

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

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The fi week		Students control t subject a understand theoretically a practically and th ability to perce and understand and turn it into queen understanding, speaking a transferring t knowledge to othe	The wor and what consists of	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Oral tes (2) Resear dutie (3) Atte and part of duri lectu

The seco week		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it ir a queen understandi speaking a transferring this knowledge others.	Name investigatio and belongings	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Or l tes (2) R sear dutie (3) Atte and part of duri lectu
For t third wee		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it ir a queen understandi speaking a transferring this knowledge others.	Investigatio of the act a its belongin	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Or l tes (2) R sear dutie (3) Atte and part of duri lectu
The fou week		Students control t subject a understand theoretically and practica	The built fr names a verbs	1) Presentation (2) Discussion and dialogue	1) Or l tes (2) R sear dutie (3)

		and th ability perceive a understand and turn it i a queen understandi speaking a transferring this knowledge others.		(3) Presentati on t electronic model	Atte and part of duri lectu
The fi week		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it i a queen understandi speaking a transferring this knowledge others.	The Arabiz from nam and verbs	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Or l tes (2) R sear duties (3) Atte and part of duri lectu
The six week		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it i a queen understandi	The one of t names a verbs	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Or l tes (2) R sear duties (3) Atte and part of duri lectu

		speaking a transferring this knowledge others.			
The sever week		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it ir a queen understandi speaking a transferring this knowledge others.	Ever a knowledge (types knowledge)	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Or l tes (2) R sear dutie (3) Atte and part of duri lectu
The eigh week		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it ir a queen understandi speaking a transferring this knowledge others.	The conscience its kinds	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Or l tes (2) R sear dutie (3) Atte and part of duri lectu
The nir week		Students control t	The flag	1) Presentation	1) Or l tes

		subject a understand theoretically and practica and th ability perceive a understand and turn it ir a queen understandi speaking a transferring this knowledge others.		(2) Discussion and dialogue (3) Presentati on t electronic model	(2) Re duties (3) Atte and part of duri lectu
The ter week		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it ir a queen understandi speaking a transferring this knowledge others.	Department of science	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Or l tes (2) Re sear duties (3) Atte and part of duri lectu
The eleventh week		Students control t subject a understand theoretically and practica and th ability perceive a	The names the sign	1) Presentation (2) Discussion and dialogue (3) Presentati on t	1) Or l tes (2) Re sear duties (3) Atte and part

		understand and turn it in a queen understandi speaking a transferring this knowledge others.		electronic model	of duri lectu
The twel week		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it in a queen understandi speaking a transferring this knowledge others.	The literal a nominal connection	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Oral tes (2) Re sear dutie (3) Atte and part of duri lectu
The thirteenth week		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it in a queen understandi speaking a transferring this	Connection the connecte	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Oral tes (2) Re sear dutie (3) Atte and part of duri lectu

		knowledge others.			
The fourteent week		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it ir a queen understandi speaking a transferring this knowledge others.	The identif with t definition (I	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Or l tes (2) R sear dutie (3) Atte and part of duri lectu
The fifteenth week		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it ir a queen understandi speaking a transferring this knowledge others.	Ruling entering t media	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Or l tes (2) R sear dutie (3) Atte and part of duri lectu
For t sixteenth week		Students control t subject a understand theoretically	The initia and sections	1) Presentation (2) Discussion and dialogue	1) Or l tes (2) R sear dutie

		and practica and th ability perceive a understand and turn it ir a queen understandi speaking a transferring this knowledge others.		(3) Presentati on t electronic model	(3) Atte and part of duri lectu
The seventeer week		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it ir a queen understandi speaking a transferring this knowledge others.	The sin, news	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Or l tes (2) R sear dutie (3) Atte and part of duri lectu
The eighteent week		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it ir a queen	The senter news	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Or l tes (2) R sear dutie (3) Atte and part of duri lectu

		understandi speaking a transferring this knowledge others.			
The nineteent week		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it in a queen understandi speaking a transferring this knowledge others.	Submission and delay the ne sentence	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Or l tes (2) R sear dutie (3) Atte and part of duri lectu
The twentieth week		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it in a queen understandi speaking a transferring this knowledge others.	Delete t beginner a the ne (permissibil and obligato	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Or l tes (2) R sear dutie (3) Atte and part of duri lectu
The twen		Students	The copies	1)	1) Or l tes

first week		control t... subject a... understand theoretically and practica... and th... ability perceive a... understand... and turn it i... a queen understandi... speaking a... transferring this knowledge others.	the beginni... (Kan and h... sisters	Presentation (2) Discussion and dialogue (3) Presentati on t... electronic model	(2) R... sear... dutie... (3) Atte... and part... of duri... lectu...
The twen... second week		Students control t... subject a... understand theoretically and practica... and th... ability perceive a... understand... and turn it i... a queen understandi... speaking a... transferring this knowledge others.	Submission and delay the senter... of Kan and h... sisters	1) Presentation (2) Discussion and dialogue (3) Presentati on t... electronic model	1) Or... l tes... (2) R... sear... dutie... (3) Atte... and part... of duri... lectu...
The twen... third wee...		Students control t... subject a... understand theoretically and practica... and th... ability	Sections we... (complete, incomplete, redundant)	1) Presentation (2) Discussion and dialogue (3) Presentati	1) Or... l tes... (2) R... sear... dutie... (3) Atte... and

		perceive a understand and turn it in a queen understandi speaking a transferring this knowledge others.		on t electronic model	part of duri lectu
The fourth week And twen		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it in a queen understandi speaking a transferring this knowledge others.	Deletions were	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Oral tes (2) Resear dutie (3) Atte and part of duri lectu
The twen fifth week		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it in a queen understandi speaking a transferring	The letters similar to (not) (What)	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Oral tes (2) Resear dutie (3) Atte and part of duri lectu

		this knowledge others.			
The twen sixth wee		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it i a queen understandi speaking a transferring this knowledge others.	The work (no, that) t two navis	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Or l tes (2) Re sear dutie (3) Atte and part of duri lectu
For t twenty-seventh week		Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it i a queen understandi speaking a transferring this knowledge others.	Work (Lat)	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Or l tes (2) Re sear dutie (3) Atte and part of duri lectu
The twen eighth we		Students control t subject a understand	Verbs of approach Her work a	1) Presentation (2) Discussion	1) Or l tes (2) Re sear dutie

			theoretically and practica and th ability perceive a understand and turn it in a queen understandi speaking a transferring this knowledge others.	judgments	and dialogue (3) Presentati on t electronic model	(3) Atte and part of duri lectu
The twen ninth wee			Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it in a queen understandi speaking a transferring this knowledge others.	Sections of t verbs approach	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Or l tes (2) R sear dutie (3) Atte and part of duri lectu
The thirtieth week			Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it in	What required the news the actions the approac	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Or l tes (2) R sear dutie (3) Atte and part of duri

			a queen understandi speaking a transferring this knowledge others.			lectu
The thir first week			Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it ir a queen understandi speaking a transferring this knowledge others.	Acting and r acting in t acts approach	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Oral tes (2) Resear dutie (3) Atte and part of duri lectu
The thir second week			Students control t subject a understand theoretically and practica and th ability perceive a understand and turn it ir a queen understandi speaking a transferring this knowledge others.	The verbs the convergence between perfection a decrease	1) Presentation (2) Discussion and dialogue (3) Presentati on t electronic model	1) Oral tes (2) Resear dutie (3) Atte and part of duri lectu

					1) Or[al tes...
					(2) R[e]sear[ch] duties
					(3) Atte[nd] and part... of duri[ng] lectu[re]
					1) Or[al tes...
					(2) R[e]sear[ch] duties
					(3) Atte[nd] and part... of duri[ng] lectu[re]

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily prepa[ration], oral, monthly, or written exams, reports .... etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Explanation of Ibn Aqeel on Al-Ma[l]iah [by] Malik Explanation of gold anomaly Clarify the paths
Main references (sources)	Books, periodicals, theses a[n]d u... theses that match the [l]ates[t] requirements in the spe[cializ...] grammar
Recommended books and references (scientific journals, reports…)	Arabic human magazi[n]es specialization of Arabic gra[m]mar
Electronic References, Websites	International information ne[t]wor[k]

1. Program Description

Credit Hours		Course Name	Course or Course Code	Year/Level
practical	**theoretical**			
There isn't any		Exchange		The first

2. 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

3. Teaching and Learning Strategies

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

A- Cognitive objectives

1 - Enable students to obtain knowledge and understanding of the intellectual framework of Arabic literature before Islam .

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

3- Preparing students psychologically and educationally for the profession of teaching pre-Islamic literature in secondary schools

B- Program Skills Objectives

1- Determines the mechanism of transfer of theoretical knowledge to the applied side within the classroom.

2- Applies exchange strategies in the classroom.

3- Apply   appropriate methods to minimize the impact of forgetfulness.

Apply learning theories in educational situations.

4. 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.

5. 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.

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

6. Acceptance Criterion

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

7. The most important sources of information about the program

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

8. Program Development Plan

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

Program Skills Outline															
Learning outcomes required from the program															
Values				**Skills**				**Knowledge**				**Basic or optional**	**Course Name**	**Course Code**	**Year/Level**
C4	**C3**	**C2**	**C1**	**B4**	**B3**	**B2**	**B1**	**A4**	**A3**	**A2**	**A1**				
√	√	√	√	√	√	√	√	√	√	√	√	fundamental	Exchange		The first

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

Course Description Form

1. Course Name
Exchange

2. Course Code

3. Semester / Year
The academic year is two semesters per semester (15) weeks

4. description The history of preparation of this
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 p division

7. (if more than one name) Course administrator's name
الاسم: أ . م . د بيداء عبد الخالق سلمان Beda.R.hum@Odiala.edu.ik
ا. م . د سهى ياسين زيد suha.r.hum@odiala.edu.ik
عباس عبد بشائر د . م bazar.rv.hum@odiala.edu.ik
m . Hedd Daud Salim   Huta.Arv.hum@Odiala.edu.ik

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

B4 – Applies learning theories in educational situations
- Value Objectives

C1- Analysis of some texts from the Holy Qur'an, Arabic poetry or literary prose to clarify the morphological vocabulary contained therein.
C2- Linking the various morphological vocabulary and realizing the extent of the interdependence of its material and meaning
C3- Distinguishing between morphological vocabulary that agrees with article and different in action and meaning
C4- Knowing and interpreting changes in the structure of morphological vocabulary

9. Teaching and Learning Strategies

	Strategy
1- The method of delivery and lecture in providing students with the basics and topics related to knowledge 2- Through the method of interrogation and discussion, the study materials are clarified and explained by the academic staff. 3- Directing students to visit the library and the international information network to obtain information and facts 4- Assigning students to make reports regarding the subject offered 5- Interrogate students with a set of questions to provoke their thinking and alert them to the most correct and accurate answers 6- Open a morphological issue for discussion and participation of students in their opinions and statement of the best opinions	

10. Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	The week
(1) Oral tests (2) Research Assignments (3) Student participation in the 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 theoretical and practically, and their abi to perceive the scientific material, absorb it and turn i into a faculty of understandir speaking and transferring thi knowledge to others	2	Week The firs
(1) Oral tests (2) Research Assignments	(1) Progressive presentation (2) Practical	Morphological balance	Students control this subject and understand it theoretical and practically, and their abi	2	Week Second

(3) Student participation in the lecture	presentation on the whiteboard (3) Discussion and dialogue		to perceive the scientific material, absorb it and turn i into a faculty of understandir speaking and transferring thi knowledge to others		
(1) Oral tests (2) Research Assignments (3) Student participation in t lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Exercises	Students control this subject and understand it theoretical and practically, and their abi to perceive the scientific material, absorb it and turn i into a faculty of understandir speaking and transferring thi knowledge to others	2	Week Third
(1) Oral tests (2) Research Assignments (3) Student participation in t lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Verb and its divisions: past - present tense ar imperative	Students control this subject and understand it theoretical and practically, and their abi to perceive the scientific material, absorb it and turn i into a faculty of understandir speaking and transferring thi knowledge to others	2	The we Fourth
(1) Oral tests (2) Research Assignments (3) Student participation in t 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 theoretical and practically, and their abi to perceive the scientific material, absorb it and turn i into a faculty of understandir speaking and transferring thi knowledge to others	2	Week V
(1) Oral tests (2) Research Assignments (3) Student participation in t 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 theoretical and practically, and their abi to perceive the scientific material, absorb it and turn i into a faculty of understandir speaking and transferring thi knowledge to others	2	The we Sixth
(1) Oral tests (2) Research Assignments (3) Student participation in t lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Exercises	Students control this subject and understand it theoretical and practically, and their abi to perceive the scientific material, absorb it and turn i into a faculty of understandir speaking and transferring thi knowledge to others	2	The we Seventh
(1) Oral tests (2) Research Assignments (3) Student participation in t 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 theoretical and practically, and their abi to perceive the scientific material, absorb it and turn i into a faculty of understandir speaking and transferring thi knowledge to others	2	The we Eighth
(1) Oral tests (2) Research Assignments (3) Student participation in t lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and	The connection pronouns with i verbs	Students control this subject and understand it theoretical and practically, and their abi to perceive the scientific material, absorb it and turn i into a faculty of understandir speaking and transferring thi	2	Week Ninth

	dialogue		knowledge to others		
(1) Oral tests (2) Research Assignments (3) Student participation in t lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Exercises	Students control this subject and understand it theoretical and practically, and their abi to perceive the scientific material, absorb it and turn i into a faculty of understandir speaking and transferring thi knowledge to others	2	The we X
(1) Oral tests (2) Research Assignments (3) Student participation in t lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Abstract verb: definition, abstr verb weights	Students control this subject and understand it theoretical and practically, and their abi to perceive the scientific material, absorb it and turn i into a faculty of understandir speaking and transferring thi knowledge to others	2	The we atheist ten
(1) Oral tests (2) Research Assignments (3) Student participation in t lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Exercises	Students control this subject and understand it theoretical and practically, and their abi to perceive the scientific material, absorb it and turn i into a faculty of understandir speaking and transferring thi knowledge to others	2	Week Second ten
(1) Oral tests (2) Research Assignments (3) Student participation in t 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 theoretical and practically, and their abi to perceive the scientific material, absorb it and turn i into a faculty of understandir speaking and transferring thi knowledge to others	2	Week Third ten
(1) Oral tests (2) Research Assignments (3) Student participation in t 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 theoretical and practically, and their abi to perceive the scientific material, absorb it and turn i into a faculty of understandir speaking and transferring thi knowledge to others	2	The we Fourth ten
(1) Oral tests (2) Research Assignments (3) Student participation in t lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Exercises	Students control this subject and understand it theoretical and practically, and their abi to perceive the scientific material, absorb it and turn i into a faculty of understandir speaking and transferring thi knowledge to others	2	Week V ten
(1) Oral tests (2) Research Assignments (3) Student participation in t lecture	(1) Progressive presentation (2) Practical presentation on the whiteboard (3) Discussion and dialogue	Rigid and acting verb	Students control this subject and understand it theoretical and practically, and their abi to perceive the scientific material, absorb it and turn i into a faculty of understandir speaking and transferring thi knowledge to others	2	Week Sixth ten
(1) Oral tests (2) Research Assignments	(1) Progressive presentation	Necessary and transitive verb	Students control this subject and understand it theoretical and practically, and their abi	2	The we Sevent ten

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

dialogue		knowledge to others		

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, 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 t discharge of Ibn Jinni (392 AH), the complement Abu Ali Persian (377 AH), the excursion of the pa in the science of exchange of the field (581 AH), t pleasure in the discharge of Ibn Asfour Al-Ishbili (6 AH).	Main references (sources)
Verb weights and meanings: Hashem Ta Shalash,Exchange: Hatem Saleh Al-Damen,Adequa exchange: Hadi Nahr, and scientific journals that d with the Arabic language and its morphological a linguistic issues in general	Recommended books and references (scientific journals, reports…)
	es, WebsitesElectronic Referenc

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
first			theoretical	practical
			yes	

2. 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

3. Teaching and Learning Strategies

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

4. Evaluation methods

Implemented at all stages of the program in general.

5. 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. 3- Continuous access to the international information network in the field of specialization. 4- Conducting debates and discussion sessions with those with specific		2	420

			expertise with the aim of developing knowledge and personal information.			

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

6. Acceptance Criterion

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

7. The most important sources of information about the program

State briefly the sources of information about the program.

8. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
1		Sciences of the Qur'an and Hadith	Basic												

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

Course Description Form

1. Course Name: Sciences of the Qur'an and Hadith
2. Course Code:
3. Semester / Year:year
4. Description Preparation Date:
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total):420

7. Course administrator's name (mention all, if more than one name)
Name: saif aldeen shaker Email: Name: anas ahmad Email:

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

9. Teaching and Learning Strategies	
Strategy	

10. Course Structure

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

			5		

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	

Second stage

1. 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**	

2. Expected learning outcomes of the program

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

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

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

3. 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.

4. 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.

5. 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.

6. Acceptance Criterion

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

7. The most important sources of information about the program

State briefly the sources of information about the program.

8. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
The second phase 2024 AD	262	Islamic literature	Basic												

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

Course Description Form

1. Course Name: Islamic literature

2. Course Code: 262

3. Semester / Year: : Academic year 2024

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

5. Available Attendance Forms: : weekly

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

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

Name: Prof. Saad Al-Adwan Wahib

Email   : dwandad@gmail. com

D. Muhammad Jameel

Na:

D. AbdallahMohamed

Nam

8. Course Objectives

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

9. Teaching and Learning Strategies

Strategy	

10. Course Structure

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

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

The fifth week 10/30/2023	3	Students' control of t subject, theoretical a practical understandi and th ability perceive a absorb transform into the abil to understa and speak, a transfer t knowledge others	Analysis Hassan I Thabit's poo (Al-Hamziyya	1Presentati 2-Discussio and dialogu 3-Display o the electron displa	1-0 2- F dut 3--S atte and par dur lect
the sixth week 11/6/2023	3	Students' control of t subject, theoretical a practical understandi and th ability perceive a absorb transform into the abil to understa and speak, a transfer t knowledge others	Language a style	1Presentati 2-Discussio and dialogu 3-Display o the electron displa	1-0 2- F dut 3--S atte and par dur lect

Week					
Seventh week 11/13/2023	3	Students' control of t subject, theoretical a practical understandi and th ability perceive a absorb transform into the abil to understa and speak, a transfer t knowledge others	Pictures a imaginatio n	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2- F dut 3--S atte and par dur lect
The eighth week 11/20/2023	3	Students' control of t subject, theoretical a practical understandi and th ability perceive a absorb transform into the abil to understa and speak, a transfer t knowledge others	Rhythm	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2- F dut 3--S atte and par dur lect

Week nine 11/27/2023	3	Students' control of t subject, theoretical a practical understandi and th ability perceive a absorb transform into the abil to understa and speak, a transfer t knowledge others	A detailed stu of the po Hassan l Thabit and po etry	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2- F dut 3--S atte and par dur lect
The tenth week 12/4/2023	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others	Analysis Hassan l Thabit's po Al-Dalia	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-0 2- F dut 3--S atte and par dur lect

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

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

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

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

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

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

the third week The twenty-first 3/11/2024	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others '	Poetry center in the Umayya era	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-O 2- F dut 3--S atte anc par dur lect
fourth week The twenty-first 3/18/2024	3	Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others '	The art of contradiction in the Umayya era	1Presentati 2-Discussio and dialogu 3-Display o the electror displa	1-O 2- F dut 3--S atte anc par dur lect

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

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

Week	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--S atte anc par dur lect
Week twenty-nine 4/29/2024						
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--S atte anc par dur lect

11. Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily prepa ratio 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 Literatu e, D Marhoon Al-Saffar

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

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Second stage		Computer	1	2

2. 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

3. 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.

4. 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.

5. Faculty

Faculty Members

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

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

6. 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.

7. 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.

8. Program Development Plan

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

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

3- The teacher must have an influential personality on his students, because the student is influenced – firstly – by the teacher, and the capable professor adds a special style to the student's personality in teaching.

Periodic (annual) updating of approved training plans.

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

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

Course Description Form

1. Course Name:
Computer

2. Course Code:

3. Semester / Year:
Annual

4. Description Preparation Date:
2024/4/3

5. Available Attendance Forms:
Second stage students

6. Number of Credit Hours (Total) / Number of Units (Total)
(90) Hours / (4) Units

7. Course administrator's name (mention all, if more than one name)
Name: Ghazwan Khalid Email: ghazwankhalid84@gmail.com

8. Course Objectives

Course Objectives	• Providing the student with scientific knowled and concepts in the field of computers information technology related to his life and needs of his community. • Introducing the student to the compu components (hardware and software) and various accessories. • Providing the student with skills for so computer applications such as Microsoft W and Microsoft PowerPoint. • Providing the student with knowled scientific concepts, and skills related to Internet.

9. Teaching and Learning Strategies

Strategy	1- Presentation. 2- Discussion. 3- Training. 4- Brainstorming.

| | | 5- Motivational questions. | | | |

10. Course Structure

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

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

15	3	Students' understanding 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 abilit to perceive and assimilate transform it into the ability understand and speak, and transfer this knowledge to others.			

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	/
Main references (sources)	The most important books within t specialty that have an understanda and uncomplicated academic style.
Recommended books and references (scientific journals, reports…)	Some books, theses, and dissertatic that include the course vocabulary a recommended.
Electronic References, Websites	Digital libraries on the Internet, whi include everything related to the cours

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
			60 hours per year (2) hours per division per week	

2. 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

3. 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.

4. Evaluation methods

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

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

2- The correct answer is counted as an approved model answer in the daily or final exam.

3- Supporting students who have good competence in accordance with the requirements of the departmen

5. 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

6. **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

7. **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.

8. Program Development Plan

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

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

3- The teacher must have an influential personality on his students, because the student is influenced − firstly − by the teacher, and the capable professor adds a special style to the student's personality in teaching.

Periodic (annual) updating of approved training plans

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

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

Course Description Form

1. Course Name:
Arabic grammar

2. Course Code:

3. Semester / Year:
2023/2024

4. Description Preparation Date:
2024 \ 3 \31

5. Available Attendance Forms:
second stage students

6. Number of Credit Hours (Total) / Number of Units (Total)
60   2

7. Course administrator's name (mention all, if more than one name)
Name: Asst .prof. rwaa abd al ameer ali \ rwaa.ar.hum@uodiyala.edu.iq Name :Asst.Inst .huda dawood saleem \huda.arv.hum@uodiyala.edu.iq

8. Course Objectives
Course Objectives

9. Teaching and Learning Strategies

Strategy

10. Course Structure

Week

The first week	2	Students control the subject and understand theoretically and practically and their ability perceive and understand it and turn it into a queen of understanding, speakin and transferring the 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 the 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, t 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 weel	3 2	Students control this subject and understand theoretically and practically and their ability perceive and understand it and turn it into queen understanding,	the Machin's name . Sources	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	

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

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

The twelfth Week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it and turn it into queen understanding, speaking and transferring this knowledge others.	Preference name	1)Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	
The thirteenth week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it a turn it into a queen understanding, speaking and transferring this knowledge others.	Practical exercises	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	
The fourteenth week	2	Students control this subject and understand theoretically and practically and their ability perceive and understand it a turn it into a queen understanding, speaking and transferring this knowledge	Al-Alaal: its types 1- Deletion by deletion 2- Ilalal with the heart	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	

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

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

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

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

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

| The twenty-ninth and Thirtieth week | 2 | Students control this subject and understand it theoretically and practically and their ability to perceive and understand it and turn it into a queen of understanding, speaking and transferring this knowledge others. | The bound ta' and the open ta' Monthly exam for the second semeste | 1) Presentation

(2) Discussion and dialogue

(3) Presentation on the electronic model | |

11.   Course Evaluation

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

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

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

2. 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

3. 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.

4. 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.

5. 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.

6. 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**

7. 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.

8. Program Development Plan

1- Admission is central

2- The student's desire.

3- Competitive rate between departments

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

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

Course Description Form

1. Course Name:
Ancient texts

2. Course Code:

3. Semester / Year:
2023- 2024

4. Description Preparation Date:
29-3-2024

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total)
60 hours, two hours for each section

7. Course administrator's name (mention all, if more than one name)
Name: M.D. Shaima Zidan Abd Email: Shaymaaz.ar.hum@uodiyala.edu.iq Name: M.D. Hana Abbas Salman Email: Hana.ar.hum@uodiyala.edu.iq

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

grammatical, morphological and phonetic level

5 – **Learn to extract rhetorical arts from texts a**

them

6– **Adjusting spelling rules**.

9. Teaching and Learning Strategies

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

10. Course Structure

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

			Balagha Reading and Discussion and dialog		
7	2	Students adjust this the topic	The era of Imam Ali (peace be upon him) from the book Nahj al Balagha	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
8	2	Students adjust this the topic	The era of Imam Ali (peace be upon him) from the book Nahj al Balagha	Reading and Discussion and dialogue	A written test
9	2	Students adjust this the topic	Al-Maqam Al-Baghda from the book Maqamat by Badi al-Zaman al-Hamdhani	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
10	2	Students adjust this the topic	Al-Maqam Al-Baghda from the book Maqamat by Badi al-Zaman al-Hamdhani	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
11	2	Students adjust this the topic	Al-Maqam Al-Baghda from the book Maqamat by Badi al-Zaman al-Hamdhani	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
12	2	Students adjust this the topic	Al-Maqam Al-Baghda from the book Maqamat by Badi al-Zaman al-Hamdhani	Reading and Discussion and dialogue	A written test
13	2	Students adjust this the topic	The story of Al-Kindi from the book The Misers For Al-Jahiz	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
14	2	Students adjust this the topic	The story of Al-Kindi from the book The Misers For Al-Jahiz	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
15	2	Students adjust this the topic	The story of Al-Kindi from the book The Misers For Al-Jahiz	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
16	2	Students adjust this the topic	The story of Al-Kindi from the book The Misers For Al-Jahiz	Reading and Discussion and dialogue	For the oral test and preparation Reports about it
17	2	Students adjust this the topic	The story of Al-Kindi from the book The Misers For Al-Jahiz	Reading and Discussion and dialogue	A written test
18	2	Students adjust this the topic	The first night of the book Enjoyment and sociability by Abu	Reading and Discussion and dialogue	For the oral test and preparation Reports about it

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

			Al-Kabir by Ibn Al-Muqaffa			
28	2	Students adjust this the topic	Texts from my book Literature Al-Saghir and Al-Adab Al-Kabir by Ibn Al-Muqaffa	Reading and Discussion and dialogue	A written test	
29	2	Students adjust this the topic	review	The entire vocabulary of the subject		
30	2		review	The entire vocabulary of the subject		

11. Course Evaluation

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

2- 60% end-of-semester exams.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1- Nahj al-Balagha by Imam Ali (peace be upon hi 2- The Misers by Al-Jahiz 3 - Little Literature and Great Literature by Ibn al- 4 - Maqamat by Badi al-Zaman al-Hamdhani 5 - Enjoyment and sociability by Abu Hayyan al-T
Main references (sources)	The most important books within the specialty tha Academic, understandable and uncomplicated.
Recommended books and references (scientific journals, reports…)	Some books, letters, and theses are recommended Includes course vocabulary.
Electronic References, Websites	Arabic language libraries on the Internet, which i Everything related to the course is accurate and e

Third stage

1. Program Description

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

2. 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

3. Teaching and Learning Strategies

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

4. Evaluation methods

Implemented at all stages of the program in general.

5. 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.

6. Acceptance Criterion

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

7. The most important sources of information about the program

State briefly the sources of information about the program.

8. 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	• **Preparing scientific acade** **researchers**….. • **Preparing scientific acade** **investigators**…..

9. Teaching and Learning Strategies

Strategy	

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
9	8	Introduction to the research method among the			

			Arabs/Book that present the resear method, ancient a modern/The method, importance and trends Characterist of a scienti researcher			

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

2. 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

3. Teaching and Learning Strategies

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

4. Evaluation methods

Implemented at all stages of the program in general.

5. Faculty

Faculty Members

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

			1			

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

6. Acceptance Criterion

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

7. The most important sources of information about the program

State briefly the sources of information about the program.

8. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
3	Basic	Abbas is prose													

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

1. Course Name:
Abbasi's prose

2. Course Code:

3. Semester / Year:
33

4. Description Preparation Date:

5. Available Attendance Forms:

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

7. Course administrator's name (mention all, if more than one name)
Dr. Shaima Sattar shaymaas.ar.hum@uodiyala.edu.iq

8. Course Objectives

Course Objectives	● …..

| | | ● | ..... |
| | | ● | ..... |

9. Teaching and Learning Strategies

Strategy	

10. Course Structure

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

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

11.	Course Evaluation

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

12.	Learning and Teaching Resources	
Required textbooks (curricula books, if any)		
Main references (sources)		
Recommended books and references (scientific journals, reports…)		
Electronic References, Website		

Fourth stage

1. 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	

2. 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

3. Teaching and Learning Strategies

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

4. Evaluation methods

Implemented at all stages of the program in general.

5. 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.

6. Acceptance Criterion

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

7. The most important sources of information about the program

State briefly the sources of information about the program.

8. Program Development Plan

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

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

Course Description Form

1. Course Name:
Philology

2. Course Code:

3. Semester / Year:
2023/2024

4. Description Preparation Date:
3   31/3/2024

5. Available Attendance Forms:
Fourth stage students

6. Number of Credit Hours (Total) / Number of Units (Total)
90 hours (2) hours per division per week

7. Course administrator's name (mention all, if more than one name)
Name: A.S Suha Yaseen Zaid Email: suha.ar.hum@uodiyala.edu.iq Name : Bashaer Ali Abed Email: bashair.arv.hum@uodiyala.edu.iq

8. Course Objectives	
Course Objectives	**Objectives of the study material: • To make the product that emerges from the Arabic Language Department in the College of Education an effective element in serving society and delivering the required educational message at the highest scientific and educational levels.** **A− Cognitive objectives** **1 − Enabling students to obtain knowledge and understanding of the intellectual framework of the subject of philology.** **2− Explains the importance of studying philology.** **3Determines the study objectives for the philology course.** **4− Distinguish between the objectives of studying philology.**

	5- **Explains the characteristics of studying this subject.**
	6- **It identifies the important characteristics t** **must be highlighted within the study of philology**.
	B- **The skills objectives of the course.**
	1- **Write a research paper and write specialized research and studies in the various fields of philology.**
	2- **Memorizing the names and personalities of authors in philology to suit the nature of the 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 transform it into the ability underst and and speak, and transfer this knowledge to others.	Definition of term philology and the difference between it and linguistics	(1) Presentation (2) Discussion and dialogue (3) Display on electronic display	(1) Oral exam (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 transform it into ability to understand and speak, and trans this knowledge others.	The efforts ancient A scholars philology	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) 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 transform it into ability to understand and speak, and trans	And the efforts modern scholars philology	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

		this knowledge others.			
The fourth week	2	Students' control of the subject and theoretical and practical understanding, and their ability to perceive and assimilate transform it into ability to understand and speak, and transfer this knowledge others.	Theories of origin and development 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 and practical understanding, and their ability to perceive and assimilate transform it into ability to understand and speak, and transfer this knowledge others.	Languages and 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 and practical understanding, and their ability to perceive and assimilate transform it into ability to understand and speak, and transfer this knowledge others.	Introduction 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 and practical understanding, and their ability to perceive and assimilate transform it into ability to understand	Explain common characteristics 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 a practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans this knowledge others.	The Ara language and circumstances of emergence	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exams (2) Research du (3) Students' attendance and participation dur the lecture
The ninth week	2	Students' control of t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans this knowledge others.	Language novel	1) Presentation (2) Discussion and dialog (3) Display on the electronic display	1) Oral exam: (2) Research duties (3) Students attendance a participation during the lecture
The tenth week	2	Students' control of t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans this knowledge others.	Methods adopting language in the e of protest a introducing methods adopting language	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exam: (2) Research duties (3) Students attendance a participation during the lecture
The eleventh week	2	Students' control of t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans this knowledge	Characteristics Arabic dialects	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exam: (2) Research duties (3) Students attendance a participation during the lecture

		others.			
The twelfth week	2	Students' control of t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans this knowledge others.	(Parsing) and originality in Arabic 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 thirteenth week	2	Students' control of t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans this knowledge others.	The phenomenon synonymy in Arabic language a the position scholars on phenomenon synonymy	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exam: (2) Research duties (3) Students attendance a participation during the lecture
The fourteenth week	2	Students' control of t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans this knowledge others.	The phenomen of ver commonality 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 fifteenth week	2	Students' control of t subject and theoretical a practical understanding, a their ability to perce and assimilate transform it into ability to understa and speak, and trans	The phenomenon opposites in Arabic language a the position scholars on phenomenon opposites	1) Presentation (2) Discussion and dialogue (3) Display on the electronic display	1) Oral exam: (2) Research duties (3) Students attendance a participation during the lecture

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

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

11. Course Evaluation

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

12. Learning and Teaching Resources

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

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

2. 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

3. Teaching and Learning Strategies

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

4. Evaluation methods

Implemented at all stages of the program in general.

5. Faculty

Faculty Members

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

	The fourth is observation and practical theoretical application 2 1					

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

6. Acceptance Criterion

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

7. The most important sources of information about the program

State briefly the sources of information about the program.

8. 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
		م. الاسم: ا. ياسر عمار مهدي : ـيل			

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

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	

1. Program Description

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

2. 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

3. Teaching and Learning Strategies

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

- Cognitive goals

1. Defines a set of grammars for prescribed grammar topics

2. It shows the objectives of the importance of grammar

3. He distinguishes between the goals of the grammar study.

4. Explains the properties of studying this substance

B. Maratial objectives of the program

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

2- Memorize a number of media and scarptors and the grammatical terms and general rules, especially in accordance with the nature of the article.

3- Learn methods that study grammar

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

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

5. 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.

6. Acceptance Criterion

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

7. 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.

8. 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)

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8. Course Objectives

Course Objectives	• .....
	• **1. Preparing students to teac**
	•
	• 2. Preparing scientific research grammar
	•
	• 3. Conducting research and rep of grammar.....
	• .....

9. Teaching and Learning Strategies

Strategy	

Using the method of delivery and lecture in providing studen[t]s wi[th]
and topics related to knowledge described in (A).

2- Through the method of questioning and discussion, the stu[d]y m
clarified and explained by the academic staff.

3- Guiding students to visit the library and the International I[nfor]
Network to obtain information and facts.

4- Methods of evaluation

1- 40% quarterly exams, and attendance, daily participation [a]nd a
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 circulati[n]g le[
showing its importance.

2- Questioning students through a set of thinking questions ([h]ow,
what) for some topics.

3- Forming panel discussions that rewards the student's ans[w]er w
and corrects his information if he makes a mistake and be ele[ctron]
to the Class Room and Dead program.

4- Teaching students how to build their ways of thinki[n]g an[

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Eval
The first week 10/1/2023	4	[st]dents control [it]s subject and [un]derstand it [th]eoretically and [pr]actically and [th]eir ability to [pe]rceive and	Grammatical methods (t stating)	1) Presentation (2) Discussion and dialogue (3)	(1) ((2)] [duti

		derstand it and rn it into a een of understanding, eaking and nsferring this owledge to others.			Presentation the electro model	
The second week 8/10/2023	4	idents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and rn it into a een of understanding, eaking and nsferring this owledge to others.		The sequel the door of t call style	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) C (2) exar (3) and of st the
The third week 15/10/2023	4	idents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and rn it into a een of understanding, eaking and nsferring this owledge to		Method jurisdiction	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) C (2) exar (3) and of st the

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

		een of understanding, eaking and nsferring this owledge to .others		model	the
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 een of understanding, eaking and nsferring this owledge to .others	The name th does not lea (it is forbidd to exchange	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) C (2) exar (3) and of st 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 een of understanding, eaking and nsferring this owledge to .others	A sequel to t name that do not (forbidded fro exchange)	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) C (2) exar (3) and of st the
The ninth week 26/11/2023	4	idents control s subject and derstand it eoretically and	The method condition	1) Presentation (2) Discussion and	1) C (2)

Week					
		actically and ¬eir ability to ¬rceive and ¬derstand it and ¬n it into a ¬een of ¬understanding, ¬eaking and ¬nsferring this ¬owledge to .others		dialogue (3) Presentation on the electronic model	exar (3) and of st the
The tenth week 3/12/2023	4	¬dents control s subject and ¬derstand it ¬oretically and ¬actically and ¬eir ability to ¬rceive and ¬derstand it and ¬n it into a ¬een of ¬understanding, ¬eaking and ¬nsferring this ¬owledge to .others	A sequel to t style of t condition	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) C (2) exar (3) and of st the
The eleventh week 10/12/2023	4	¬dents control s subject and ¬derstand it ¬oretically and ¬actically and ¬eir ability to ¬rceive and ¬derstand it and ¬n it into a ¬een of ¬understanding, ¬eaking and ¬nsferring this ¬owledge to .others	The style of ta	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) C (2) exar (3) and of st the

The twelfth week 17/12/2023	4	idents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and rn it into a een of understanding, eaking and nsferring this owledge to .others	A sequel to t method of exi	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) C (2) exan (3) and of st the
The thirteenth week 25/12/2023	4	idents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and rn it into a een of understanding, eaking and nsferring this owledge to .others	The numb and identities	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) C (2) exan (3) and of st the
Week 14 2/1/2024	4	idents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and rn it into a een of	Applications the subject the issue	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) C (2) exan (3) and of st the

		understanding, eaking and nsferring this owledge to others.			
The fifteenth week 8/1/2024	4	idents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and rn it into a een of understanding, eaking and nsferring this owledge to others.	General applications	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) O (2) exa (3) and of st the
The sixteenth and seventeenth week			Half-year vacation fro 14/1/2024 25/1/2024		
The 18th week is 27/1/2024	4	idents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and rn it into a een of understanding, eaking and nsferring this owledge to	The senter has expressions a types	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) O (2) exa (3) and of st the

		.others			
For the nineteenth week 4/2/2024	4	...dents control ...s subject and ...derstand it ...eoretically and ...actically and ...eir ability to ...rceive and ...derstand it and ...n it into a ...een of ...understanding, ...eaking and ...nsferring this ...owledge to .others	The sequel the sentence, types a... expressions	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) O... (2) exan... (3) ...and... of st... the
The twentieth week is 11/2/2024	4	...dents control ...s subject and ...derstand it ...eoretically and ...actically and ...eir ability to ...rceive and ...derstand it and ...n it into a ...een of ...understanding, ...eaking and ...nsferring this ...owledge to .others	The senten... that have place of Arabs...	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) O... (2) exan... (3) ...and... of st... the
The twenty-first week to the twenty-seventh week			Application from 18/2/2024 2/4/2024 weeks)		
The twenty-eighth week	4	...dents control ...s subject and	The applicatio...	1) Presentation	1) O...

7/4/2024		derstand it eoretically and actically and eir ability to rceive and derstand it and n it into a een of understanding, eaking and nsferring this owledge to .others		(2) Discussion and dialogue (3) Presentation on the electronic model	(2) exar (3) and of st the
The twenty-ninth week 14/4/2024	4	dents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and n it into a een of understanding, eaking and nsferring this owledge to .others	Sentences th have no place the Arabs	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) ((2) exar (3) and of st the
The 30th week 21/4/2024	4	dents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and n it into a een of understanding, eaking and nsferring this	Introduction facilitation attempts	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) ((2) exar (3) and of st the

		owledge to others.			
The thirty-first week 28/4/2024	4	udents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and rn it into a een of understanding, eaking and nsferring this owledge to others.	Attempts facilitate ancient grammar heritage (I Lighted attempt)	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) C (2) exai (3) and of st the
The second week - the third and the third 5/5/2024 12/5/2024 AD	4	udents control s subject and derstand it eoretically and actically and eir ability to rceive and derstand it and rn it into a een of understanding, eaking and nsferring this owledge to others.	Attempts to facilitate the modernists (The attempt Ibrahim Mustafa, Mal Al-Makhzoum Ahmed Abc Sattar Al-Jawa	1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic model	1) C (2) exai (3) and of st the

11. Course Evaluation

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

12. Learning and Teaching Resources

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