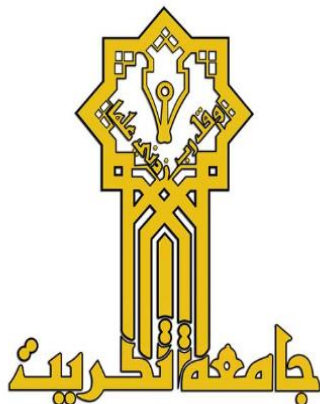




Ministry of Higher Education
and Scientific Research
Scientific Supervision and
Evaluation Agency
Quality Assurance and

Academic Program" and Course

College of Education, Tozkhurmatu, Department of
Arabic Language"



2024–2025

"Introduction"

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

The academic program description provides a brief summary of the program's main features and courses, indicating the skills that students will acquire, based on the program's academic objectives. The importance of this description lies in its representation of the foundation for obtaining program accreditation, and it is written by the teaching staff under the supervision of .the scientific committees in the scientific departments

This guide, in its second edition, includes a description of the academic program after updating the items and paragraphs of the previous guide in light of the developments and developments of the educational system in Iraq, which included a description of the academic program in its traditional form (annual, semester) as well as the adoption of a generalized description of the academic program under the book of the Department of Studies TM 3/2906 on 3/5/2023, regarding programs that adopt the Bologna path as a basis for their work. In this regard, we can only emphasize the importance of

writing descriptions of academic programs and courses to ensure the proper functioning of the educational process

:Concepts and Terminology

Academic Program Description: Provides a concise summary of the program's vision, mission, and objectives, including a detailed description of the targeted learning outcomes based on specific learning strategies

Course Description: Provides a concise summary of the course's key features and expected learning outcomes, demonstrating whether the student has achieved maximum benefit from available learning opportunities. It is derived from the program description

Program Vision: An ambitious image of the future of the academic program, aiming to be a developed, inspiring, motivating, realistic, and applicable program

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

Program Objectives: Statements describing what the academic program intends to achieve within a specified timeframe, measurable and observable

Curriculum Structure: All courses/subjects included in the academic program, according to the adopted learning system (semester, annual, Bologna path), whether required (ministry, university, college, and scientific department) with the number of credit hours

Learning Outcomes: A consistent set of knowledge, skills, and values acquired by the student after successfully completing the academic program. Learning outcomes must be defined for each course in a way .that achieves the program's objectives

Teaching and Learning Strategies: Refers to the strategies used by faculty members to develop student learning, which are plans followed to achieve learning objectives. It describes all classroom and non-classroom activities to achieve the program's learning outcomes



Academic Program Description Template

University Name: Tikrit University

College/Institute: College of Education, Tozkhurmatu

Department: Arabic Language

Academic/Professional Program Name: Bachelor of Arabic Language

Final Certificate Name: Bachelor of Arts in Arabic Language

Academic System: Annual

Date of Description Preparation: 16/9/2024

Date of Form Completion: 1/10/2024

:Signature

:Signature

Name of Academic Assistant:

Name of Department Head:

Assist. Prof. Ali Akram Musa

Assist. Prof. Ibrahim Ali

:File Verified by

Quality Assurance and University Performance

Department

:Approved by the Dean

Name of Quality Assurance and University

Performance Department Manager: Ali salah

Prof. Dr. Nihad Ali Shafiq

Program Vision .١

The vision of the Arabic Language Department is to provide an integrated path for its students and faculty members, enabling them to become effective and creative contributors to the community in the fields of teaching living languages, education, and preparing a conscious generation capable of keeping pace with scientific progress in all fields

Program Mission .٢

Working on preparing and graduating leading scientific and leadership competencies in languages, their sciences, and literatures, and developing the cognitive stock in the field of scientific research to serve the local, regional, and international community, as well as training and refining students' minds scientifically and cognitively, emphasizing social and cultural values, and responding to the requirements of the local market

Program Objectives .٣

١. Embodying the vision, mission, and objectives of Tikrit University, and applying best educational practices with a focus on ensuring quality, performance, and enhancement

٢. Preparing specialized cadres capable of serving the community and preparing for future specializations

٣. Spreading human diversity culture in the community, transferring linguistic knowledge and skills, writing academic research, and achieving scientific innovation through student-centered and instructor-centered activities

٤. The college seeks to establish scientific and cultural cooperation

agreements with counterpart colleges and departments in various colleges
to achieve best practices in education, learning, and translation

Focusing on the educational and moral aspect of all its affiliates, instilling
a spirit of dedication, tolerance, commitment, and work to serve the
homeland

Emphasizing the educational and moral aspect of students, instilling a
spirit of dedication, tolerance, and commitment

Program Accreditation .٤

Non

Other External Influences .٥

Non

Program Structure .٦

Notes	Percentage	Credit Hours	Number of Courses	Structure of the Program
Core requirement	%100	168	40	University Requirements
				College Requirements
				Department Requirements
				Summer Training
				Others

* ممكن ان تتضمن الملاحظات فيما اذا كان المقرر أساسي او اختياري.

Program Description .٧

Credit Hours		Course Title	Course Code	Year/Level
Practical	Theoretical			
–	٣	Arabic Grammar	ARLA 101	First Year 2024-2025
–	٢	Arabic Morphology	ARLA 102	
–	٤	Pre-Islamic Arabic Literature	ARLA 103	
–	٢	('Rhetoric (Bayan and Badi	ARLA 104	
–	٢	Language Skills (Expression (and Composition	ARLA 105	
–	٢	Quranic Sciences and Hadith	ARLA 106	
–	٢	Human Rights and Democracy	ARLA 107	
–	٢	Psychology (Educational (and Developmental	ARLA 108	
–	٢	English Language	ARLA 109	
–	٣	Arabic Grammar	ARLA 201	Second Year 2024-2025
–	٢	Arabic Morphology	ARLA 203	
–	٣	Islamic Literature	ARLA 202	
–	٢	(Rhetoric (Ilm al-Ma'ani	ARLA 204	
–	٢	Arabic Lexicon and Phonetics	ARLA 206	
–	٢	Arabic Prosody	ARLA 205	
–	٢	Ancient Texts	ARLA 207	
–	٢	Foundations of Education and Educational Guidance	ARLA 208	
٢	١	Computer Science	ARLA 209	
–	٣	Arabic Grammar	ARLA 301	Third Year 2024-2025
–	٢	Linguistics	ARLA 302	
–	٢	Quranic Text Analysis	ARLA 303	
–	٢	Abbasid Poetry	ARLA 304	
–	٢	Abbasid Prose	ARLA 305	
–	٢	Andalusian Literature	ARLA 306	

-	٣	Classical Arabic Criticism	ARLA 307	
-	٢	Research Methodology and Library Science	ARLA 308	
٢	١	Teaching Methods and Techniques	ARLA 309	
-	٤	Arabic Grammar and Facilitation	ARLA 401	Fourth Year 2024-2025
-	٢	Arabic Language Jurisprudence	ARLA 402	
-	٢	Modern Arabic Poetry	ARLA 403	
-	٢	Modern Arabic Prose	ARLA 404	
-	٣	Modern Arabic Criticism	ARLA 405	
-	٢	Comparative Literature	ARLA 406	
-	٢	Administration, Measurement, and Evaluation	ARLA 407	
٢	١	Administration, Measurement, and Evaluation	ARLA 408	
٢	-	Research Project	ARLA 409	

Expected Learning Outcomes of the Program .٨	
Knowledge	
Skills	
Expanding the student's skills in understanding texts, expression, and translation	
Values	

.Developing students' abilities to share ideas
 .Adopting a dialogue approach between students and instructors -
 Ability to work in a multidisciplinary team -

Teaching and Learning Strategies .٩

- ١- .Explaining scientific material through dialogue .١
- ٢- .Writing down the most important ideas discussed during lectures .٢
- ٣- Linking ideas with students' critical views .٣

Assessment Methods .١٠

• **Weekly, monthly, and daily exams, as well as a year-end exam**

The Teaching Staff .١١

Members of the Teaching Staff

Number of Teaching Staff		Special Requirements (/Skills (if any		Specialization		Academic Rank
Lecture	Standards				General	
	↗			Exchange	Arabic language/language	Assistant Professor Ibrahim Ali Salman
	↗			Grammar	Arabic language/language	Professor Waad Dalian Anwar
	↗			Abbasid literature	Arabic language/literature	Lecturer Sirwan Jabbar Khudhur
	↗			Grammar	Arabic language/language	Assistant Professor Anwar Jamal Hussein

	↗			Modern literature	Arabic language/literature	Assistant Professor Intisar Salam Yousif
	↗			linguistics	Arabic language/language	Lecturer Bassem Ibrahim Ali
	↗			Rhetoric	Arabic language/literature	Lecturer Ahmad Sameen Ahmad
	↗			Pre-Islamic literature	Arabic language/literature	Lecturer Mahmood Ali Ahmad
	↗			Exchange	Arabic language/language	Lecturer Iqbal Saeed Mohammad
	↗			Grammar	Arabic language/language	Lecturer Ribwar Kamel Hassan
	↗			Grammar	Arabic language/language	Lecturer Kani Qasim Ahmad
	↗			Abbasid literature	Arabic language/literature	Lecturer Rashid Ahmad Majid
	↗			Modern literature	Arabic language/literature	Lecturer Ibrahim Ismail Jassim
	↗			linguistics	Arabic language/language	Lecturer Ibrahim Yousif Ibrahim
	↗			Rhetoric	Arabic language/literature	Lecturer Aylaf Talat Othman
	↗			linguistics	Arabic language/language	Lecturer Hayman Ghafour Ahmad
	↗			Abbasid literature	Arabic language/literature	Lecturer Ahmad Farouq Hussein
				Modern literature	Arabic language/literature	Lecturer Ahmad Subhi Hamadi
				Rhetoric	Arabic language/literature	
	↗			Teaching methods	Arabic language/teaching methods	
	↗			Islamic literature/rhetoric	Arabic language/literature	

				Soil microbiology	Agriculture/Soil	
				Coaching Science/Basketball	Physical education	
				Measurement and evaluation	Physical education	
	↗			Fundamentals of religion	Islamic sciences	
	↗			Comparative jurisprudence	Jurisprudence and its principles	
	↗			Jurisprudence	Jurisprudence and its principles	
	↗			Software	Computer	
	↗			Curricula and teaching methods	Computer	
	↗			the language	Arabic language	
	↗			the language	Arabic language	
	↗			Islamic literature	Arabic language	
	↗			Literature / Rhetoric	Arabic language	
	↗			Literature / Modern and Contemporary Literature	Arabic language	
	↗			ancient history	historiography	
	↗			Dictionary	Arabic language	
	↗			Modern literature	Arabic language	
	↗			Fundamentals of religion	Quranic Sciences	

Professional Development

Guidance for New Faculty Members

The department head guides new faculty members by advising them to adhere to working hours, attend lectures on time, and develop their scientific capabilities to deliver correct lectures .to students

Professional Development for Faculty Members

The department head develops a plan for faculty members that includes in-class and

extracurricular activities for students to improve the educational process. He also encourages them to attend lectures on time, record absences, and supervise all exams

Admission Criteria .١٢

Centralized admission according to the instructions of the Ministry of Higher Education and Scientific Research

Key Sources of Information about the Program .١٣

Textbooks approved by the Ministry of Higher Education and Scientific -
.Research

.External scientific references -

.Utilization of central libraries and the internet -

Program Development Plan .١٤

Striving to make the Arabic Language specialization have practical and tangible applications, by applying linguistic concepts, principles, texts, and literature to contemporary reality and society, in addition to courses and seminars that provide the teaching staff with additional capabilities to develop the academic program and work on it correctly

Program Skills Plans															
Required learning outcomes of the program															
Values				Skills				Knowledge				Basic or optional	Course name	Course code	Year/Level
4ج	3ج	2ج	1ج	4ب	3ب	2ب	1ب	4أ	3أ	2أ	1أ				
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Grammer	ARLA 101	First level 2024-2025
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Morphology	ARLA 102	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Pre-Islamic Arabic Literature (Pre-Islamic	ARLA 103	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Rhetoric (Eloquence and Rhetoric	ARLA 104	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Linguistic Skills (Expression and Composition	ARLA 105	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Sciences of the Qur'an and the Noble Prophetic Hadith	ARLA 106	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Human Rights and Democracy	ARLA 107	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Psychology (Educational and Developmental	ARLA 108	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	English Language	ARLA 109	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Gramme	ARLA 201	Secend level

↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Morphology	ARLA 203	2024-2025
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Islamic Literature	ARLA 202	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Rhetoric (Semantics)	ARLA 204	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Arabic Dictionary and Phonetics	ARLA 206	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Prosody and Rhyme	ARLA 205	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Old Texts	ARLA 207	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Foundations of Education and Educational Guidance	ARLA 208	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	computer	ARLA 209	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Grammer	ARLA 301	Thirth level 2024-2025
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Linguistic	ARLA 302	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Analysis of the Qur'anic Tex	ARLA 303	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Abbasid Poetry	ARLA 304	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Abbasid Prose	ARLA 305	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Andalusian Literature	ARLA 306	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Ancient Arabic Criticism	ARLA 307	

↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Research Methodology, Library and Text	ARLA 308	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Verification Teaching Methods and Methods	ARLA 309	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Grammar and its Facilitatio	ARLA 401	Fourth level 2024-2025
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Linguistic Jurisprudence	ARLA 402	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Modern Arabic Poetry	ARLA 403	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Modern Arabic Prose	ARLA 404	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Modern Arabic Criticism	ARLA 405	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Comparative Literature	ARLA 406	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Administration, Measurement and Evaluation	ARLA 407	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Observation and Application	ARLA 408	
↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	essential	Research Project	ARLA 409	

.Please tick the boxes corresponding to the individual learning outcomes of the programme being assessed •

Course Description Form

1. Course Name: Gramar taysiruh					
2. Course Code: ARLA ٤٠١					
3. Semester / Year: Annual					
4. Description Preparation Date: ٢٠٢٤/٩/١٠					
5. Available Attendance Forms: My presence					
6. Number of Credit Hours (Total) / Number of Units (Total))(3) (69)					
7. Course administrator's name (mention all, if more than one name)					
Name: waad delien Anwer Email: waadd.aner@tu.edu.iq					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> 1- Preparing students to teach grammar 2- Preparing scientific research in the field of research in grammar 3- Identify grammatical rules... • • 			
9. Teaching and Learning Strategies					
Strategy	1- Using modern methods in teaching 2- Using means to convey information to students				
10. Course Structure					
Week	Hours	Required	Unit or subject	Learning method	Evaluation

		Learning Outcomes	name		method
23	6	Producing graduate to teach Arabic sciences schools	Grammar	The lecture Discussion Interrogation Brainstorming Motivational questions	50% annual pursuing exam 50% final

11. Course Evaluation: Reward and motivation

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)	Explanation of Ibn Aqeel
Main references (sources)	The clearest paths to Alfiyyah by Ibn Malik
Recommended books and references (scientific journals, reports...)	The clearest paths to Alfiyyah by Ibn Malik
Electronic References, Websites	Muhammad Saeed Al-Ghamdi website

Course description

Anwer gmal hussen

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

university Tikrit / college Education Touz Khurmatu	Enterprise Educational .١
the language Arabic	Section University / .٢ Center
Grammar	name / Code The decision .٣
	Programs that Enters In .٤ which
Weekly	shapes the audience .٥ Available
Annual	the chapter / the year .٦
86 hours	number hours Scholarship .٧ (total)
9/25/2024	date Preparation this the .٨ description
Goals The decision .٩	
Preserving the integrity of the Arabic language as the language of the .١٠ Holy Quran.	
B - Enriching human knowledge of the Arabic language, literature, culture and civilization.	
C - Developing the linguistic, literary and critical sense and love of knowledge.	

D - Encouraging students to publish scientific research.
E- Preparing graduates and preparing competencies to continue postgraduate studies in the specialty.
Outputs Learning And methods education And learning And evaluation . ١ .
A- Knowledge And understanding a1-Communicating the subject of grammar to students' ideas and empowering them with this subject a2-Preparing students from the psychological and educational aspects to teach in secondary schools a3-Preparing students to teach grammar a4-Preparing students to correctly convey the benefits of the language to students in secondary schools a5-Establishing the general foundations of grammar a6-Correcting students' linguistic errors while speaking
B -Skills Private With the topic B1 -Applies learning theories in educational situations B2 -Linking theoretical and applied knowledge within the classroom B3 -Reducing student forgetfulness
Methods education And learning
1Providing students with the basics according to the lecture and recitation methods 2- Clarifying the study materials through questioning and discussion 3Students visit libraries and international networks to obtain information
Methods Evaluation
1-40%Quarterly exams, taking into account daily attendance and participation 2-60%End of semester exams
C- Skills Thinking C1-Analyzing a number of opinions and sayings related to the subject of grammar and giving weight to them C2-Balance between the sayings of ancient and modern grammar scholars C3-Evaluating and directing a number of linguistic tests
Methods education And learning

1 Demonstrate the importance of the lecture by preparing reports by students on the topics studied

2 Asking students some explanatory questions, such as: (How, why, where)

4- Forming discussion circles among students.

Dr -Skills the public And movable (Skills The other Related Capable recruitment And evolution Personal).

Dr1- The ability to comprehend information and grammatical outputs within the field of specialization

Dr2- The ability to analyze texts in the field of grammar

Dr3- Preparing students who have the ability to develop themselves in their field of specialization

Dr4- Students have the ability to deliver information to the recipient in their field of specialization

structure The decision . ١١					
road Evaluation	road education	name Unit / Course or the topic	Outputs Learning required	hours	the week
1 Tests Oral 2 Presence Students And their companies in during lecture	1 an offer My review 2 discussion And dialogue	Introduction to grammar concepts	Adjust Students For this the topic And understand it theoretically And practically And their ability on Realizing it And absorb it And convert it to queen They understand And they talked And transfer This is amazing Knowledge For others	2	the week the first
1 Tests Oral 2 Presence Students And their companies in during lecture	1-View My opinion 2 discussion And dialogue	Prepositions	Adjust Students For this the topic And understand it theoretically And practically And their ability on Realizing it And absorb it And convert it to queen They understand And	2	the week the second

			they talked And transfer This is amazing Knowledge For others		
1 Tests Oral 2-Presence Students And their participation in during lecture	1 an offer My review 2 discussion And dialogue	add	Adjust Students For this the topic And understand it theoretically And practically And their ability on Realizing it And absorb it And convert it to queen They understand And they talked And transfer This is amazing Knowledge For others	2	the week the third
1 Tests Oral 2 Presence Students And their participation in during lecture	1 an offer My review 2 discussion And dialogue	Addition to the speaker's yā'	Adjust Students For this the topic And understand it theoretically And practically And their ability on Realizing it And absorb it And convert it to queen They understand And they talked And transfer This is amazing Knowledge For others	2	the week the fourth
1 Tests Oral 2 Presence Students And their participation in during lecture	1 an offer My review 2 discussion And dialogue	Source works	Adjust Students For this the topic And understand it theoretically And practically And their ability on Realizing it And absorb it And convert it to queen They understand And they talked And transfer This is amazing Knowledge For others	2	the week Fifth
1 Tests Oral 2 Presence Students And their participation in during lecture	1 an offer My review 2 discussion And dialogue	Applications	Adjust Students For this the topic And understand it theoretically And practically And their ability on Realizing it And absorb it And convert it to queen They understand And they talked And transfer This is amazing Knowledge For others	2	the week VI

1 Tests Oral 2 Presence Students And their participation in during lecture	1 an offer Rate me 2 discussion And dialogue	Name of subject	Adjust Students For this the topic And understand it theoretically And practically And their ability on Realizing it And absorb it And convert it to queen They understand And they talked And transfer This is amazing Knowledge For others	2	the week Seventh
1 Tests Oral 2 Presence Students And their participation in during lecture	1 an offer My review 2 discussion And dialogue	Exaggeration formula	Adjust Students For this the topic And understand it theoretically And practically And their ability on Realizing it And absorb it And convert it to queen They understand And they talked And transfer This is amazing Knowledge For others	2	the week VIII
1 Tests Oral 2 Presence Students And their participation in during lecture	1 an offer My review 2 discussion And dialogue	participle	Adjust Students For this the topic And understand it theoretically And practically And their ability on Realizing it And absorb it And convert it to queen They understand And they talked And transfer This is amazing Knowledge For others	2	the week Ninth
1 Tests Oral 2 Presence Students And their participation in during lecture	1 an offer My review 2 discussion And dialogue	Applications	evaluation Bezel to understand Topics Literary Previous	2	the week The tenth
1 Tests Oral 2 Presence Students And their participation in during lecture	1 an offer My review 2 discussion And dialogue	Exclamation	Adjust Students For this the topic And understand it theoretically And practically And their ability on Realizing it And absorb it And convert it to queen They understand And they talked And	2	the week atheistic ten

			transfer This is amazing Knowledge For others		
1 Tests Oral 2 Presence Students And their participation in during lecture	1 an offer My review 2 discussion And dialogue	Yes, and miserable	Adjust Students For this the topic And understand it theoretically And practically And their ability on Realizing it And absorb it And convert it to queen They understand And they talked And transfer This is amazing Knowledge For others	2	the week the second ten
1 Tests Oral 2 Presence Students And their participation in during lecture	1 an offer My review 2 discussion And dialogue	The adjective	Adjust Students For this the topic And understand it theoretically And practically And their ability on Realizing it And absorb it And convert it to queen They understand And they talked And transfer This is amazing Knowledge For others	2	the week the third ten
1 Tests Oral 2 Presence Students And their participation in during lecture	1 an offer My review 2 discussion And dialogue	Emphasis	Adjust Students For this the topic And understand it theoretically And practically And their ability on Realizing it	2	the week the fourth ten
1 Tests Oral 2 Presence Students And their participation in during lecture	1 an offer My review 2 discussion And dialogue	Conjunctions and substitutions	Adjust Students For this the topic And understand it theoretically And practically And their ability on Realizing it And absorb it And convert it to queen They understand And they talked And transfer This is amazing Knowledge For others	2	the week Fifth ten
1 Tests Oral 2 Presence Students And their participation in during	1 an offer My review 2 discussion And dialogue	Applications	Swallow Bezel to understand Topics Previous theoretically	2	the week VI ten

lecture					
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Structure Infrastructure .١٢	
Choose modern, detailed educational books	1 Books decided required
The most important books within the specialty that have an understandable and uncomplicated academic style	2 the reviewer Main (Sources)
He recommends some books, theses, and dissertations that include the course vocabulary	A Books And references that recommend With it (Magazines Scientific , reports ,....)
Electronic libraries concerned with linguistics on the Internet, which include everything related to the course in an accurate and clear detailed manner	B - the reviewer Electronic, websites The Internet

plan development The decision Academic .١٣
Enrichment The decision Academic With the sides Applied that Belonging to profession education

Course Description Form
Abbasid literature / prose
Eng. Ahmed Farouk Hussein Ibrahim

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

Course Description

Educational institution	Tikrit University / Faculty of Education / Tuz Khurmatu
Scientific Department / Center	Department of Arabic Language
Course Name/Code	Abbasid literature
Available Attendance Forms	Attendance is mandatory
Semester/Year	2024/2025
Number of credit hours (total)	60 hours
Date of preparation of this description	16/9/2024
Course Objectives	
Introducing the student to the nature of the Abbasid era in political, social and literary terms.	
Explaining the impact of Arabic literature (prose) in the Abbasid era, and the	

stages of its development and prosperity at the hands of many writers whose names shined in that extended time period (132 AH - 656 AH)
The most prominent developments in Arabic literature due to the civilizational and cultural mix between peoples and nations, which led to the creation of many poetic purposes that did not have a presence before that era of time.
Revealing the most prominent manifestations of development and renewal in the weights of poetry and rhymes.
Identifying the most prominent poets who had a great impact on Arabic poetry in that era.

. Course Outcomes and Methods of Teaching, Learning and Assessment

- Cognitive objectives

A1- Enable students to identify the basic criteria relied upon in judging the literary work as a whole, in

The light of the vocabulary and decisions that he concluded in his study.

A2- Controlling the movement of cultural thought and determining the frameworks and paths that should be adhered to in the writings of the book and creators

A3- Introducing students to the nature of the era and the most prominent writers of that era, and also developing the ability to analyze

Students' literary texts, and their taste for the beauty of the literary text.

A4- Raising students' artistic taste, and developing their understanding and reasoning, so that this helps them understand

Their literary heritage, analyzing it and revealing its aesthetic, artistic, and historical values of literary taste.

A5- Standing on the stages of development of prose in the Abbasid era, and what became of the updated prose in that era

B - Skills objectives of the course.

B1 – Involve the student in the analysis of prose texts and indicate the difference between the methods of writers and preachers in this era with the ages that preceded it.

B2 - The student's ability to distinguish between the methods of writers and preachers. .

B3- Giving the student the opportunity to express his own opinions about Abbasid prose.

B4- Forming the sense of taste and discrimination among students through continuous training to understand and analyze the prose text and acquire the ability later to form an analytical approach based on taste, objectivity of judgments, and helps the student to listen to what he reads, and encourages him to know his heritage and good perception of what is in it and understand it correctly .

Teaching and learning methods

Adopting interactive educational methods that help the student to understand and realize quickly.

Adopting teaching aids (blackboard) in explaining concepts and highlighting their branches.

<p>Directing intellectual questions that involve the student in the analysis and interpretation of literary concepts.</p> <p>Reminder, retrieval and repetition of the information mentioned in the previous lecture to link the information (previous to the later), and consolidate it in memory.</p>
Evaluation methods
<p>Written tests for courses.</p> <p>Oral tests.</p> <p>Classroom tests (asking intellectual questions).</p> <p>Give an opportunity to write small researches similar to reports.</p>
<p>C. Emotional and value goals</p> <p>C1- Encouraging students to participate and compete for teamwork and cooperation in order to enrich capabilities.</p> <p>C2- Enhancing the spirit of enthusiasm by asking intellectual literary questions.</p> <p>C3- Highlighting the skill of leadership and overcoming behavioral obstacles such as shyness and fear.</p> <p>C4- Respect the time by completing the work on time.</p>
Teaching and learning methods
<p>Involving students in expressing their literary opinions.</p> <p>Giving more than one opportunity to each student in analyzing and interpreting the literary topics presented for explanation.</p> <p>Developing the student's criticism and taste for literature, as well as the ability to explain to understand heritage and reveal its literary and artistic values, through analyzing literary texts, explaining them and then criticizing them.</p>
Evaluation methods
<p>Realistic evaluation of performance after learning the skill with confidence and ingenuity.</p> <p>Developing the students' skill through their discussion of literary issues and presenting their views on them.</p> <p>Evaluating students' tongues, training them on correct pronunciation, and preparing them mentally and emotionally to understand and taste the text.</p>

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

D1- Expanding students' literary culture through explanation, analysis and application of prose texts to them.

D2- Frequent reading of texts that help to realize the meaning, it qualifies the student to enter the field of creativity, and creativity does not arise from a vacuum, but is extracted as the fruit of reading and access to literary texts and some critical knowledge and others.

D3- Directing the student to the applied analytical study, as it is considered a solid and important basis for literary study.

. Course Structure					
The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
1	2	Shedding light on the nature of life in the Abbasid era from a political, social and literary point of view	Introduction to political life in the Abbasid era	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
2	2	Shedding light on the nature of social life that prevailed in that era and showing the extent to which it was reflected in the emergence of writers and how to formulate their prose writings	Introduction to social life in the Abbasid era	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
3	2	Knowing the scientific and literary nature and explaining its impact on the book stock	Introduction to literary life in the Abbasid era	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the

					material
4	2	The reasons that led to the flourishing of the scientific and literary movement in that era	Introducing the concept of Warraqiyin, Mirbad, Masjidis and Dar Al-Hikma	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
5	2	Explanation of the reasons why the scientific movement reached its goal in the broad renaissance	The reasons that led to the flourishing of the scientific and literary movement in the Abbasid era	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
6	2	Knowing the most prominent prose trends among writers in the Abbasid era	Artistic trends of prose in the Abbasid era	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
7	2	Know the factors that led to the development of	Factors of prose development	Delivery, discussion, application, analysis and	Intellectual questions deductive from the

		prose in the Abbasid era		interpretation	topic indicate the extent to which students understand the material
8	2	Shedding light on the prose arts in that era and explaining the manifestations of development and renewal that have occurred in them.	Prose arts (letters - public speaking - stories)	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
9	2	Explanation of the manifestations of renewal and development that have occurred in these arts	(Letters - Public Speaking - Stories)	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
10	2	Revealing the most prominent new and new prose topics in that era	New topics that appeared in the Abbasid era (signatures - translated prose - prose of works and works)	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which

					students understand the material
11	2	Explaining the nature of these topics and highlighting their manifestations with prose evidence	New topics poetry (Diwaniyah letters _ Brotherhood messages)	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
12	2	Explaining the nature of these topics and highlighting their manifestations with prose evidence	New topics (political rhetoric - religious - jihadism - ceremonial)	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
13	2	Explaining the nature of these topics and highlighting their manifestations with prose evidence	New Topics (Stories: Kalila and Dimna - The Tiger and the Fox - Thaala and Afra)	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
14	2	Explaining the	Signatures	Delivery,	Intellectual

		nature of these topics and their most prominent manifestations with prose evidence		discussion, application, analysis and interpretation	questions deductive from the topic indicate the extent to which students understand the material
15	2	Explanation of the manifestations of development and renewal in Abbasid prose	Signatures of the caliphs from Bani al-Abbas - signatures of prose writers close to the caliphs	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
16	2	A study in his life and the statement of the social and cultural impact of his prose	Book Flags (Omar bin Bahr Al-Jahiz)	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
17	2	Highlighting the most prominent prose arts addressed by the writer	His sarcasm and rarity - his position on populism - his prose and his style	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate

					the extent to which students understand the material
18	2	Analysis of a model of his prose	Analysis of a piece of prose from Al-Jahiz's writings	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
19	2	Highlighting his biography in terms of his name, lineage, upbringing and artistic productions	Omar bin Bahr Al-Jahiz (his life and prose)	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
20	2	Presenting the prose trends of Al-Jahiz and revealing the arts that he included in his writings	Prose positions on Al-Jahiz from the introduction to the Arabic prose piece	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the

					material
21	2	A study in his biography and life.	Sahl Ben Aaron - a study in - his life and prose -	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
22	2	Statement of the unique features of the prose of Sahl bin Huron	Characteristics of his prose and his way of writing	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
23	2	A presentation of the most important prose works written by Sahl bin Huron	The Book of the Brotherhood - The Book of Issues - Diwan of Letters - The Awake and the Virgin - and others	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
24	2	A model of his prose art.	Analysis of a prose piece of	Delivery, discussion,	Intellectual questions

			Sahl Bin (technical analysis)	application, analysis and interpretation	deductive from the topic indicate the extent to which students understand the material
25	2	Identify the nature of the life of Amr bin Masada and the stages of his culture and their impact on his prose	Amr bin Masadah - a study in - his life and prose -	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
26	2	A presentation of the most important topics that occurred in his prose	Prose topics _ style _ wisdom	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
27	2	His outstanding prose style	Analysis of a prose piece by Omar bin Masada (artistic analysis)	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent

					to which students understand the material
28	2	A study in the life of the writer and his literary prose	Abdul Malik Al-Zayat: A Study in - His Life and Prose -	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
29	2	Identify the life of the writer, and the style in which he is unique	Ibn Qutayba - a study in - his life and prose -	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
30	2	Maqamat - its origin - development and book	Direction of workmanship and transmission Badiuzzaman Al-Hamdani - the virtuous judge - Al-Asbahani	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material

.Infrastructure	
1 Required textbooks	<p>History of Arabic Literature (the first and second Abbasid era), Shawqi Deif, Relatives Publications, 2nd Edition, 1427 AH.</p> <p>History of Arabic Literature, Omar Farroukh, Dar Al-Ilm for Millions, 1972.</p> <p>Arabic Literature in the Abbasid Era: Nazim Rashid, 1st Edition, 2014 AD _ 1436 AH.</p>
2 Main references (sources)	<p>The Crowd of Arab Letters: Ahmed Zaki Safwat, Matt Mustafa Al-Babi Al-Halabi, Cairo, 1927</p> <p>The mayor in the merits of poetry, literature and criticism, Ibn Rashi al-Qayrawani (d. 456 AH), investigated by: Muhammad Muhyi al-Din Abd al-Hamid, 2nd edition, Al-Saada Press, Egypt, 1955 AD</p> <p>The orphan of the house in the merits of the people of the age, by Abu Mansour Abdul Malik bin Muhammad bin Ismail Al-Thaalbi (d. 429 AH), achieved by: Muhammad Muhyi Al-Din Abdul Hamid, 2nd edition, Al-Saada Press, Egypt, 1956 AD</p>

Recommended books and references (scientific journals, reports ,....)	<p>The Book of Animals: Al-Jahiz, Tah Abd al-Salam Haroun, Matt Mustafa al-Babi al-Halabi, Egypt, 1938</p> <p>The Treasury of Literature and the Purpose of God, Ibn Hajjah Al-Hamawi, Charity Press, Cairo, 1304 AD.</p> <p>History of Arabic Literature, Ahmed Hassan Al-Zayat, Al-Resala Press, Egypt, 1955</p> <p>Literature in the Ayyubid Era, Muhammad Zaghloul Salam, Dar Al-Maaref, Egypt, 1968.</p>
B Electronic references, websites	/

Course Development Plan
The existing course enriches the course

Course Description Form

Abbasid literature / prose

Eng. Ahmed Farouk Hussein Ibrahim

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

Course Description

Educational institution	Tikrit University / Faculty of Education / Tuz Khurmatu
Scientific Department / Center	Department of Arabic Language
Course Name/Code	Abbasid literature
Available Attendance Forms	Attendance is mandatory
Semester/Year	2024/2025
Number of credit hours (total)	60 hours
Date of preparation of this description	16/9/2024
Course Objectives	
Introducing the student to the nature of the Abbasid era in political, social and literary terms.	
Explaining the impact of Arabic literature (prose) in the Abbasid era, and the stages of its development and prosperity at the hands of many writers whose names shined in that extended time period (132 AH - 656 AH)	
The most prominent developments in Arabic literature due to the civilizational	

and cultural mix between peoples and nations, which led to the creation of many poetic purposes that did not have a presence before that era of time.

Revealing the most prominent manifestations of development and renewal in the weights of poetry and rhymes.

Identifying the most prominent poets who had a great impact on Arabic poetry in that era.

Course Outcomes and Methods of Teaching, Learning and Assessment

- Cognitive objectives

A1- Enable students to identify the basic criteria relied upon in judging the literary work as a whole, in

The light of the vocabulary and decisions that he concluded in his study.

A2- Controlling the movement of cultural thought and determining the frameworks and paths that should be adhered to in the writings of the book and creators

A3- Introducing students to the nature of the era and the most prominent writers of that era, and also developing the ability to analyze

Students' literary texts, and their taste for the beauty of the literary text.

A4- Raising students' artistic taste, and developing their understanding and reasoning, so that this helps them understand

Their literary heritage, analyzing it and revealing its aesthetic, artistic, and historical values of literary taste.

A5- Standing on the stages of development of prose in the Abbasid era, and what became of the updated prose in that era

B - Skills objectives of the course.

B1 – Involve the student in the analysis of prose texts and indicate the difference between the methods of writers and preachers in this era with the ages that preceded it.

B2 - The student's ability to distinguish between the methods of writers and preachers. .

B3- Giving the student the opportunity to express his own opinions about Abbasid prose.

B4- Forming the sense of taste and discrimination among students through continuous training to understand and analyze the prose text and acquire the ability later to form an analytical approach based on taste, objectivity of judgments, and helps the student to listen to what he reads, and encourages him to know his heritage and good perception of what is in it and understand it correctly .

Teaching and learning methods

Adopting interactive educational methods that help the student to understand and realize quickly.

Adopting teaching aids (blackboard) in explaining concepts and highlighting their branches.

<p>Directing intellectual questions that involve the student in the analysis and interpretation of literary concepts.</p> <p>Reminder, retrieval and repetition of the information mentioned in the previous lecture to link the information (previous to the later), and consolidate it in memory.</p>
Evaluation methods
<p>Written tests for courses.</p> <p>Oral tests.</p> <p>Classroom tests (asking intellectual questions).</p> <p>Give an opportunity to write small researches similar to reports.</p>
<p>C. Emotional and value goals</p> <p>C1- Encouraging students to participate and compete for teamwork and cooperation in order to enrich capabilities.</p> <p>C2- Enhancing the spirit of enthusiasm by asking intellectual literary questions.</p> <p>C3- Highlighting the skill of leadership and overcoming behavioral obstacles such as shyness and fear.</p> <p>C4- Respect the time by completing the work on time.</p>
Teaching and learning methods
<p>Involving students in expressing their literary opinions.</p> <p>Giving more than one opportunity to each student in analyzing and interpreting the literary topics presented for explanation.</p> <p>Developing the student's criticism and taste for literature, as well as the ability to explain to understand heritage and reveal its literary and artistic values, through analyzing literary texts, explaining them and then criticizing them.</p>
Evaluation methods
<p>Realistic evaluation of performance after learning the skill with confidence and ingenuity.</p> <p>Developing the students' skill through their discussion of literary issues and presenting their views on them.</p> <p>Evaluating students' tongues, training them on correct pronunciation, and preparing them mentally and emotionally to understand and taste the text.</p>

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

D1- Expanding students' literary culture through explanation, analysis and application of prose texts to them.

D2- Frequent reading of texts that help to realize the meaning, it qualifies the student to enter the field of creativity, and creativity does not arise from a vacuum, but is extracted as the fruit of reading and access to literary texts and some critical knowledge and others.

D3- Directing the student to the applied analytical study, as it is considered a solid and important basis for literary study.

. Course Structure					
The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
1	2	Shedding light on the nature of life in the Abbasid era from a political, social and literary point of view	Introduction to political life in the Abbasid era	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
2	2	Shedding light on the nature of social life that prevailed in that era and showing the extent to which it was reflected in the emergence of writers and how to formulate their prose writings	Introduction to social life in the Abbasid era	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
3	2	Knowing the scientific and literary nature and explaining its impact on the book stock	Introduction to literary life in the Abbasid era	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the

					material
4	2	The reasons that led to the flourishing of the scientific and literary movement in that era	Introducing the concept of Warraqiyin, Mirbad, Masjidis and Dar Al-Hikma	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
5	2	Explanation of the reasons why the scientific movement reached its goal in the broad renaissance	The reasons that led to the flourishing of the scientific and literary movement in the Abbasid era	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
6	2	Knowing the most prominent prose trends among writers in the Abbasid era	Artistic trends of prose in the Abbasid era	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
7	2	Know the factors that led to the development of	Factors of prose development	Delivery, discussion, application, analysis and	Intellectual questions deductive from the

		prose in the Abbasid era		interpretation	topic indicate the extent to which students understand the material
8	2	Shedding light on the prose arts in that era and explaining the manifestations of development and renewal that have occurred in them.	Prose arts (letters - public speaking - stories)	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
9	2	Explanation of the manifestations of renewal and development that have occurred in these arts	(Letters - Public Speaking - Stories)	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
10	2	Revealing the most prominent new and new prose topics in that era	New topics that appeared in the Abbasid era (signatures - translated prose - prose of works and works)	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which

					students understand the material
11	2	Explaining the nature of these topics and highlighting their manifestations with prose evidence	New topics poetry (Diwaniyah letters _ Brotherhood messages)	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
12	2	Explaining the nature of these topics and highlighting their manifestations with prose evidence	New topics (political rhetoric - religious - jihadism - ceremonial)	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
13	2	Explaining the nature of these topics and highlighting their manifestations with prose evidence	New Topics (Stories: Kalila and Dimna - The Tiger and the Fox - Thaala and Afra)	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
14	2	Explaining the	Signatures	Delivery,	Intellectual

		nature of these topics and their most prominent manifestations with prose evidence		discussion, application, analysis and interpretation	questions deductive from the topic indicate the extent to which students understand the material
15	2	Explanation of the manifestations of development and renewal in Abbasid prose	Signatures of the caliphs from Bani al-Abbas - signatures of prose writers close to the caliphs	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
16	2	A study in his life and the statement of the social and cultural impact of his prose	Book Flags (Omar bin Bahr Al-Jahiz)	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
17	2	Highlighting the most prominent prose arts addressed by the writer	His sarcasm and rarity - his position on populism - his prose and his style	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate

					the extent to which students understand the material
18	2	Analysis of a model of his prose	Analysis of a piece of prose from Al-Jahiz's writings	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
19	2	Highlighting his biography in terms of his name, lineage, upbringing and artistic productions	Omar bin Bahr Al-Jahiz (his life and prose)	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
20	2	Presenting the prose trends of Al-Jahiz and revealing the arts that he included in his writings	Prose positions on Al-Jahiz from the introduction to the Arabic prose piece	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the

					material
21	2	A study in his biography and life.	Sahl Ben Aaron - a study in - his life and prose -	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
22	2	Statement of the unique features of the prose of Sahl bin Huron	Characteristics of his prose and his way of writing	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
23	2	A presentation of the most important prose works written by Sahl bin Huron	The Book of the Brotherhood - The Book of Issues - Diwan of Letters - The Awake and the Virgin - and others	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
24	2	A model of his prose art.	Analysis of a prose piece of	Delivery, discussion,	Intellectual questions

			Sahl Bin (technical analysis)	application, analysis and interpretation	deductive from the topic indicate the extent to which students understand the material
25	2	Identify the nature of the life of Amr bin Masada and the stages of his culture and their impact on his prose	Amr bin Masadah - a study in - his life and prose -	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
26	2	A presentation of the most important topics that occurred in his prose	Prose topics _ style _ wisdom	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
27	2	His outstanding prose style	Analysis of a prose piece by Omar bin Masada (artistic analysis)	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent

					to which students understand the material
28	2	A study in the life of the writer and his literary prose	Abdul Malik Al-Zayat: A Study in - His Life and Prose -	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
29	2	Identify the life of the writer, and the style in which he is unique	Ibn Qutayba - a study in - his life and prose -	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material
30	2	Maqamat - its origin - development and book	Direction of workmanship and transmission Badiuzzaman Al-Hamdani - the virtuous judge - Al-Asbahani	Delivery, discussion, application, analysis and interpretation	Intellectual questions deductive from the topic indicate the extent to which students understand the material

.Infrastructure	
1 Required textbooks	<p>History of Arabic Literature (the first and second Abbasid era), Shawqi Deif, Relatives Publications, 2nd Edition, 1427 AH.</p> <p>History of Arabic Literature, Omar Farroukh, Dar Al-Ilm for Millions, 1972.</p> <p>Arabic Literature in the Abbasid Era: Nazim Rashid, 1st Edition, 2014 AD _ 1436 AH.</p>
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B Electronic references, websites	/

Course Development Plan
The existing course enriches the course

Course Description Form
Educational Psychology
Eng. Noura Abdulhameed Rashid Shakour

Course Description

<p>This course description provides a brief summary of the most important characteristics of the course, course outcomes, and learning outcomes expected of the student to achieve, proving whether he has benefited from the available learning opportunities. It must be linked to the description of the program.</p>	
1. Educational institution	Tikrit University / Faculty of Education / Tuz Khurmatu
2. Scientific Department	Department of Arabic Language
3. Course Name/Code	Educational Psychology
4. Available attendance formats	Came
5. Semester / Year	2024/2025/ Yearly
6. Number of Credit Hours (Total)	64
7. Date of preparation of this description	3/ 11/ 2024
8. Course Objectives	1. Identify the courses of study
	2. Determine the parameters of the scientific material and the general objectives
	3. Determine the behavioral goals of the scientific material
	4. Determine and adjust the times throughout the study year.
	5. Distributing vocabulary objectives over a full academic year

10. Course Outcomes and Methods of Teaching, Learning and Assessment Cognitive objectives A1- A1. Identify the principles of scientific material (educational psychology) A2. Distinguish between the schools of educational psychology. A3. Students give selected examples from the scientific or external material. A4. The student analyzes the scientific material in a way that suits his level and mental development. A5. The student evaluates the information contained in the textbook. A6. The student shall issue judgments and indicate his opinion about the information received. Skills objectives of the course. B1- Providing the learner with boldness skills in speaking, and practicing the role inside the classroom. B2- The learner's attic increases in solving the problems facing him in his daily life. B-3 Integrate the learner into society to be more effective and generous within it.	
Teaching and learning methods	
1. Discussion method 2. . Problem solving method 3. Brainstorming method.	
Evaluation methods	
Written exams: essay and objective. Oral Questions: Direct	
C. Emotional and value goals C1- Love of scientific material and interaction with it. C2- Increasing the motivation of the learner towards education. C3- Thinking about increasing experiences to serve the community. C4- The interaction between the scientific material and the learner and his integration into society.	
Teaching and learning methods	
1. Discussion method 2. . Problem solving method 3. Brainstorming method.	

Evaluation methods					
<p>Editorial: essay, including and objective. Oral: Direct</p> <p>10. General and qualifying skills transferred (other skills related to employability and personal development). D1- Knowledge of psychology schools and their branches. D2- Knowledge of psychological human needs D3- Distinguishing between psychological premises. D4- Evaluation of curricula of all kinds.</p>					
11. Course Structure					
The week	Hours	Required Learning Outcomes	Unit or Subject Name	Method of education	Evaluation method
The first	2	Educational Psychology	Historical development of psychology Psychology in the Islamic heritage Objectives of Psychology	Free discussion	The extent of students' participation in the classroom discussion
Second	2	Branches of psychology	Branches of psychology Behavior, its definition and factors affecting behavior	Brainstorming	The extent of students' participation in the classroom discussion
Third	2	Motivation	The	Problem solving	Discussions and

			importance of studying motivation Educational functions of motivation Motivation stimulation strategy		evaluation of student research
Fourth	2	Attention	First: Attention and sensory perception distracts attention to factors affecting attention	Discussion	Discussions and a short exam
V	2	Perceptual	Second: Sensory perception Types of sensations Factors affecting sensation and perception	Classroom Discussions	Student participation in discussions
Sixth	2	Remembering and forgetting	Remembering and forgetting Types of memory Factors	Classroom Discussions	Student participation in discussions

			affecting the processes of remembering and forgetting		
Seventh	2	Remembering and forgetting	Ways to improve the processes of remembering and forgetting	Readings and discussions	Research Discussion and Exam
Eighth	2	Transmission of the impact of learning	The concept of transmission of the impact of learning its importance	Readings and discussions	Research Discussion
Ninth	2	Types of transmission of the effect of learning	Types and conditions How to benefit from the transmission of the impact of learning in learning	Brainstorming	Research Discussion
X	2	Curriculum Development	Feedback The importance of studying feedback Types of feedback	Free discussion	Research Discussion

Eleventh	2	Development Methods	Behavioral goals Thinking Types of thinking Ways to stimulate and develop thinking	Problem solving	Research Discussion
Twelfth	2	Theories of education	Learning theories – correlational theories (Pavlov, Skinner)	Brainstorming	Research Discussion
Thirteenth	2	Foresight	Theory of learning by foresight (Koehler) Experience the Sultan Monkey and the Stick Hypotheses of the Gestalt theory	Brainstorming	Research Discussion
Fourteenth	2	Concepts	Learning concepts Concept definition Nature of concept	Problem solving	Discussion of short exam research
Fifteenth	2	Concepts	The basic	Free	Research

			stages of learning the concept Acquisition and development of concepts	discussion	Discussion
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12. Infrastructure	
Required textbooks	No preliminary studies
Main references (sources)	<p>Al-Jubouri, Imran Jassim, and Hamza Hashem Sultan, Curricula and Methods of Teaching Arabic, Dar Al-Radwan, Amman, 2013.</p> <p>Dandash, Fayez Murad, New Trends in Curricula and Teaching Methods, Dar Al-Wafa, Alexandria, 2003.</p> <p>Zayer, Saad Ali, and Wayman Ayiz, Arabic Language Curricula and Teaching Methods, Dar Al-Murtada, Baghdad, 2011.</p> <p>Zayer, Saad Ali, Dawood Abdul Salam Sabri, and Muhammad Hadi Hassan, General Teaching Methods,</p>

	<p>Dar Safa, Amman, 2014.</p> <p>Zayer, Saad Ali, and Samaa Turki Dakhil, Modern Trends in Teaching Methods, Dar Al-Masirah, Amman, 2016.</p> <p>Sarhan, Al-Demerdash Abdul Majeed, Contemporary Curricula, Al-Falah Library, Kuwait, 1977.</p> <p>Saadeh, Jawdat Ahmed Saadeh, Formulation of Educational and Educational Goals, Dar Al-Shorouk, Amman, 2005.</p> <p>Abdul Halim, Ahmed Al-Mahdi, others, Contemporary School Curriculum, Dar Al-Masirah, Amman, 2011.</p> <p>Nofal, Muhammad Bakr, and Muhammad Qasim Suaifan, Integrating Thinking Skills into the Academic Content, Dar Al-Masirah, Amman, 2011</p>
Books and references recommended by him (scientific journals, reports, ...)	Ain Shams Magazine, Sharjah Magazine, Psychological and Educational Sciences Journals in general
Electronic references, websites ...	Lisan Al Arab Blog Comprehensive Library

13. Course Development Plan

Motivating the student to write reports and research on the curriculum and book material, and the most prominent obstacles that can be addressed in the course

Course description form

1. Course name:	
Foundations of Education and Educational Guidance	
2. Course code:	
ARLA 208	
3. Semester/Year:	
Annual	
4. The date this description	
was prepared is the beginning of the 2024-2025 academic year	
5. available forms of attendance:	
In person	
6. Number of study hours (total) / number of units (total):	
60 hours, number of units: 2	
7. Name of the course administrator (if more than one name is mentioned/ (
Name: M.D. Abdulsattar Saleh Aasi	
Email abdelsattar.s.a@tu.edu.iq	
8. Course objectives	
General objectives •Increasing the student's understanding of the educational and social reality	B - The program's skill objectives B1- Developing the student's skills towards increasing research skills and academic

<p>throughout the ages</p> <ul style="list-style-type: none"> •Realizing the educational process in its utmost necessity •Understanding educational theories on different peoples, ancient and modern <p>A- Cognitive objectives</p> <p>A1 - The student must possess knowledge and information that help achieve adaptation and compatibility, as well as psychological adaptation to solve life and daily problems</p> <p>A2- That the student learns about the meaning of the foundations of education, its goals and theories</p> <p>A3- Understanding the basic principles of the foundations of education and enabling the student to apply them in life</p> <p>A4- That the student becomes familiar with the historical educational basis and comprehends the main ideas put forward by scholars and thinkers</p> <p>A-5- To provide the student with sufficient information and knowledge to enable him to analyze and evaluate it</p> <p>A6- That the student learns about the meaning of intellectual development and how to achieve academic gains</p>	<p>achievement</p> <p>B2- Developing the student's skills towards increasing the effectiveness of academic achievement</p> <p>B3--Developing the student's skill towards increasing dealing with others</p> <p>B4--Developing the student's skill towards increasing understanding of the foundations and principles of general education in the past and present</p> <p>C- Emotional and value goals.</p> <p>C1- The application must adhere to professional ethics.</p> <p>C2- The student must possess literary and human thinking skills.</p> <p>C3- That the student possesses critical thinking skills.</p> <p>C4- That the student possesses decision-making skills.</p> <p>C5- The student listens carefully to the topic of the lesson</p> <p>C6- The student responds to questions related to the fields of education and its foundations</p> <p>C7- That the student accepts the subject of education and its foundations</p> <p>C8-The student compares the fields of education and societies</p> <p>C9-The student evaluates the fields of education and its foundations</p>
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9. Teaching and learning strategies

- Brainstorming, dialogue and discussion, and some classroom activities.
- Using educational discussion (educational dialogue), which depends on exchanging ideas to reach facts.
- Collective memorandum to involve all students in classroom activity.

10. Course structure

week	Watches	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	2	The meaning and goals of education	The meaning and goals of education	Dialogue, discussion and brainstorming	Oral and written test
2	2	Its functions, characteristics	Its functions, characteristics	Dialogue, discussion and brainstorming	Oral and written test
3	2	Historical basis of education	Historical basis of education	Dialogue, discussion and brainstorming	Oral and written test

4	2	Historical development through the ages, primitive education,	Historical basis of education	Dialogue, discussion and brainstorming	Oral and written test
5	2	Education in Mesopotamia and Chinese education	Historical basis of education	Dialogue, discussion and brainstorming	Oral and written test
6	2	Greek education	Historical basis of education	Dialogue, discussion and brainstorming	Oral test
7	2	Arab education before Islam	Historical basis of education	Dialogue, discussion and brainstorming	Oral and written test
8	2	Education after Islam: its goals, curricula, centers, institutions, and characteristics	Historical basis of education	Dialogue, discussion and brainstorming	Oral and written test
9	2	Figures of Arab-Islamic thought (Al-Ghazali, Ibn Khaldun, and Ibn Sina)	Historical basis of education	Dialogue, discussion and brainstorming	Oral and written test
10	2	The educational role of the family	The social basis of education	Dialogue, discussion and brainstorming	Oral and written test
11	2	The educational role of society	The social basis of education	Dialogue, discussion and brainstorming	Oral and written test
12	2	Equal educational opportunities	The social basis of education	Dialogue, discussion and brainstorming	Oral and written test
13	2	Media and education	The social basis of education	Dialogue, discussion and brainstorming	Oral and written test
14	2	Education and its impact on national development	The economic basis of education	Dialogue, discussion and brainstorming	Oral and written test
15	2	Education and its impact on human resources	The economic basis of	Dialogue, discussion and brainstorming	Oral and written test

		development	education		
16	2	Economic factors in education	The economic basis of education	Dialogue, discussion and brainstorming	Oral and written test
17	2	Education and method in research	Scientific basis of education	Dialogue, discussion and brainstorming	Oral and written test
18	2	Education and scientific and technological progress	Scientific basis of education	Dialogue, discussion and brainstorming	Oral and written test
19	2	National and social foundations	National and social foundations	Dialogue, discussion and brainstorming	Oral and written test
20	2	Modern education	Modern education	Dialogue, discussion and brainstorming	Oral and written test
21	2	Features and objectives	Modern education	Dialogue, discussion and brainstorming	Oral and written test
22	2	Functions of contemporary education	Modern education	Dialogue, discussion and brainstorming	Oral and written test
23	2	Media of modern thought (Pestalozzi)	Modern education	Dialogue, discussion and brainstorming	Oral and written test
24	2	Rousseau and John Dewey	Modern education	Dialogue, discussion and brainstorming	Oral and written test
25	2	If the individual has a specific social need.	Educational administration	Dialogue, discussion and brainstorming	Oral and written test
26	2	The concept of educational administration	Educational administration	Dialogue, discussion and brainstorming	Oral and written test
27	2	Management styles	Educational administration	Dialogue, discussion and brainstorming	Oral and written test
28	2	The tasks of the school principal and the characteristics of a successful principal	Educational administration	Dialogue, discussion and brainstorming	Oral and written test
29	2	Factors affecting management	Educational administration	Dialogue, discussion and brainstorming	Oral and written test

30	2	Parent and teacher councils (their goals and roles(Educational administratio n	Dialogue, discussion and brainstorming	Oral and written test
11. Course evaluation					
<ul style="list-style-type: none"> •Theoretical exams •Questions outside the box •Oral exams 					
12. Learning and teaching resources					
Required textbooks (methodology, if any)			Foundations of education and educational guidance		
Main references (sources(Emile Durkheim, Education and Society, Al-Nahda, Cairo, 1999		
Recommended supporting books and references (scientific journals, reports)...			Dr. Ibrahim Nasser, Foundations of Education, Dar Al-Tali'ah, Amman, 2004		
Electronic references, Internet sites			Dr. Maher Al-Jaafari, Foundations of Education, Dar Ammar, Amman, 1998.		

Academic Program Description Form

University Name : Tikrit University

Faculty: College of Education Tuz Khurmatu Name: Ibrahim Ismael Jassim

Department: Department of Arabic Language Subject: Modern Arabic Poetry

Academic or Professional Program Name: Bachelor of Arabic Language Department: Arabic Language

Final Certificate Name: Bachelor of Arabic Language Stage: Fourth

Academic System: Semester / Annual

Date of preparation of the description : 16/9/2024

File filling date: 6/10/2024

Signature: Signature:

Head of Department: Dr. Ibrahim Ali Salman. Scientific Assistant Name: Dr. Ali Akram Moussa.

Date: Date :

Probe by:

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University Performance Division: Eng. Ali Salah

Date:

Signature:

Endorsement of the Dean: Nihad Ali Shafiq

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities..

Tuz Khurmatu College of Education	1. Educational institution
Arabic Language	2. Scientific Department / Center
Modern Arabic poetry	3. Course Name/ Code
Official working hours	4. Available Attendance Forms
Fourth stage	5. Semester / Year
(50) Hours	6. Number of Credit Hours (Total)
16/9/2024	7. The history of

	preparation of this description
8. Course Objectives	
1 Familiarize students with the concept of modern and contemporary poetry, its themes and arts .	
2 The student should get acquainted with the most prominent modern poets and examples of their prose analysis and memorization.	
3 Broadening students' horizons on improving the queen of capturing the poetic sentence.	
- Cognitive goals 1- The student should acquire new knowledge about modern poetry and save them in his memory. 2- To distinguish between the concepts of modern poetry and concepts related to other poetic eras. 3- To know the developments of modern poetry from the many branches of titles. 4- Providing the student with analysis skills related to modern poetry .	
- Course Skills Objectives . 1 – The student should be informed of the skills available in the prescribed curriculum. 2 – To analyze and show the places of perfection and quality in modern hair models. 3 – To balance between modern poetry and previous eras. 4- To analyze with insightful thought, the places of perfection and quality in modern poetry models.	
- Teaching and learning methods	
1- Employs the style of the lecture and then follows it with discussion. 2- Urging students to visit the library to get more information than the vocabulary of the material, as well as websites	
- Evaluation methods	

<p>1- Employ direct questions and weekly tests.</p> <p>2- Active participation in the classroom.</p> <p>3- Writing reports and research on the vocabulary of the main subject .</p>
<p>- Emotional and value goals</p> <p>1- The student should recognize the status of modern poetry in the students' conscience.</p> <p>2- Enhancing the student's ability of capturing the influential artistic poetic sentence of value in the aspects of literary texts.</p> <p>3- The student should be aware of the joints of beauty in modern poetry.</p> <p>The student should understand the features of modern poetry and how it differs from previous poetry.</p>
<p>Teaching and learning methods</p> <p>1- Showing pictures of the relevant poets / reading selected poetic texts to endear the student's poetry.</p> <p>2- Encouraging participation in literary festivals .</p> <p>3- Training students on diction.</p>
<p>- Evaluation methods</p> <p>Direct question.</p> <p>Discussion and dialogue.</p>
<p>- General and rehabilitative skills transferred (other skills related to employability and personal development).</p> <p>1- Investing students' efforts in poetry writing.</p> <p>2- Investing students' efforts in recitation.</p> <p>3- Investing students' efforts in writing thoughts.</p>

4- Investing students' efforts in making summaries.

11. Course Structure

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	week
Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	1- Introduction to literary life	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	The first

Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	2- Renaissance factors	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	Second
Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	3- Iraqi poetry	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	Third
Live Questions/Weekly and Monthly Test.	View photos For poets/participation in literary festivals	4- Poetry and its themes	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	Fourth
Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	5- The group of neighborhoods	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	V
Live Questions/Weekly and Monthly Test	View photos For poets/participation in literary festivals	6- Governors Al-Baroudi	1- Enable the student to identify the types and styles of hair 2- Providing the student between the poetry of literary ages.	Two hours	Sixth

Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	7- His life / poetry	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	Seventh
Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	Mode rates Ahmed Shawky	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	Eighth
Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	9 - The stages of his life and poetry	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages .	Two hours	Ninth
Live Questions/Weekly and Monthly Test.	View photos For poets/participation in literary festivals	10tributaries of his culture	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	X
Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	11- Fields of his poetry	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	Eleventh
Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	12- Community Diwan	1- Enable the student to identify the types and styles of hair 2 Providing the student between the people of literary ages	Two hours	Twelfth

Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	Features of renewal in criticism	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	Thirteenth
Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	14- Features of renewal in poetry	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	Fourteenth
Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	15- Abdul Rahman Shukri / his life	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	Fifteenth
Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	16- Prospects and trends of his poetry	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	Sixteenth
Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	17- Apollo Group / Inception	1-Enable the student to organize poetic information 2- Provide the student with the skill to distinguish between the concepts of poetry	Two hours	Seventeenth
Live Questions / Weekly and Monthly Test.	View photos For poets / participation in literary festivals	18. The nature of the group and its literary	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of	Two hours	Eighteenth

		prospect s	literary ages.		
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Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	19. Poetic trends And renewal in form	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	Nineteenth
Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	20 - Ibrahim Naji / Environment and poet poetry And the level of his art	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	20th
Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	21- Diaspora poetry /Literary activity	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	Per Twenty
Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	22 -. Poetry and its directions and its technical issues	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	Second Twenty

Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	23 - Wording, rhymes, language and style	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	Third Twenty
Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	24 - Free Hair Origin and causes	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	Fourth Twenty
Live Questions / Weekly and Monthly Test.	View photos For poets/participation in literary festivals	25 - Nazik Angels / Family / Environment / Culture / Poetry	1- Enable the student to identify the types and styles of hair 2 Providing the student between the poetry of literary ages.	Two hours	Five Twenty

12. Learning and Teaching Resources

1. Modern Arabic literature: a study in its poetry and prose (Salem Al-Hamdani, and Faiq Mustafa Ahmed).	1 Required textbooks
In Contemporary Arabic Literature / Dr. Bashir Issawi Arabic literature in the modern era d. Mustafa Al , Saharti.	2 Main references (sources)
Literary Magazines / Fosool Magazine.	3 recommended books and references (scientific journals, reports ..,)
Aloka website / eloquent site / Encyclopedia of poetry / College of Education site University Mustansiriyah / College of Education University of Baghdad / Diyala University Journal ...	4 Electronic references, websites

13. Course Evaluation

The first month exam from 20 / the second month exam from 15 / the poem analysis exam from 5 / and the daily preparation, attendance and participation from 10 We extract from it the degree of pursuit out of 50

The final exam is written out of 50

The final grade is 100

14. Course Administrator Name
Name: Eng. Ibrahim Ismael Jassim Email:ibrahim.ismail@tu.edu.iq

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Quality Assurance and Academic Accreditation Department**

Academic Program Description Form for Colleges and Institutes

Name: Mahmoud Ali Ahmed

**University: Tikrit
College/Education Tuz Khurmatu**

Scientific Department: Arabic Language

File filling date: 10/1/2024

Signature: Signature:

Name of the Head of Department: Asst. Dr. Ibrahim Ali Salman Name of the

Scientific Assistant: Asst. Dr. Ali Akram Musa

Date: Date:

Check the file before

Quality Assurance and University Performance Division

Name of the Director of the Quality Assurance and University

Performance Division:

the date

the signature

Dean's

approval

Academic Program Description

This academic program description provides a concise summary of the main features of the program and the learning outcomes expected of the student, demonstrating whether he has made the most of the opportunities available. It is accompanied by a description of each course within the program.

Tikrit University

Educational institution .

Arabic	Scientific Department ٢. / Center
Arabic literature before Islam (pre-Islamic literature)	Name of academic or ٣. professional program
Bachelor's	Final Certificate Name ٤.
Annual system	Academic system: ٥. Annual / Courses / Other
Adoption of the standards of the Union of Arab Universities	Accredited ٦. Certification Program
Ministry of Education / Other institutions in the country	Other external ٧. influences
10/1/2024 AD.	Description ٨. preparation date
Academic Program Objectives ٩.	
1 - Raising a generation that is aware of its mother tongue (Arabic), with the aim of limiting, to some extent or another, the negative aspect of the diverse cultural tide.	
2- Introducing students to the concept of pre-Islamic literature.	
3 - Developing the student's potential to open up professional horizons for him that may not stop at the limits of learning and education.	
4 - Explaining the most important changes that occurred in the concept of Arab heritage, including poetry and prose in the pre-Islamic era.	
5 - Developing the student's research capabilities by opening a mental and intellectual space for him.	
Required program outcomes, teaching, learning and assessment methods ١٠.	
Cognitive objectives ١١- A1- Knowing the history of Arabic literature in the pre-Islamic era and enabling students to gain knowledge and understanding within the intellectual framework of that era. A2- Appreciating pre-Islamic literary texts and enabling students to acquire the knowledge and understanding that qualifies them to analyze the various literary texts of that era and understand their vocabulary. A3- Defining pre-Islamic literature, its importance, and its most important poets in this field, and enabling students to obtain the knowledge required to reach the stage that qualifies the student to be able to read pre-Islamic	

<p>poetry and understand its purposes and objectives.</p> <p>A4- Enabling students to obtain the knowledge that enables them to understand the pre-Islamic poems, how they were hung on the curtains of the Kaaba, and also knowing the names given to them.</p> <p>A5- Enabling students to know the relationship between the topics of pre-Islamic literature, its poetry and prose.</p>
<p>B - Program specific skill objectives</p> <p>B1 - Possessing the literary ability to analyze pre-Islamic poems and solve the problems and difficulties that prevent them from understanding the true meaning of the texts under study.</p> <p>B2 - Nurturing the ability to appreciate pre-Islamic literary texts.</p> <p>B3 - Solving problems and difficulties resulting from the psychological state.</p>
Teaching and learning methods
<p>1- Providing students with the basic rules and additional topics related to the previous educational outcomes, including skills.</p> <p>2 - Applying the topics studied theoretically in the form of practical lectures inside the classroom.</p> <p>3 - Inviting students to visit the library to view sources and references related to the course topics.</p>
Evaluation methods
<p>Daily, monthly and quarterly written tests</p> <p>Oral tests</p> <p>Reporting</p>
<p>C- Emotional and value goals.</p> <p>A1- Enabling students to communicate and continue with each other and with the topics of the studied subject.</p> <p>A2- Providing the student with literary skills that enable him to communicate with the studied material by encouraging them to deliver their lectures.</p> <p>A3- Trying to find a relationship between the student and the subject that makes the subject psychologically acceptable to him.</p>
Teaching and learning methods
<p>Presenting details of the history of Arab literature before Islam through the diverse vocabulary of the pre-Islamic language, analyzing texts, and memorizing part of the Mu'allaqat.</p>

Evaluation methods
Direct questions: Tests through daily preparations, weekly reports, and brief lectures.

D - General and transferable skills (other skills related to employability and personal development). D1-Social skills D2-Body language D3- Summary				
Teaching and learning methods				
1- Trying to develop curricula suitable for students' understanding. 2- The suitability between the curricula and the work environment 3- Encouraging students to participate in scientific forums - conferences - lectures - seminars.				
Evaluation methods				
1- Daily exams with self-solved homework questions 2 - Participation points for competition questions related to the subject of the material 3- Honoring outstanding students and those who have participated in scientific forums.				
Program structure ١١ .				
Credit hours		Course name	Course code	Academic stage
practical	theoretical			
-	4	Arabic literature before Islam	ARLA103	First

Planning for personal development ١٢ .
Developing students' research and investigation capabilities through field visits to libraries, museums, and language collections, to view sources and references from books and magazines, in addition to visiting relevant websites.
Admission Criteria (Setting regulations for admission to a college or institute) ١٣ .

1. Central acceptance / according to the requirements of the Ministry of Higher Education and Scientific Research
2. Student's average in middle school
3. Department capacity

The most important sources of information about the program .\ ξ

- 1- The prescribed curriculum for the study
- 2- Libraries
- 3- Reviewing the experiences of other universities
- 4- The information network on the Internet.

Please tick the boxes corresponding to the individual learning outcomes of the programme being

		Required learning outcomes of the program																	
		and		Emotional and value goals				Program Skill Objectives				Cognitive objectives				essential Or optional essential	Name of the headquartersR Arabic literature before Islam	Course code ARLA103	Y
		D 2	D 1	A 4	A 3	A 2	A 1	B 4	B 3	B 2	B 1	A 4	A 3	A 2	A 1				
						*					*			*		essential	Literatu re aArab before Islam		

Course Description

This course description provides a concise summary of the n
the course and the learning outcomes expected of
demonstrating whether the student has made the most o
opportunities available. It must be linked to the program

	of Education / Tuz Khurmatu / Tikrit University	Educational institution .١
	Arabic	Scientific Department / Center .٢
	ARLA103	Course Name/Code .٣
	mandatory	Available attendance forms .٤
	annual	Chapter/Year .٥
	60	Number of study hours (total) .٦
	1/10/2024	Date this description was prepared .٧
	Course objectives .٨	
	ng comparative literature, its historical circumstances, and its relationship to other sciences.	
	2- Determining the duration of literature in the modern era	
	Identifying the most important intellectual and cultural changes in it.	
	ying the specificity of pre-Islamic poetry for each period and analyzing the text.	
	formation of language for texts, reading, understanding and appreciation of pre-Islamic Arabic literature.	
	g a critical awareness of an eloquent poetic language derived from the richness of Arabic in its eras of prosperity.	
	ng out the importance of pre-Islamic poetry and its impact on developing linguistic instinct.	
	ning the relationship between ancient Arabic poetry and modern poetry, and explaining the extent of the change that occurred due to the distance and passage of time.	
	chieving the artistic pleasure inspired by the beauty of Arabic poetry.	

<p>A- Cognitive</p> <p>A1- Knowing the history of the emergence of pre-Islamic literature enabling students to gain knowledge and understanding</p> <p>A2- Savoring poetic texts and enabling students to understand</p> <p>A3- Identifying the most important pre-Islamic poets and important narrators who transmitted their poetry</p> <p>A4- Enabling students to learn about other sciences related to pre-Islamic literature in order to benefit from them</p> <p>A5- Enabling students to establish a relationship between pre-Islamic poetry and</p>	
<p>B - Course specific skills</p> <p>B1 - Possessing the literary ability to analyze pre-Islamic poetry</p> <p>B2 - Nurturing the ability to appreciate pre-Islamic poetry</p> <p>B3 - Solving scientific problems related to the student's psychological</p> <p>B4- The student benefits from external references close to</p>	
<p>Teaching and learning</p>	
<p>1- Trying to develop curricula suitable for students' understanding</p> <p>2- The suitability between the curricula and the work</p> <p>3- Encouraging students to participate in scientific forums - lectures, a</p>	
<p>Evaluation</p>	
<p>Daily, monthly and quarterly evaluation</p> <p>Completion</p>	
<p>C- Emotional and value</p> <p>A1- Enabling students to communicate and continue with each other with the topics of the study</p> <p>A2- Critical skills that enable the student to communicate with the material by encouraging them to present their</p> <p>A3- Trying to find a relationship between the student and the s</p>	

makes the subject psychologically acceptable				
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Weightage
Questions, discussion and daily exam	Lecture and explanation	Pre-Islamic literature: terminology and nomenclature.	That the student is familiar with pre-Islamic literature and its concept.	4
Questions, discussion and daily exam	Lecture and explanation	The term pre-Islamic literature (the pre-Islamic era).	That the student is familiar with the significance of pre-Islamic Arabic literature and its religious, historical and social implications.	4
Questions, discussion and daily exam	Lecture and explanation	Religious life among nations in pre-Islamic times	That the student becomes familiar with the religious life of nations in the pre-Islamic era.	4
Questions, discussion and daily exam	Lecture and explanation	Tribalism in pre-Islamic times	The student should be familiar with tribalism.	4
Questions, discussion and daily exam	Lecture and explanation	Factors affecting pre-Islamic literature	The student should be familiar with the factors influencing pre-Islamic literature.	4
Questions, discussion and daily exam	Lecture and explanation	Chapter One Resources	The student should be familiar with the	4

exam	on		sources of the first chapter.	
		exam		
Questions, discussion and daily exam	Lecture and explanation	Pre-Islamic poetry and its narrators	The student should be familiar with the narration and documentation of pre-Islamic literature - the novel - the stages of the novel Pre-Islamic poetry and its narrators	4
Questions, discussion and daily exam	Lecture and explanation	Layers of narrators	The student should be familiar with the knowledge of the narrators' classes.	4
		exam		4
Questions, discussion and daily exam	Lecture and explanation	Sources and topics of pre-Islamic literature	The student should be familiar with the sources and topics of pre-Islamic literature.	4
Questions, discussion and daily exam	Lecture and explanation	Doubt in pre-Islamic poetry	The student should be familiar with the knowledge of	4

			doubt in pre-Islamic poetry and the types of doubt.	
Questions, discussion and daily exam	Lecture and explanation	The emergence of pre-Islamic poetry and its verbal and formal characteristics	The student should be familiar with the origins of pre-Islamic poetry and its characteristics.	4
Questions, discussion and daily exam	Lecture and explanation	The Mu'allaqat and their poets	That the student becomes familiar with the knowledge of the Mu'allaqat and their poets.	4
Questions, discussion and daily exam	Lecture and explanation	The names given to the Mu'allaqat, the beginnings of the Mu'allaqat	The student should be familiar with the names given to the Mu'allaqat. Commenting on the curtains of the Kaaba and the beginnings of the Mu'allaqat	4
Questions, discussion and daily exam	Lecture and explanation	The Mu'allaqat of Imru' al-Qais Zuhair bin Abi Salma Tarafa bin Al-Abd	The student should be familiar with the Mu'allaqat of Imru' al-Qais, Zuhair ibn Abi Salma, and Tarafa ibn al-Abd.	4
Questions, discussion and daily	Lecture and explanation	The Hanging Poem of Labid	That the student becomes familiar with the	4

exam	on	bin Abi Rabi'a Amr ibn Kulthum The genius Al- Dhubyani	Mu'allaqat of Labid bin Abi Rabi'ah, Amr bin Kulthum, and Al-Nabigha Al-Dhubyani.	
		exam		4
		Mid-year holiday		4
		Mid-year holiday		4
Questions, discussion and daily exam	Lecture and explanati on	The poem of Antara bin Shaddad The Blind Ubaid bin Al- Abrash Al-Harith bin Halza Al- Yashkuri	That the student becomes familiar with the Mu'allaqat of Antarah ibn Shaddad, Al- A'sha, Ubayd ibn Al-Abrash, and Al-Harith ibn Halza Al- Yashkuri.	4
Questions, discussion and daily exam	Lecture and explanati on	The knight poets	The student should be familiar with the knowledge of the knight poets, their lives and their poetry.	4
Questions, discussion and daily exam	Lecture and explanati on	Vagabond poets and their poetry.	The student should be familiar with the knowledge of	4

			the vagabond poets, their collections, and their most prominent poets.	
		exam		4
Questions, discussion and daily exam	Lecture and explanation	Characteristics of vagabond poets	The student should be familiar with the characteristics of vagabond poets.	4
Questions, discussion and daily exam	Lecture and explanation	The relationship of comparative literature to both literary history and literary criticism.	The student should be familiar with comparative literature, its concept, schools, pioneers and fields.	
Questions, discussion and daily exam	Lecture and explanation	Pre-Islamic prose	The student should be familiar with pre-Islamic prose.	4
Questions, discussion and daily exam	Lecture and explanation	Types of pre-Islamic prose	The student should be familiar with the types of pre-Islamic prose.	4
Questions, discussion and daily exam	Lecture and explanation	Pre-Islamic sermons and stories	The student should be familiar with the knowledge of pre-Islamic sermons and stories.	4

Questions, discussion and daily exam	Lecture and explanation	Features of pre-Islamic prose	The student should be familiar with the characteristics of pre-Islamic prose.	2
Questions, discussion and daily exam	Lecture and explanation	Sources of pre-Islamic prose	The student should be familiar with the sources of pre-Islamic prose.	4
		exam		4
		Final exams		4
		Final exams		

Teaching and learn

- | |
|---|
| 1- Providing students with the basic rules and additional topics related to the previous educational outcomes, including: |
| 2- Applying the topics studied theoretically in the form of practical exercises inside the classroom. |
| 3- Asking students to visit the library to view sources and refer to them in their assignments. |

Evaluat

Daily, monthly and quarterly e

Compl

D - General and transferable skills (other skills related to employment, personal development, social skills, etc.)	
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D1- Enabling students to give practical lectures on the sub

D2- Breaking the barrier, fear and shyness between students

Academic Program Description Form

University Name : Tikrit University

Faculty / Institute : Tuz Khurmatu College of Education

Scientific Department : Department of Arabic Language

Academic or Professional Program Name: Bachelor of Arabic Language

Final Certificate Name : Bachelor of Arabic Language

Academic System: Semester / Yearly

Date of preparation of the description : 15/11/2024

File filling date: 19/1/2025

Signature:

Signature:

Head of Department:

Dr. Ibrahim Ali Salman Scientific

Associate Name: Eng.

Dr. Ali Akram Moussa

Date:

Date :

Check the file by:

Division of Quality Assurance and University Performance

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

Ali Salah

Date:

Signature:

Approval of the Dean

1. Program Vision

Remember the vision of the program as stated in the university's prospectus and website.

2. Program Mission

Remember the program mission as stated in the university's prospectus and website.

3. Program Objectives

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

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Unit of study	Percentage	Reviews
Requirements of the institution				
College Requirements				
Department Requirements				
Summer Training				
Other				

* Notes may include whether the course is basic or optional.

7. Program Description				
Year/Level	Course or Course Code	Course Name	Credit Hours	
2024/ 2025	First stage	Sciences of the Qur'an and the sciences of hadith and recitation	theoretical	Practical
			theoretical	

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		
Values					
Learning Outcomes 4			Learning Outcomes Statement 4		
Learning Outcomes 5			Learning Outcomes Statement 5		
9. Teaching and learning strategies					
Teaching and learning strategies and methods adopted in the implementation of the program in general.					
10. Evaluation methods					
Implemented at all stages of the program in general.					
11. Faculty					
Faculty Members					
Academic Rank	Specialization		Requirements/Skills (if applicable)	Preparation of the teaching staff	
	year	special		angel	Lecturer
Assistant Lecturer	Fiqh and its principles	jurisprudence		angel	

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development etc.
12. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)
13. The most important sources of information about the program
Remember briefly.
14. Program Development Plan

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

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

Course Description Form

1. Course Name:	
Sciences of the Qur'an - the sciences of hadith and the science of Tajweed	
2. Course Code:	
First stage	
3. Semester / Year:	
Quarterly system	
4. Date of preparation of this description:	
15/11/2024	
5. Available Attendance Forms :	
Physical classroom lectures	
6. Number of study hours (total) / number of units (total):	
8 Hours	
7. Course administrator's name (if more than one name is mentioned)	
Name: Eng. Yousef Tayeh Miteb Awad Email: yu0ssf.tayeh.tuz@tu.edu.iq	
8. Course Objectives	
Course Objectives	<p>1- Identifying the definition of the sciences of the Qur'an and the importance of knowing the reasons for revelation and knowing Makki and Madani and collecting the Qur'an in the era of Abu Bakr Al-Siddiq and a copy in the era of Othman bin Affan - may God be pleased with them - and the development of the form of the Qur'an and the virtue of reading the Qur'an and the reciters of the Sabgha and the principles of their reading.</p> <p>2- Identifying the science of recitation of the Qur'an, defining the science of tajweed, the exits of the letters and their qualities, the provisions of the consonant noun, the tanween, the provisions of the consonant meme, lamat, thinning and amplification.</p> <p>3- Identify the science of hadith, the correct hadith, the good hadith, the weak hadith, the sections of the correct hadith, the sections of the good hadith, the sections of the hadith for the weak and the Diwans of the Sunnah</p>
9. Teaching and learning strategies	
Strategy	Use the standard method (lecturing) / discussion method / problem solving method

10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Knowledge and understanding	Theoretical introduction to the subject of Quranic sciences (definitions)	Lecture	Classroom Performance
2	2	Knowledge and understanding	Source of the Qur'an On the one who revealed the Quran	Lecture	Classroom Performance
3	2	Knowledge and understanding	The beginning of the revelation of the Qur'an The coldness of revelation / how the Prophet (peace be upon him) received the Qur'an	Lecture	Classroom Performance
4	2	Knowledge and understanding	Astrology of the Qur'an and its wisdom The reasons for the revelation of the Qur'an / the importance of knowing the reasons for the revelation Writing down the Noble Qur'an / Collecting the Qur'an in newspapers	Lecture	Classroom Performance
5	2	Knowledge and understanding	First month exam	Lecture	Feedback and questioning
6	2	Knowledge and understanding	Writing the Qur'an and arranging the	Lecture	Classroom Performance

			surahs in the Qur'an		
7	2	Knowledge and understanding	Definition of Makki and Madani / The importance of knowing Makki and Madani	Lecture	Classroom Performance
8	2	Knowledge and understanding	The evolution of the shape of the Qur'an / the science of drawing the Qur'an / the science of Qur'anic number / the names of the surahs / endowment signs	Lecture	Classroom Performance
9	2	Knowledge and understanding	Objectives of reading Quran Reading the Qur'an is a means of advocacy / reading the Qur'an is worship / reading the Qur'an for jurisprudence and work	Lecture	Classroom Performance
10	2	Knowledge and understanding	The origin of the Quranic readings / the reason for the multiplicity of Quranic readings / the meaning of the seven letters	Lecture	Classroom Performance
11	2	Knowledge and understanding	Reading the Qur'an in the Age of	Lecture	Classroom Performance

			Prophethood / Reading the Qur'an in the Era of the Rightly-Guided Caliphate /		
12	2	Knowledge and understanding	The emergence of features of readers' schools	Lecture	Classroom Performance
13	2	Knowledge and understanding	The seven reciters and the origins of their reading	Lecture	Classroom Performance
14	2	Knowledge and understanding	Second month exam	Lecture	Feedback and questioning
15	2	Knowledge and understanding	Tajweed science / definition of the science of Tajweed and the history of authorship in it	Lecture	Classroom Performance
16	2	Knowledge and understanding	Letter exits / recipes	Lecture	Classroom Performance
17	2	Knowledge and understanding	The provisions of the static noun and tanween	Lecture	Classroom Performance
18	2	Knowledge and understanding	Provisions of the static meme	Lecture	Classroom Performance
19	2	Knowledge and understanding	Provisions of the Lam L Definition	Lecture	Classroom Performance
20	2	Knowledge and understanding	The provisions of Raa / thinning: and amplification	Lecture	Classroom Performance
21	2	Knowledge and understanding	Third month exam	Lecture	Feedback and questioning
22	2	Knowledge and understanding	The science of hadith / introducing the science of hadith and the	Lecture	Classroom Performance

			most important books written in it		
23	2	Knowledge and understanding	The status of the Sunnah in legislation	Lecture	Classroom Performance
24	2	Knowledge and understanding	Sections of the Prophet's Sunnah in terms of the provisions it contains	Lecture	Classroom Performance
25	2	Knowledge and understanding	Sections of hadith / correct / good / weak	Lecture	Classroom Performance
26	2	Knowledge and understanding	Sections of the correct hadith - sections of good hadith - and sections of weak hadith	Lecture	Classroom Performance
27	2	Knowledge and understanding	Diwans of the Prophet's Sunnah - the situation in the Sunnah and its sections	Lecture	Classroom Performance
28	2	Knowledge and understanding	Fourth month exam	Lecture	Feedback and questioning
29	2	Knowledge and understanding	Hadiths to memorize / Whatever you think / You must be honest / But actions are by intentions / Halal is between and forbidden is between / The Muslim is the one who delivers people from his tongue / Religion advice	Lecture	Classroom Performance
30	2	Knowledge and understanding	Hadiths to memorize / life and faith / save	Lecture	Classroom Performance

			God save you / who believed in God / children of Islam / who returned to me as a guardian		
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11. Course Evaluation	
First month exam from 20 / second month exam from 20 / oral exam and daily preparation, attendance and participation from 10 We extract from it the degree of pursuit out of 50 The final exam is written out of 50 The final grade is 100	
12. Learning and Teaching Resources	
Required textbooks (methodology, if any)	1 lectures in the sciences of the Qur'an 2-
Key references (sources)	The Holy Qur'an. Book of lectures in the sciences of the Qur'an Proof in the sciences of the Qur'an. Proficiency in the sciences of the Qur'an Abrogation in the Holy Quran Quranic phenomenon
Recommended books and references (scientific journals, reports...)	Clarification of some of the investigations related to the Qur'an Abrogation in the Qur'an
Electronic References, Websites	Location of the Faculty of Education Tuz Khurmatu / Faculty of Education, Tikrit University

Description of the academic program

This academic program description provides a concise summary of the main features of the program and the learning outcomes expected of the student, demonstrating whether he has made the most of the opportunities available. It is accompanied by a description of each course within the program.

1. Educational institution	Tikrit University
2. Scientific Department / Center	Arabic department
3. Name of academic or professional program	Abbasid poetry
4. Final Certificate Name	Bachelor's
5. Academic system: Annual / Courses / Other	Annual system
6. Accredited Certification Program	Adoption of the standards of the Union of Arab Universities
7. Other external influences	Ministry of Education / Other institutions in the country
8. Date of preparation of the description	25/1/2025
9. Academic Program Objectives	

١- Raising a generation aware of the extent to which the mother tongue (Arabic) has reached it, with the aim of limiting, to some extent, the negative aspect of the diverse cultural tide.

٢- Introducing students to the concept of Abbasid poetry.

٣- Developing the student's potential to open up professional horizons for him that may not stop at the limits of learning and teaching.

٤- Explaining the most important changes that have occurred in the concept of Abbasid poetry.

٥- Developing the student's research capabilities by opening up a mental and intellectual space for him.

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

A- Cognitive objectives

A1- Identifying Abbasid poetry and trying to understand it and know its artistic and thematic characteristics.

A2. Appreciating literary texts and enabling students to obtain the knowledge and understanding that qualify them to analyze and understand different literary texts.

A2- Introducing Abbasid poetry and the most important pioneers in this field and enabling students to obtain the knowledge required to reach the stage that qualifies the student to be able to compare between different

international texts.

A3- Enabling students to obtain the knowledge that enables them to understand other sciences.

A4- Enabling students to know the relationship between the topics of Abbasid poetry and other sciences.

B - Program specific skill objectives

B1 - Possessing the literary ability to analyze texts and solve problems and difficulties that prevent them from understanding the true meaning of the texts being studied.

B2 - Nurturing the ability to appreciate different literary texts.

B3 - Attempting to identify the most important characteristics that distinguish Abbasid poetry

Teaching and learning methods

١- Providing students with the basic rules and additional topics related to the previous educational outcomes, including skills .

٢ - Applying the topics studied theoretically in the form of practical lectures inside the classroom.

3- Inviting students to review the library to view the sources and references related to the topics of the subject.

Evaluation Methods

Daily, monthly and quarterly written tests

Oral tests

Completion of reports

Course Description Form

1. Course Name:	
Offers	
2. Course Code:	
ARLA205	
3. Semester / Year:	
annual	
4. Description Preparation Date:	
26 1 2025	
5. Available Attendance Forms:	
Daily attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours 4 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Ahmed sameen ahmed Email: ahmed.c.ahmed@tu.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Knowing the weights of Ara poetry from the incorrtty Ones Developing Students in skills
9. Teaching and Learning Strategies	
Strategy	

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10. Course Structure

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

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)	Shows and rhyme by Abdula Ateeq
Recommended books and references (scientific journals, reports...)	University and international journals
Electronic References, Websites	The world wide web

Course Description Form

1. Course Name: Computer	
2. Course Code: ALPA 203	
3. Semester / Year: Yearly	
4. Description Preparation Date: 1/11/2024	
5. Available Attendance Forms: Official working hours	
6. Number of Credit Hours (Total) / Number of Units (Total) ; 60	
7. Course administrator's name (mention all, if more than one name)	
Name: Mahdi fazil bahjat Email: mahdifazil@tu.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> – Understand the basics of Microsoft Word and create documents using different features. – Learn how to design and deliver presentations using Microsoft PowerPoint. – Understand the basic concepts of artificial intelligence and its applications. – Develop practical skills in using computer.

			applications to enhance teaching and learning.		
9. Teaching and Learning Strategies					
Strategy	1. Project-Based Teaching: Students are assigned practical projects to implement using Microsoft Office tools. 2. Problem-Based Teaching: Students are presented with real learning problems to solve using technology. 3. Collaborative Teaching: Students are encouraged to work in groups to implement learning projects using technology. 4. E-Teaching: Tools are used				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	1	Introduction and	Unit One	etical + Practical	questions and
Second	1	operation of Word	Unit One	etical + Practical	discussion
Third	1	2010	Unit One	etical + Practical	questions and
Fourth	1	Word 2010 program	Unit One	etical + Practical	discussion
Fifth	1	interface	Unit One	etical + Practical	questions and
Sixth	1	File tab and Home t	Unit One	etical + Practical	discussion
Seventh	1	Page layout tab	Unit One	etical + Practical	questions and
Eighth	1	View tab	Unit Two	etical + Practical	discussion
Ninth	1	Help	Unit Two	etical + Practical	questions and
Tenth	1	Insert tab	Unit Two	etical + Practical	discussion
Eleventh	1	Table tools tab	Unit Two	etical + Practical	questions and
Twelfth	1	Design tab	Unit Two	etical + Practical	discussion
Thirteenth	1	Layout tab	Unit Two	etical + Practical	questions and
Fourteenth	1	Image tools tab	Unit Two	etical + Practical	discussion
Fifteenth	1	Text group and	Unit Two	etical + Practical	questions and
Sixteenth	1	Symbols group	Unit Three	etical + Practical	discussion
Seventeenth	1	References tab	Unit Three	etical + Practical	questions and
Eighteenth	1	Correspondence tab	Unit Three	etical + Practical	discussion
Nineteenth	1	Review tab	Unit Four	etical + Practical	questions
Twentieth	1	Compare group and	Unit Four	etical + Practical	questions and
Twenty-first	1	Protect group	Unit Four	etical + Practical	discussion
Twenty-second	1	PowerPoint 2010	Unit Four	etical + Practical	questions and
Twenty-second	1	program operation a	Unit Four	etical + Practical	discussion
Twenty-third	1	program interface	Unit Five	etical + Practical	questions and
Twenty-third	1	File tab	Unit Five	etical + Practical	discussion
Twenty-fourth	1	Home tab	Unit Five	etical + Practical	questions and
Twenty-fourth	1	Design tab	Unit Five	etical + Practical	discussion

Twenty-fifth	1	Slideshow tab	Unit Five	etical + Practical	al questions and
Twenty-sixth	1	View tab	Unit six	etical + Practical	discussion
Twenty-seventh	1	Zoom in group and	Unit six	etical + Practical	al questions and
Twenty-eighth	1	Window group	Unit six	etical + Practical	discussion
Twenty-ninth	1	Adding and formatt	Unit six	etical + Practical	al questions and
Thirtieth	1	AutoShapes	Unit six	etical + Practical	discussion
	1	Insert tab	Unit six	etical + Practical	General
	1	Media group	Unit six	etical + Practical	questions
	1	Transitions tab	Unit six	etical + Practical	
	1	Animations tab	Unit six	etical + Practical	al questions and
	1	Custom animation	Unit six	etical + Practical	discussion
	1		Unit six	etical + Practical	al questions and
	1		Unit six		discussion

11. Course Evaluation

- Tests and presentations (40%)
- Practical exercises and projects (30%)
- Active participation in the classroom (30%)

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Computer Basics and Office Applications Part Two
Main references (sources)	AI related materials and visuals
Recommended books and references (scientific journals, reports...)	Microsoft Office Programs (Word, PowerPoint)
Electronic References, Websites	Online Resources

