The background is a collage featuring a light beige surface. On the left, there is a vertical strip with a colorful geometric pattern in blue, green, and black. In the center, there is a piece of white paper with a torn edge, featuring a large, stylized, light brown Arabic letter 'Alif' (ا). Two wooden pencils, one dark brown and one light brown, are positioned diagonally across the top right. A small, white, rectangular label with the Arabic text 'اللغة العربية' (The Arabic Language) is placed on the white paper.

Description of the academic
program and curriculum for
the year 2025

اللغة
العربية

College of Basic
Education,
Department of
Arabic Language

Department of Basic Education

UNIVERSITY OF BABYLON
COLLEGE OF ARTS
DEPARTMENT OF MEDIA



وزارة التعليم العالي
والبحوث العلمي
جامعة بابل
قسم التربية الأساسية

وصف البرنامج الأكاديمي والمقرر الدراسي قسم التربية الأساسية

Description of
Academic Program & Syllabus
**DEPARTMENT OF BASIC
EDUCATION**

The academic program description guide

2025-2024





Introduction:

The Department of Arabic Language in the College of Basic Education – University of Babylon is considered one of the leading academic departments, established with the aim of preparing specialized educational cadres with high competence in teaching the Arabic language and its literature at various educational stages. The department strives to consolidate linguistic and cultural identity by combining authenticity with modernity and by highlighting the status of .Arabic as a vessel of the nation’s intellectual and civilizational heritage

The department pays great attention to the pedagogical aspect alongside the specialized one, as it provides its students with an integrated curriculum that combines linguistic, literary, and critical studies, in addition to equipping them with modern teaching methods in line with contemporary requirements. It is also keen on encouraging scientific research and fostering students’ critical and creative skills so that they may be capable of serving the community and .contributing to the development of the educational process

The role of the department is not confined to education alone; it also extends to community service through the cultural and research activities undertaken by its faculty and students, making it a cornerstone in building national and cultural identity, as well as an important .source in nurturing human and intellectual values

The Department of Arabic Language in the College of Basic Education – University of Babylon aspires to prepare a generation of teachers who possess competence in teaching the Arabic language and its literature in a contemporary scientific and pedagogical manner, while safeguarding the integrity of the Arabic language as the intellectual and cultural identity of the nation. It also aims to develop students’ research abilities and encourage them to contribute to linguistic, literary, and critical studies, with a strong emphasis on employing modern teaching methods that meet the needs of education in the modern era. Moreover, its role extends beyond education to strengthening national and human values through language and literature, fostering collaboration with counterpart departments in other universities for academic and cultural exchange, and contributing to community service through scientific activities, cultural seminars, and applied research.



Description of the academic program

University name: University of	University Babylon
College/ Institute	College of Basic Education
Scientific Department	Department of Arabic Language
Name of the academic or professional program: Bachelor's in Arabic Language	Name of the academic or professional program: Bachelor's in Arabic Language
Final Certificate Name: Bachelor's degree in Basic Education	Final Certificate Name: Bachelor's degree in Basic Education
Accredited programmer	Vocabulary and curricula according to the ministry
Academic system: annual	Academic system: annual
Date of preparing description	2025/ /
Date of the file filling:	2025/ /

**Department Liaison Member
Msc. Zahraa Hassan Obaid**

**The file was carefully prepared by the
Director of the Quality Assurance Department
Prof. Dr. Ibtisam Sahib Musa Al-Zuwaini.**

porf DR. Rasim Ahmed Bess

**Name of the Scientific Assistant:
Prof. Dr. Arif Hatem Hadi Al-Jabouri**



Dean's approval

1 – Program vision



"The program aspires to be a pioneer in consolidating linguistic and cultural identity and in enhancing the status of Arabic as a language of science and knowledge. It seeks to prepare students with advanced linguistic and literary skills capable of serving the community. It also aims to keep pace with the requirements of the era by advancing scientific research in the fields of language and literature."

2–Program message:

To provide a comprehensive work through the preparation of specialized cadres with distinguished scientific and linguistic competence, capable of teaching, research, and community service. It also seeks to develop students' skills in the fields of language, literature, and criticism, in a way that reinforces cultural values and national identity, and works to bridge authenticity and modernity through the development of modern curricula that enhance the status of Arabic as a global language."

3-Program objectives

1. "Develop linguistic communication skills and encourage the advancement of scientific research in language, literature, and criticism."
2. "Enhance graduates' proficiency in reading, writing, listening, and speaking skills in line with the requirements of contemporary life and the aspirations of future generations."
3. "Focus on updating curricula to align with and respond to the developments of the era."
4. "Graduate cohorts of undergraduate and postgraduate students annually

4–Program accreditation

The program is in the process of review by national academic accreditation

5–Other external effects

The need of institutions, media, cultural, and educational organizations for specialists in the Arabic language



6-Program structure				
*comments	The percentage	Study unit	Number of courses	Program structure
compulsory	%11	12	6	Enterprise requirements
compulsory	%32	51	18	College requirements
Basic	%57	70	33	Department requirements
	..		Nothing	Summer training
	00	00	00	Others
	%100	133	57	the total

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

7-Description of the program				
Number of hours		Course name in English	Coding Symbol	Centennial year
Practical	Theoretical			
	2	Democracy and Human Rights	ARAB101	2025-2024 The first stage
2	1	Computer	ARAB103	
	3	Developmental Psychology	ARAB105	
2	2	Grammar	ARAB107	
	2	Jahiliyya literature	ARAB109	
	2	Children's literature	ARAB111	
2	1	Arabic calligraphy	ARAB113	
	2	English language	ARAB102	
	2	Environmental and Health Education	ARAB104	
	3	Fundamentals of Education	ARAB106	
	2	Islamic Education/Civilization	ARAB108	
2	2	Grammar	ARAB110	
	2	Jahiliyyah literature	ARAB112	

2	1	Arabic lexicon	ARAB114	The second stage
	2	English language	ARAB201	
	2	Computer	ARAB203	
	3	Counseling and Mental Health	ARAB205	
	3	Grammar	ARAB207	
	2	Islamic literature	ARAB209	
	2	Rhetoric	ARAB211	
	2	Morphology	ARAB213	
	1	Performance improvement	ARAB215	
	2	Presentations	ARAB217	
	2	Crimes of the Baath Regime in Iraq	ARAB219	
	2	Prosody	ARAB202	
	3	Educational statistics	ARAB204	
	2	Educational Psychology	ARAB206	
	3	Grammar	ARAB208	
	2	Umayyad literature	ARAB210	
	2	Rhetoric	ARAB212	
	2	Morphology	ARAB214	
	3	General Teaching Methods and Applications	ARAB301	The third stage
	3	Educational Research Methodology	ARAB303	
	2	Philology	ARAB305	
	3	Grammar	ARAB307	
	2	Abbasid literature	ARAB309	
	2	Andalusian literature	ARAB311	
	2	Ancient Literary Criticism	ARAB313	
	2	Ancient book	ARAB315	
	2	Arabic Language Teaching Methods	ARAB302	
	2	Measurement and evaluation	ARAB304	
	2	Sustainable development	ARAB306	
	2	Curricula and textbooks	ARAB308	
	3	Grammar	ARAB310	

	2	Abbasid literature	ARAB312	Fourth stage
	2	Arabic Literature in the Middle Ages	ARAB314	
	2	Principles of Islamic Law	ARAB316	
	2	Professional ethics	ARAB401	
	2	Educational Administration and Supervision	ARAB403	
	3	Practical Education (Observation)	ARAB405	
	3	Grammar	ARAB407	
	3	Modern literature	ARAB409	
	3	Modern Literary Criticism	ARAB411	
	2	Research Literary Methodology	ARAB413	
	2	Philosophy	ARAB415	
3		Graduation Research Project	ARAB402	
12		Practical Education (Application)	ARAB404	



-8 "Expected Learning Outcomes of the Program"	Knowledge
<p>1-To be proficient in speaking Modern Standard . Arabi</p> <p>2 – To master the subjects of the Arabic language .</p> <p>3-To become familiar with modern methods of . teaching Arabic</p> <p>4-To improve the pronunciation of letters and . .words from their correct articulation points</p>	<p>Possession of knowledge: The student should be well-versed in linguistic, grammatical rhetorical, and literary rules, both classical and ".modern</p>
	Skills
<p>1-The ability to take responsibility for classroom " . management</p> <p>2-Possesses teaching skills that enable him/her to " . ".develop annual lesson plans</p> <p>3-Has the ability to apply the knowledge learned " . ".when delivering the lesson</p>	<p>Possession of scientific research tools in the fields of language and literature, and the ability ".to prepare rigorous studies</p>





"Values" ✓

1–The ability to take responsibility for classroom "management".	Commitment to academic integrity and community "service through the promotion of linguistic identity" and awareness
2–Possesses teaching skills that enable the "preparation of annual lesson plans".	
3–Has the ability to apply the knowledge acquired "when delivering the lesson".	

9 – Learning "	Teaching Strategie "
A. Summarizing and Note–Taking: Helps the student consolidate information	A. Interactive Learning: Relying on dialogue, discussion, and text analysis within the classroom
B. Discussion and Dialogue: To exchange ideas with peers and deepen understanding	B. Project–Based Learning: Assigning students research projects or presentations that connect language with real–life contexts
C. Learning by Practice: Such as analyzing texts or writing applied research papers	C. Use of Educational Technology: Employing digital platforms, electronic dictionaries, and audiovisual resources
D. Seminar Discussions: Involving students' discussions with faculty members to exchange ideas and address issues related to the Arabic language	D. Self–Learning: Encouraging students to engage in independent reading and follow literary and linguistic production beyond the curriculum

10- "Assessment Methods"

- 1- Daily quizzes/exa .
- 2- Monthly exams .
- 3- Final exam .
- 4- Writing reports for each subject .



– **"Assessment Methods**

A. Continuous Assessment: Written and oral exams to measure the level of knowledge and .understanding

B. Practical Assessment: Research projects and reports to evaluate the ability for analysis and .scientific research

.C. Written Assessment: Continuous follow-up through assignments and classroom activities

.D. Final Assessment: The final exam, research paper, or final project

11– Faculty						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	owners			Private	General	
nothing	2			Modern literature	Literature	Professor
nothing	4			.Modern literature	Literature	Teaching Associate
nothing	1			Andalusian literature	Literature	Professor
Nothing	1			Andalusian literature	Literature	Instructor
Nothing	1			Abbasid literature	Literature	Professor

nothing	1			Abbasid literature	Literature	Teaching Associate
Nothing	1			Islamic literature	Literature	Instructor
nothing	1			Literate literature	Literature	Professor
Nothing	1			Comparative literature	Literature	Instructor
nothing	1			Rhetoric	Literature	Professor
nothing	1			Modern criticism	Literature	Assistant Professor
nothing	2			Modern criticism	Literature	Instructor
Nothing	1			Modern criticism	Literature	Teaching Associate
nothing	1			Ancient literature	Literature	Teaching Associate
Nothing	1			Play racket	Learning kinetic	Assistant Professor
nothing	5			Arabic Language Teaching Methods	Philosophy in education	Professor
Nothing	3			Arabic Language Teaching Methods	Philosophy in education and psychology	Professor
Nothing	1			Arabic Language Teaching Methods	Philosophy in education and psychology	Assistant Professor
nothing	3			Arabic Language Teaching Methods	Philosophy in education	Teaching Associate
nothing	1			Constitutional law	the law	Assistant Professor
nothing	1			Grammar	the language	Professor

Nothing	2			Grammar	the language	Assistant Professor
Nothing	1			Grammar and semantics	the language	Assistant Professor
Nothing	9			Grammar	the language	Teaching Associate

12– Professional development

Directing new faculty members

New faculty members are developed through the following methods:

- A. Involving them in specialized training courses.
- B. Encouraging them to organize seminars, courses, and training workshops.
- C. Developing their creative abilities.
- D. Continuous evaluation and encouraging them to be innovative

Professional development for faculty members

Short-Term Professional Development for Faculty Members:

- A. Encouraging them to write scientific research and publish in reputable journals.
- B. Training in modern teaching methods.
- C. Encouraging participation in scientific conferences within Iraq.

Long-Term Professional Development for Faculty Members:

- A. Encouraging participation in conferences outside Iraq.
- B. Encouraging the authorship of curricular and enrichment books.
- C. Facilitating travel procedures for faculty to universities worldwide to review educational systems, curricula, and teaching methods used there.





Admission standard 13–

"Central Admission"

14– The most important sources of information about the program

Ministry of Higher Education and Scientific Research ❖

Ministry Guide ❖

College Website ❖

Department Link: <https://basiceducation.uobabylon.edu> ❖



15– Program development plan

- Focus on opening specialty studies in all departments and enlightening students about this; -1
Which contributes positively to focusing on developing students' abilities to develop their
knowledge in their precise field of specialization.
- Exchanging experiences with corresponding departments at the local, Arab and international -2
levels
- A project to develop practical education (observation and application). Practical education is -3
an important and complementary aspect of theoretical lessons, through which students are
practically trained to teach in primary and middle schools.
- Public library development project to reach the electronic library -4
- A project to develop the college's infrastructure (gardens, public facilities, libraries, study -5
halls, discussion rooms, etc.).
- Human development project and developing thinking skills for primary studies students. -6





18-Program skills scheme															
Learning outcomes required from the programme												Basic or optional	Course name	Symbol	Year/level
Values				Skill				Knowledge							
٤٣	٣٣	٢٣	١٣	٤٣	٣٣	٢٣	١٣	٤٣	٣٣	٢٣	١٣				
*			*	*	*	*	*				*	Foundation requirements	Democracy and Human Rights	ARAB101	The first
*			*	*	*	*	*				*	Foundation requirements	Computer	ARAB103	The first
*			*								*	College requirements	Developmental Psychology	ARAB105	The first
*			*	*							*	Department requirements	Grammar	ARAB107	The first
*			*	*							*	Department requirements	Jahiliyya literature	ARAB109	The first
*			*	*							*	Department requirements	Children's literature	ARAB111	The first
*			*	*							*	Department requirements	Arabic calligraphy	ARAB113	The first
*			*	*							*	Department requirements	English language	ARAB102	The first
*			*	*							*	College requirements	Environmental and Health Education	ARAB104	The first
*			*	*							*	College requirements	Fundamentals of Education	ARAB106	The first



*				*	*	*					*	Department requirements	Islamic Education/Civilization	ARAB108	The first
*				*	*	*					*	Department requirements	Grammar	ARAB110	The first
*				*	*	*					*	Department requirements	Jahiliyyah literature	ARAB112	The first
*				*	*	*					*	Department requirements	Arabic lexicon	ARAB114	The first
*				*	*	*					*	Foundation requirements	English language	ARAB201	The second
*				*	*	*					*	Foundation requirements	Computer	ARAB203	The second
*				*	*	*					*	College requirements	Counseling and Mental Health	ARAB205	The second
*				*	*	*					*	College requirements	Grammar	ARAB207	The second
*				*	*	*					*	Department requirements	Islamic literature	ARAB209	The second
*				*	*	*					*	Department requirements	Rhetoric	ARAB211	The second
*				*	*	*					*	Department requirements	Morphology	ARAB213	The second
*				*	*	*					*	Department	Performance	ARAB215	The



												requirements	improvement		second
*			*	*		*					*	Department requirements	Presentations	ARAB217	The second
*						*					*	Foundation requirements	Crimes of the Baath Regime in Iraq	ARAB219	The second
*						*					*	Department requirements	Prosody	ARAB202	The second
*						*					*	College requirements	Educational statistics	ARAB204	The second
*						*					*	College requirements	Educational Psychology	ARAB206	The second
*						*					*	Department requirements	Grammar	ARAB208	The second
*						*					*	Department requirements	Umayyad literature	ARAB210	The second
*						*					*	Department requirements	Rhetoric	ARAB212	The second
*			*	*		*		*			*	Department requirements	Morphology	ARAB214	The second
*			*	*		*		*			*	College requirements	General Teaching Methods and Applications	ARAB301	The third
*			*	*		*		*			*	College requirements	Educational Research Methodology	ARAB303	The third



*				*						*	Department requirements	Philology	ARAB305	The third
*				*						*	Department requirements	Grammar	ARAB307	The third
*				*						*	Department requirements	Abbasid literature	ARAB309	The third
*				*						*	Department requirements	Andalusian literature	ARAB311	The third
*				*						*	Department requirements	Ancient Literary Criticism	ARAB313	The third
*				*						*	Department requirements	Ancient book	ARAB315	The third
*				*						*	College requirements	Arabic Language Teaching Methods	ARAB302	The third
*				*						*	College requirements	Measurement and evaluation	ARAB304	The third
*										*	College requirements	Sustainable development	ARAB306	The third
*										*	College requirements	Curricula and textbooks	ARAB308	The third
*										*	Department requirements	Grammar	ARAB310	The third
*										*	Department requirements	Abbasid literature	ARAB312	The third



*										*	*	Department requirements	Arabic Literature in the Middle Ages	ARAB314	The third
*										*	*	Department requirements	Principles of Islamic Law	ARAB316	The third
*										*	*	Foundation requirements	Professional ethics	ARAB401	The third
*										*	*	College requirements	Educational Administration and Supervision	ARAB403	Fourth
*										*	*	College requirements	Practical Education ((Observation	ARAB405	Fourth
*										*	*	Department requirements	Grammar	ARAB407	Fourth
*										*	*	Department requirements	Modern literature	ARAB409	Fourth
*										*	*	Department requirements	Modern Literary Criticism	ARAB411	Fourth
*										*	*	Department requirements	Literary Research Methodology	ARAB413	Fourth
*										*	*	College requirements	Philosophy	ARAB415	Fourth
*										*	*	College requirements	Graduation Research Project	ARAB402	Fourth
*	*	*	*	*	*	*	*	*	*	*	*	College	Practical Education	ARAB404	Fourth



													requirements	((Application		

- Please put a signal in the corresponding squares of individual learning outcomes from the evaluation progr





**Ministry of Education Supervision and scientific
evaluation device Quality Assurance and Academic
Accreditation Department
Division of accreditation**

The academic program description guide

2025-2024





Description of the academic program

University name: University of: Babylon

College/ Institute: College of Basic Education

Scientific Department: Department of Arabic Language

Name of the academic or professional program: Bachelor's in Arabic Language

Final Certificate Name: Bachelor's degree in Basic Education

Academic system: annual

Date of preparing description: / / / 2024

Date of the file filling: / / / 2024

the signature:

**Name of the scientific assistant: Prof. Dr.
Arif Hatem Hadi Al-Jubouri**

the date:

the signature:

**Name of the Department Head:
Prof. Rasem Ahmed Abis Al-
Jariwi**

the date:

**Check the file before Division of Quality Assurance and University Performance
Name of the Director of the Quality Assurance and University Performance
Division: Prof. Dr. Ibtisam Sahib Musa Al-Zwaini**

the date:

the signature

Authentication of the Dean





Course description form

1- Course name	
Public Arabic	
2- Rapporteur symbol	
Pros.250	
3- Chapter/ Sunnah	
The first semester	
4- The date of preparing this description	
2024/12/30	
5- Available forms	
Presence	
6- The total number of hours /The number of total units	
2,2	
7- The name of the course official (if more than one name is mentioned)	
Name: M. M. Zahraa Jawad Kazem	
E -mail : bas.451.zahraa.jwaid@uobabylon.edu.iq	
8- Study objectives	
The objectives of the subject	<ul style="list-style-type: none"> Knowing the Arabic system and its rules Differentiate between the Arabic language levels Knowing the types of sentences in Arabic Knowing the nominal sentence Knowing the actual sentence Knowing the history of Arabic literature Knowing the purposes of Arabic poetry Knowing literary ages
9- Teaching and learning strategies	



Strategy	1- Problem solution 2- brainstorming 3- Active learning strategies 4- Discussion 5- Learning cooperation
----------	--

10- Rapporteur structure

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch	week
Daily short immediate tests. Weekly and monthly general tests. Short questions editorial test Test my topic report	Discussion Problem solving Cooperative learning Active learning Brains toring	For a beginner the news actor Deputy Building the verb for the unknown Kan's name and her sisters News that and her sisters Monthly test Pre -Islam literature Hanging the person of Al -Qais Dousting Zuhair bin Abi Salma Hanging Antara bin Shaddad Craft Al Wasl and Al Wasl The second month test	Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student	2 for each week	the first the second the third Fourth Fifth Sixth Seventh Eighth Ninth tenth eleventh twelfth thirteenth fourteenth Fifth nest



			Definition of the student		

11- Course evaluation

Distribution of the degree from U11 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, editorial and reports, etc.

12-Learning and teaching sources

Required books (methodology, if any)	General Arabic for Non-Specialization Sections, Prof. Dr. Saad Hassan Aliwi, Dar Al-Sadiq for Publishing and Distribution, First Edition, 2013.
The main references (sources)	Ibn Aqeel explained to the millennium of Ibn Malik, Bahaa Al -Din Abdullah bin Abdul Rahman bin Aqeel Al -Hamdhani, Dar Al -Taleea, Cairo, first edition.
The prevailing books and references recommended (scientific journals. Reports)	Literature in the pre -Islamic era, from the book of Sibawayh ,, explaining the seven commentaries.
Electronic references. Internet sites	Magazine sites on the Internet

Course name: Pre-Islamic literature/ clearing
Pros.250
Course code
Semester/Year: First Semester of the Academic Year 2024-2025
Date of preparation of this description: 01/02/2025
Available attendance forms: In-person



Total number of study hours (2) Total number of units (2)						
Name of the course administrator if more than one name is mentioned: Dr. Itidal Salman Arabi						
Name: Dr. Itidal Salman Arabi Al-Tamimi						
الايمل: bas883.a.salman@uobabylon.edu.iq						
8- Course objectives						
Defining pre-Islamic literature and the age of this stage, differentiating between the ages in time, and introducing them to the critics concerned with explaining this stage Introducing students to information that is completely different from what they knew through their previous stages of study about this stage The method of presenting the material in an unconventional way; taking the side of discussion and searching for topics Constantly seeking to search for modern teaching methods that are attractive to the student. Introducing the student to the time intervals between the ages Attempting to link language to literature to develop their linguistic abilities. Introducing the student to the most prominent poets of this stage Introducing the student to the stages of formation of the pre-Islamic poem Introducing the student to the homes of poets and their poetic abilities Presenting critical opinions that question pre-Islamic literature and identifying the most prominent skeptics from Arabs and the West					Subject objectives	
9-strategies Learning and teaching						
Lecture, discussion and questioning					Strategies	
10- Course structure						
Evaluation method	Learning method	Name of the unit or topic		Required educational	Watches	The week



			outcomes		
Exam after the lesson	My presence	Literature word through the ages	Introducing the student to the topic	2	1
Discussion question	My presence	History of literature and its divisions	Introducing the student to the topic	2	2
Discussion question	My presence	pre-Islamic life	Introducing the student to the topic	2	3
Exam after the lesson	My presence	Narrating and documenting pre-Islamic poetry	Introducing the student to the topic	2	4
Discussion question	My presence	Characteristics of pre-Islamic poetry	Introducing the student to the topic	2	5
Discussion question	My presence	Blogging	Introducing the student to the topic	2	6
Discussion question	My presence	Professional narrators	Introducing the student to the topic	2	7
Worksheet	My presence	Arab days	Introducing the student to the topic	2	8
Discussion question	My presence	plagiarism case	Introducing the student to the topic	2	9
Discussion question	My presence	Poets' sects	Introducing the student to the topic	2	10
Exam after the lesson	My presence	Sources of pre-Islamic poetry	Introducing the student to the topic	2	11
Discussion question	My presence	Arabic language and dialects	Introducing the student to the topic	2	12
Exam after the lesson	My presence	Imru Al-Qais	Introducing the student to the topic	2	13
Worksheet	My presence	Zuhair bin Abi Salma	Introducing the student to the topic	2	14

11-Course Evaluation

Distribution of grades out of 0 according to the tasks assigned to the student, such as daily preparation, daily, oral and monthly exams.

12-Learning and Teaching Resources

)History of Arabic Literature in the Pre-Islamic Era) Shawqi Dayf, 28th ed.	Required textbooks (methodology if any)
History of the Arabs Rashid Al-Jumaili Grammar Schools Shawqi Dayf	Main References (Sources)
nothing	Recommended supporting books and references (scientific journals - reports(.....



Everything related to the topics can be accessed via the Internet, provided that it is written by hand.

Electronic References - Internet Resources

Course name: Pre-Islamic literature/ clearing	
Principles of Islamic Sharia / History Department / Fourth Stage Morning	
Course code	
Pros.250	
Semester/Year: First Semester of the Academic Year 2024-2025	
Date of preparation of this description: 01/02/2025	
First semester 2024 – 2025	
Available attendance forms: In-person	
3/1/2025	
Total number of study hours (2) Total number of units (2)	
Name of the course administrator if more than one name is mentioned: Dr. Itidal Salman Arabi	
Name : doaa mosa khdem	
:الايمل bas959.duaa.musia@uobabylon.edu.iq	
8- Course objectives	
The student is able to: Unify God Almighty and know Him. Know the difference between the schools of thought. Define Sharia linguistically and technically. Know the difference between jurisprudence and Sharia. Know the eras in which Sharia emerged	Subject objectives
9-strategies Learning and teaching	
-1Lecture method. -2Discussion method.	Strategies



-3Cooperative learning method .					
-4Problem solving method					
10- Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required educational outcomes	Watches	The week
Exam after the lesson	My presence	-1Definition of the principles of Islamic law in language and terminology	-1To know the definition of Sharia in language and terminology.	2	1
Discussion question	My presence	-2People's need for legislation Arabs before Islam	-2To know the people's need for legislation.	2	2
Discussion question	My presence	-3The relationship of Islamic law with heavenly laws	-3To differentiate between jurisprudence and legislation.	2	3
Exam after the lesson	My presence	-4History of Islamic legislation	-3To differentiate between jurisprudence and legislation.	2	4
Discussion question	My presence	-5The distinction between jurisprudence and legislation.	-4To differentiate between the social conditions of Arabs.	2	5
Discussion question	My presence	-6The emergence of Islamic jurisprudence -The era of the Prophet (PBUH) -The era of the Rightly-Guided Caliphs	-5To mention the origin of Sharia.	2	6
Discussion question	My presence	-7The era after the Rightly-Guided Caliphs From the middle of the fourth century AH to the fall of Baghdad	-6To differentiate between Islamic schools of thought.	2	7
Worksheet	My presence	-8The emergence of Islamic schools of thought The Imami school of thought	-7To know the sources of Sharia and its objectives.	2	8
Discussion question	My presence	-9The Imami school of thought	-8To know the characteristics of Sharia.	2	9



Discussion question	My presence	-10The Hanafi school of thought - The Shafi'i school of thought	-9To recognize the generality of Sharia and its permanence	2	10
Exam after the lesson	My presence	The Hanbali school of thought - The Maliki school of thought		2	11
Discussion question	My presence	Sources of Islamic law and its objectives		2	12
Exam after the lesson	My presence	Characteristics of Islamic law The generality of the law and its permanence.		2	13
Worksheet	My presence	Second month exam		2	14
11-Course Evaluation					
Distribution of grades out of 0 according to the tasks assigned to the student, such as daily preparation, daily, oral and monthly exams.					
12-Learning and Teaching Resources					
Nothing			Required textbooks (methodology if any)		
Introduction to the Study of Islamic Doctrine / Dr. Othman Juma, 2nd ed., 1993 AD			Main References (Sources)		
nothing			Recommended supporting books and references (scientific journals - reports (.....		
Nothing			Electronic References - Internet Resources		

1- Course name
Arabic literature
2- Rapporteur symbol
Pros.250
3- Chapter/ Sunnah
The first semester
4- The date of preparing this description
2024/12/30
5- Available forms
Presence
6- The total number of hours /The number of total units
2,2



7- The name of the course official (if more than one name is mentioned)

Name: M. M. Zahraa Abbas Makki

E -mail : bas284.zahraa.abbas@uobabylon.edu.i

8- Study objectives

The objectives of the subject	<ul style="list-style-type: none"> The student knows literature The student is fluent in the Arabic language and understands it properly The student can know the origin of writing through Arab heritage and culture. To taste Arabic literary texts with memorization, understanding and review.
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9- Teaching and learning strategies

Strategy	1- Lecture 2- Discussion 3- Interrogation
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10- Rapporteur structure

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch	week
Glory at the end of the lecture Question for discussion Read the poem of Amra Al - Qais. Reading the poem of Hassan bin Thabit. Read the poem Al - Mutanabbi Read poetry	Discussion Problem solving Cooperative learning Active learning Active learning Brainstorming	The meaning of literature in language and convention What are the sources of literature before Islam Who are the flags of pre -Islamic poetry Who are the flags of Islamic poetry Who are the flags of Abbasi poetry What is the definition of the Maqamat (Hariri) What is modern Arabic poetry The identification of the barbed The definition of Al - Rusafi Definition of Al - Jawahiri What is free	Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student	2 for each week	the first the second the third Fourth Fifth Sixth Seventh Eighth Ninth tenth eleventh twelfth thirteenth



texts Read poetry texts Read poetry texts Question for discussion exam Read poetry texts Read poetry texts Read poetry texts Read poetry texts		poetry Introducing Badr Shaker Al -Sayyab Introducing the angels of the angels What is modern Arab prose	Definition of the student Definition of the student Definition of the student Definition of the student		fourteenth Fifth nest
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11- Course evaluation

Distribution of the degree from 011 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, editorial and reports, etc.

12-Learning and teaching sources

Required books (methodology, if any)	The coolant (complete in the language)
The main references (sources)	Ibn Abd Rabah (Book of the Unique Contract)
The prevailing books and references recommended (scientific journals. Reports)	The coolant (complete in the language) Ibn Abd Rabah (Book of the Unique Contract)
Electronic references. Internet sites	Magazine sites on the Internet

1- Course name
Performance improvement
2- Rapporteur symbol
3- Chapter/ Sunnah
The first semester



4- The date of preparing this description

2024/12/30

5- Available forms

Presence

6- The total number of hours /The number of total units

2,2

7- The name of the course official (if more than one name is mentioned)

Name: Professor Dr. Mohamed Ahmed Zaki Al –Marzouk

E -mail : Bas.mohammed.ahmed@uobabylon.edu.iq

Name: M. M. Zahraa Abbas Makki

E -mail : bas284.zahraa.abbas@uobabylon.edu.iq

8- Study objectives

The objectives of the subject

- The student is fluent in the rules and dictation.
- The student mastered the Arabic language reading and writing.
- The student can know the origin of writing through Arab heritage and culture.
- The student can write the texts properly without domestic errors.
- To taste Arabic literary texts with memorization, understanding and review.

9- Teaching and learning strategies

Strategy

- 1- Lecture
- 2- Discussion
- 3- Interrogation

10- Rapporteur structure

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch	week



Exam at the end of the lecture Solve the exercises exam Question for discussion Lecture Solve the exercises exam Exercise Question for discussion exam Read poetry texts See my daughter model exam a lecture	DiscussionPro blem solvingCooper ative learningActive learningActive learningBrains torming	<ul style="list-style-type: none"> - Introducing the emergence of writing and - what are its phases What are the types of ancient lines - What are the punctuation marks -What are the rules of dictation - What are the pictures of the pieces of the pieces -What is the definition of the soft thousand and what are their types. -What are the types of T - The distinction between the opposite and the What are the elements of the literary style models - What is appropriate for the text What types of style elements Definition of the literary style What are the advantages of the literary style? - What are the ideas of the literary style? 	<p>Definition of the student</p> <p>Definition of the student</p> <p>Definition of the student</p> <p>Definition of the student</p> <p>Definition of the student</p> <p>Definition of the student</p> <p>Definition of the student</p> <p>Definition of the student</p> <p>Definition of the student</p> <p>Definition of the student</p> <p>Definition of the student</p> <p>Definition of the student</p>	2 for each week	<p>the first</p> <p>the second the third</p> <p>Fourth</p> <p>Fifth Sixth</p> <p>Seventh</p> <p>Eighth</p> <p>Ninth</p> <p>tenth</p> <p>eleventh</p> <p>twelfth</p> <p>thirteenth</p> <p>fourteenth</p> <p>Fifth nest</p>
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11- Course evaluation

Distribution of the degree from 011 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, editorial and reports, etc.

12-Learning and teaching sources

Required books (methodology, if any)	Article prepared by Professor Dr. Asaad Al-Najjar and assistant teacher Israa Fadel Amin
The main references (sources)	Article prepared by Professor Dr. Asaad Al-Najjar and assistant teacher Israa Fadel Amin
The prevailing books and references recommended (scientific journals. Reports)	The Book of Menhard and Expression by Professor Dr. Muhammad Farid Al – Abdullah
Electronic references. Internet sites	Magazine sites on the Internet

1- Course name

Philosophy of education

2- Rapporteur symbol

3- Chapter/ Sunnah

The first semester

4- The date of preparing this description

2024/12/30

5- Available forms

Presence

6- The total number of hours /The number of total units

2,2

7- The name of the course official (if more than one name is mentioned)

Name: M. M. Umm Al -Banin Aqeel is ordinary

E -mail : bas342.aum.albanean@uobabylon.edu.iq

M . M . M a r w a T a w f i k M a k k i



bas306.marwa.tafeek@uobabylon.edu.iq

8- Study objectives

The objectives of the subject	<ol style="list-style-type: none"> 1- Learn about the concept of philosophy. 2- Their knowledge of the historical development of philosophy. 3- Knowing the relationship of language to philosophy. 4- Their imam with the emergence of Islamic philosophy. 5- They know the flags of philosophical thought in the modern era.
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9- Teaching and learning strategies

Strategy	<ol style="list-style-type: none"> 1- Problem solution 2- brainstorming 3- Active learning strategies 4- Discussion 5- Learning cooperation
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10- Rapporteur structure

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch	week
Plured question Short questions Report Objective test Thinking plans	DiscussionPro blem solvingCooper ative learningActive learningActive learningBrains torming	Language relationship with philosophy History of philosophical thought (ancient times) History of philosophical thought (Middle Ages) The emergence of Islamic philosophy The concept of reason and thought in Islam Muslim scholars' position on philosophy: Al-Kindi School Al-Farabi School Al-Ghazali School Modern philosophy Factors of	Learn about the terms philosophy He mentions the relationship of philosophy with language It clarifies the history of philosophical thought in various ages Monthly test He mentions	2 for each week	the first the second the third Fourth Fifth Sixth Seventh Eighth Ninth tenth eleventh twelfth thirteenth fourteenth Fifth nest



		<p>upbringing Flags of modern philosophical thought structure</p> <p>B was</p> <p>C Sartre</p> <p>D. Abdullah Al –Arabi</p> <p>E Muhammad Arkoun</p>	<p>the emergence of Islamic philosophy It clarifies the position of Muslim scholars on philosophy It enumerates Islamic philosophy schools It enumerates the factors of the emergence of modern philosophy He shows his knowledge of the flags of modern philosophical thought</p>		
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11- Course evaluation

Distribution of the degree from 011 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, editorial and reports, etc.

12-Learning and teaching sources

Required books (methodology, if any)	
The main references (sources)	<ul style="list-style-type: none"> • Educational philosophy with a modern vision, Saad Ali Zayer and others, first edition, 2020, Dar Al-Radwan, Amman. • Philosophy of Education, Abdul Karim Ali Al Yamani, First Edition, 2004, Dar Al -Shorouk, Ramallah.
The prevailing books and references recommended (scientific journals. Reports)	
Electronic references. Internet sites	Magazine sites on the Internet



1.	Course name
	Educational research methodology
2.	Course code
3.	the chapter / The year is my semester
	First semester / 2024-2025
4.	date numbers this Description
	19/1/2025
5.	Shapes the audience Available
	In-person teaching
6.	number Watches Academic (Total /) number Units (Total)
	3 hours/3 units
7.	Name of the course administrator (if more than one name is mentioned)
	Asst. Prof. Dr. Israa Fadhil Ameen E –mail : basic.israa.fadhel@uobabylon.edu.iq Asst. Prof. Dr.Saif Tariq Hussein basic.saif.tarek@uobabylon.edu.iq
8.	Course objectives
	<ul style="list-style-type: none"> • Defines the research methodology. • Shows the types of educational research approaches. • Defines scientific research • Explains the importance of the historical research methodology • Distinguishes between the types of descriptive research approaches. • Explains the types of survey research. • Gives examples of the correlational research methodology. • Explains the nature of the experimental research methodology. • Mentions the basic variables in the experimental research methodology • Gives examples of independent and dependent variables.



	<ul style="list-style-type: none"> • Explains the types of random samples. • Creates examples of hypotheses. • Explains the tools for collecting data in the educational research methodology • Expresses his opinion on the importance of research methods in psychological and educational sciences.
9. Teaching and learning strategy	
1- Cooperative learning strategy	Strategy
2- Dialogue and discussion strategy	
3- Question circle strategy	
4- Idea harvesting strategy	
5- Brainstorming strategy	
6- Lecture method	

10. Course structure					
The week	Watches	Required learning outcomes	Unit or topic name	Learning method	Evaluation method
First	2 hours	- Defines the concept of science and scientific research	Introduction to the educational research method	Harvest ideas	Short questions
Second	For all weeks	- Explains the importance of types of educational research method	The importance of measurement and evaluation	Brainstorming	Alternative assessment
Third		- Distinguishes between educational research methodologies	Types of educational research methods	Cooperative learning	Question box
Fourth	Monthly test	- Explains the importance of the historical research method	Historical research method	Question circle	Written test
Fifth		- Defines the descriptive research method	Steps of the historical research method	Harvest ideas	Objective test
Sixth		- Explains the importance of the historical research method	Historical research method	Dialogue and discussion	Objective test
Seventh		- Defines the descriptive research method	Steps of the historical research method	Dialogue and discussion	Objective test
Eighth		- Distinguishes between survey	Steps of the historical research method	For cooperative	(Drawing
Ninth					



Tenth		research and research studying mutual relations	Descriptive research method	learning	tables and charts)
Eleventh		- Explains the steps of the experimental research method	Types of descriptive research method	Question circle	
Twelfth		- Defines the experimental design	Experimental research method	Cooperative learning	
Thirteenth		- Defines random and non-random samples	Experimental designs	Harvest ideas	
Fourteenth		- Explains the sources of obtaining research problems.	Society and sample	Question circle	
Fifteenth		- Mentions the types of hypotheses.	Types of samples	Cooperative learning	
		- Explains the types of data collection tools	Research problem	Question circle	
		- Distinguishes between data collection tools and how to prepare them	Research hypotheses	Dialogue and discussion	
			Data collection tools		
			Steps for preparing data collection tools		

11. Course Evaluation	
Monthly test/ 20 marks, two tests Daily activities 10 marks So 50 marks, and the final test 50 marks	
12. Learning and teaching resources	
	Required textbooks (methodology if any)
1- Al-Zuwaini, Ibtisam Sahib Musa and Raeda Hussein Hamid. Educational Research Methods, Dar Al-Manhajiya for Publishing and Distribution, Amman, 2018. 2- Hamza, Hamid Muhammad and others, Research Methods in Education and Psychology, Dar Al-Radwan, 2016. 3- Dawood, Aziz Hanna, and Anwar Hussein Abdul Rahman. Educational Research Methods, Baghdad, 1990.	Main References (Sources)
	Recommended supporting books and references (scientific



	journals, reports...)
	Electronic references, websites

1- Course name	
Philosophy	
2- Rapporteur symbol	
3- Chapter/ Sunnah	
The first semester	
4- The date of preparing this description	
2024/12/30	
5- Available forms	
Presence	
6- The total number of hours /The number of total units	
2,2	
7- The name of the course official (if more than one name is mentioned)	
Name: M. M. AME: ZAHRAA Hassan	
E -mail : bas229.zahraa.hasan@uobabylon.edu.iq	
Name: M. M. Marwa Shafi Abdel –Sada	
E mail : bas170.marwa.shafy@uobabylon.edu.iq	
8- Study objectives	
The objectives of the subject	The course aims to highlight the linguistic features that distinguish the Arabic language from other world languages, from its inception to the present time. It also examines the strengths and weaknesses of these features, the linguistic family to which Arabic belongs, and the extent to which our contemporary dialects



	resemble the classical Arabic dialects recognized in linguistic studies.
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9- Teaching and learning strategies

Strategy	1- Problem solution 2- brainstorming 3- Active learning strategies 4- Discussion 5- Learning cooperation
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10- Rapporteur structure

[illegible]



		<p>The Main Research Methods in Philology</p> <p>The Normative and Descriptive Approach</p> <p>Semitic Languages and the Position of Arabic Within Them</p> <p>The Efforts of Arabic Scholars in Philology</p>	<p>Familiarizing the Student with the Material of Their Language</p> <p>Familiarizing the Student with the Material of Their Language</p> <p>Familiarizing the Student with the Material of Their Language</p> <p>Familiarizing the Student with the Material of Their Language</p> <p>Familiarizing the Student with the Material of Their Language</p>		
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			the Student with the Material of Their Language		
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11- Course evaluation

Distribution of the degree from 011 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, editorial and reports, etc.

12-Learning and teaching sources

Required books (methodology, if any)	
The main references (sources)	<ul style="list-style-type: none"> • Elements of Comparative Philology • Philosophy of Education, Abdul Karim Ali Al Yamani, First Edition, 2004, Dar Al -Shorouk, Ramallah. • Lisan al-Arab
The prevailing books and references recommended (scientific journals. Reports)	
Electronic references. Internet sites	Magazine sites on the Internet

1- Course name
Islamic education
2- Rapporteur symbol
3- Chapter/ Sunnah
The first semester
4- The date of preparing this description
2024
5- Available forms
Teaching my presence
6- The total number of hours /The number of total units
2,2
7- The name of the course official (if more



than one name is mentioned)

Name: M. M. Zahraa najm Abd

E -mail : zahraaalljeboury17@gmail.com

8- Study objectives

<p>The objectives of the subject</p>	<ul style="list-style-type: none"> • Knowing the principles of Islamic law in terms of concept in general • Definition of students with ancient Islamic rulings and beliefs and their relationships to the modern era . • Students know the sources of Islamic law • Definition of students in the sense of Islamic jurisprudence • Knowing the difference between Islamic law and Islamic jurisprudence • Knowing the stages of Islamic legislation in the era of the Messenger (PBUH) and the caliphs • Knowledge of Islamic doctrines, the Imamate, the Hanbali, the Hanafi, the Al -Shafi'i, and the flags of every doctrine Knowing the general differences between every doctrine of schools of thought
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9- Teaching and learning strategies

<p>Strategy</p>	<p>1-Solve problems</p> <p>2 - brainstorming</p> <p>3- Active learning strategies</p> <p>4- Discussion</p> <p>5- Cooperative learning</p>
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10- Rapporteur structure

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch	week
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Daily short immediate tests. Weekly and monthly general tests. Short questions editorial test Test my topic report	DiscussionPro blem solvingCooper ative learningActive learningActive learningBrains torming	Definition of Sharia in language and terminology Sources of Islamic Sharia Legislation in the era of the Prophet (PBUH) Legislation in the era of the Rightly-Guided Caliphs Legislation in the modern era Definition of Islamic jurisprudence The emergence of Islamic jurisprudence First month test The emergence of Islamic schools of thought The school of Imamate The Shafi'i school The Hanafi school The Hanbali school The Maliki school Second month test		2 for each week	the first the second the third Fourth Fifth Sixth Seventh Eighth Ninth tenth eleventh twelfth thirteenth fourteenth Fifth nest
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11- Course evaluation

Distribution of the degree from 011 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, editorial and reports, etc.

12-Learning and teaching sources

Required books (methodology, if any)	- The Book of Sharia / by the author Muhammad bin Al -Hussein Al -Ajri, Dar Al -Fikr for Publishing and Distribution 1992.
The main references (sources)	- Book of the History of Islamic Legislation / The author Manna Al -Qattan / Wahba Library for Publishing / 2005 AD.
The prevailing books and references recommended (scientific journals. Reports)	- The Book of Jurisprudence on the four schools of thought / author Abdul Rahman Al -Jaziri / 1939.
Electronic references. Internet sites	

1. Course Name:



Grammar/second stage

2. Course Code:

3. Semester / Year:

Second semester/2025

4. Description Preparation Date:

2025/1/5

5. Available Attendance Forms:

Attendance

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

30 hours, number of units: 2

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

Name: Prof. Dr. Zena Ghani abdulhussein

Email: basic.zina.khani@uobabyloq.

Name: Elaf Muhamma Abbas

bas979.elaf.mohammed@uoq

8. Course Objectives

Course Objectives

1- The student should know the art of the miracle of the Quran.

2- Training the student on the power of observation, and different and logical thinking methods.

3- Helping to understand the intended meaning of speech in a correct way, and absorbing



	<p>meanings.</p> <p>4- Increasing and developing the rhetorical linguistic wealth.</p> <p>5- Helping to apply the arts of rhetoric in speech styles, and benefiting from them in daily life.</p> <p>6- Developing the ability to understand what is read or heard by the student.</p> <p>7- Helping to realize the differences between structures, phrases, sentences, and words, which enables the student to be able to formulate beautiful rhetorical phrases</p>
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9. Teaching and Learning Strategies

Strategy	<p>Lecture and discussion method</p> <p>Cooperative learning</p> <p>Active learning</p> <p>Metaphorical thinking</p> <p>Brainstorming</p>
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10. Course Structure

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



the first	2	To learn about	Definition of	Lecture	Daily direct
the	hours	the concept of	rhetoric	and	short tests
second	every	rhetoric and the	Definition of	discussion	Weekly and
	week	difference	eloquence and the	method	monthly
the third		between it and	difference	Cooperativ	general
the		eloquence. To	between them	e learning	tests
fourth		learn about the	The emergence	Active	Short direct
		science of	and development	learning	question
Fifth		meanings.	of rhetoric		method
		predicate	The impact of the	Metaphoric	Written test
sixth		Initial predicate	Holy Quran on	al thinking	Objective
Seventh		Request	the emergence of		test
		predicate	rhetoric	Brainstorm	Report.
eighth		Negative	The science of	ing	
Ninth		predicate	meanings		
		First month test	News and		
The tenth		Advancement	composition		
eleventh		and delay	Disjunction and		
		Separation	connection		
twelveth		Rhetorical	Advancement and		
		separation	delay		
Thirteenth		positions			
h		Connection			
fourteent		Rhetorical			
h		connection			



		positions			
		External			
		examples			
		Second month			
		test			

11. Evaluation methods

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

12. Learning and teaching resources

Rhetoric and Application Dr. Ahmed Matloub	Required Textbooks
<i>Secrets of Eloquence. Abdul Qaher Al-Jurjani</i>	<i>Main References</i>
<i>Clear eloquence. Ali Al-Jarim</i>	<i>Recommended supporting books and references</i>
<i>Modern comprehensive library</i>	<i>Electronic references</i>

1- Course name
Arabic literature
2- Rapporteur symbol
3- Chapter/ Sunnah
The first semester
4- The date of preparing this description
2024/12/30
5- Available forms
Presence
6- The total number of hours /The number of total units
2,6
7- The name of the course official (if more



than one name is mentioned)

Name: salar saleem

E -mail : bas770.a.saleem@uobabylon.edu.i

8- Study objectives

The objectives of the subject	<ul style="list-style-type: none"> The student knows literature The student is fluent in the Arabic language and understands it properly The student can know the origin of writing through Arab heritage and culture. To taste Arabic literary texts with memorization, understanding and review.
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9- Teaching and learning strategies

Strategy	1- Lecture 2- Discussion 3- Interrogation
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10- Rapporteur structure

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch	week
Glory at the end of the lecture Question for discussion Read the poem of Amra Al - Qais. Reading the poem of Hassan bin Thabit. Read the poem Al - Mutanabbi Read poetry texts Read poetry texts Read poetry	Discussion Problem solving Cooperative learning Active learning Active learning Brainstorming	1 Why Arabic? Language and Culture Arabic Dictionary Language of the Holy Quran Lamiyat Al-Arab Al-Mutanabbi Al-Ma'arri Tanween Abu Hayyan Al-Tawhidi	Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student	2 for each week	the first the second the third Fourth Fifth Sixth Seventh Eighth Ninth tenth eleventh twelfth thirteenth fourteenth Fifth nest



texts Question for discussion exam Read poetry texts Read poetry texts Read poetry texts Read poetry texts		Common Mistakes Badal Nahj Al-Balagha Prohibited from Inflection Al-Jahiz Phonetic Anatomy of letters	Definition of the student Definition of the student Definition of the student		
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11- Course evaluation

Distribution of the degree from 011 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, editorial and reports, etc.

12-Learning and teaching sources

Required books (methodology, if any)	The coolant (complete in the language)
The main references (sources)	Ibn Abd Rabah (Book of the Unique Contract)
The prevailing books and references recommended (scientific journals. Reports)	The coolant (complete in the language) Ibn Abd Rabah (Book of the Unique Contract)
Electronic references. Internet sites	Magazine sites on the Internet

1. Course Name:
developmental psychology
2. Course Code:
3. Semester / Year:
2024-2025



4. Description Preparation Date:	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
points for daily activity 10 points for writing a report 30 points for a written test = 50 points for striving	
Total score = 50 Final written exam + 50 Endeavor = 100	
7. Course administrator's name (mention all, if more than one name)	
Name: ibtisam Saheb AL-Zuwainy	
Email: basic.ibtisam.saheb@uobabylon.edu.iq	
8. Course Objectives	
<ul style="list-style-type: none"> • To illustrate language development • To compare speech and language • To know the importance of human language • To list the stages of language development • To understand the impact of the role of family and school on language development • to understand emotional growth • To understand the role of parents and teachers in language development • To understand moral growth • To know moral behavior • To understand the development of moral growth • To understand Piaget and Kohlbert's theory • To understand the stage of puberty and adolescence • To distinguish between the most important problems of adolescents 	<ul style="list-style-type: none"> • To understand the changes that accompany adolescence • To distinguish between manifestations of social behavior • To understand slow learner • To understand how it can be treated. • To recognize digital addiction understand the environment • to understand genetics • To distinguish between the effect of environment and heredity on growth • Understand environmental factors before birth • To explain the environmental factors after birth • To explain the general characteristics of growth • To understand the aspects of physical growth • To understand the aspects of mental development
9. Teaching and Learning Strategies	



Strategy	1- Lecture method 2- Discussion method 3- Brainstorming strategy
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10. Course Structure

Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
		Outcomes			method
the first	3	1- Identify the concept of developmental psychology. 2- Identifying a number of concepts such as maturity and growth. 1- -3Compare between environmental and genetic factors. 2- -4A number of scientists recognize	Introduction to General Psychology The concept of psychology as a study of behavior	1- Lecture method 2- Discussion method 3- Brainstorming strategy	1- Oral tests 2-Written tests
the second	3		The concept of psychology as a study of activity Schools of psychology		
the third	3		Psychology goals		
Fourth	3		The concept of growth, maturity, development		
Fifth	3		Growth principles and laws		
Sixth	3		Mental and cognitive development Piaget's theory		
Seventh	3		Moral development (Kohlberg's theory)		
The eighth	3		Social development Erikson's theory		
Ninth	3		emotional and affective growth		
tenth	3		Physical growth, some childhood problems		
eleventh	3		Slow learning		
twelfth	3		Digital addiction, some teenage problems		
thirteenth	3		Identity realization and its crisis		



fourteenth	3		Negative tendencies and abnormal behaviors		
fifteenth	3		Drug addiction risks		

12. Learning and Teaching Resources

	Required textbooks (curricular books, if any)
1. Al-Zuwainy, Ibtisam Sahib, Raeda Hussein, Abdul-Ridha Abdul-Jalil, Positive Psychology, Prof. Dr. Ibtisam Sahib, A.M. and Raeda Hussein, Abdul-Ridha Abdul-Jalil 2. Al-Marshadi, Imad Hussein (2008). (Developmental Psychology (Childhood and Adolescence) . (College of Basic Education. 3. Al-Turahi, Fahim Hussein and Hussein Rabie. Developmental Psychology . College of Education / Department of Educational and Psychological Sciences. 4. Majeed, Susan Shaker (2009). (Child Developmental Psychology 1 . st ed., Safa Publishing and Distribution ,dar ‘ Amman - Jordan.	Main references (sources)
No think	Recommended books and references (scientific journals, reports (...)
No think	Electronic References, Websites

1. Course Name:
Grammar/second stage
2. Course Code:
3. Semester / Year:
Second semester/2025
4. Description Preparation Date:
2025/1/5
5. Available Attendance Forms:
Presence
6. Number of Credit Hours (Total) / Number of Units (Total)
3 hours And 3 units



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

Name: m.m shrooq majid Sharif

Email: shrooqmajid@uobabylon.edu.iq

8. Course Objectives

Course Objectives

- 1- Helping to protect the tongue and pen from making mistakes, and making the student get used to the language correctly, avoiding mistakes.
- 2- Training the student on the power of observation, and different and logical thinking methods.
- 3- Helping to understand the meaning of speech correctly and comprehending the meanings.
- 4- Increasing and developing linguistic wealth.
- 5- Helping to apply rules in speech styles, and benefiting from them in daily life.
- 6- Developing the student's ability to understand what is read or heard.
- 7- Helping to recognize the differences between structures, phrases, sentences, and words

9. Teaching and Learning Strategies

Strategy

Lecture and discussion method

Cooperative learning

Active learning

Metaphorical thinking

Brainstorming



10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3 hours per week	Identify the intransitive and transitive verb and the sign of each	necessary verb	Lecture and discussion method	Daily live quizzes Weekly and monthly general tests Short direct question style Written test Objective test a report.
the second			Transitive verb		
the third		Identifying the fadla and the fadla and when it is permissible to delete the fadla or its nasib.	The effect	Cooperative learning	
Fourth			Verbs that take two objects	Active learning	
Fifth		Identifying verbs that take two objects (think and its sisters) and verbs that take three objects.	Verbs that take the accusative have three objects	Metaphorical thinking	
Sixth				Brainstorming	
Seventh		Identifying the absolute object, its types, and the grammatical disagreement regarding the issue of the origin, whether it is the verb or the infinitive.	Absolute effect		
Eighth			Effect for it		
Ninth			The effect in it		
tenth			Exception		
eleventh		When is the infinitive factor deleted, whether permissible or obligatory			
twelfth					
thirteenth		First month test			
fourteenth		Identify the effect for its purpose, its ruling and conditions.			
fifteenth		Identifying the object and its types and deleting the accusative case, whether permissibly or obligatorily.			
		Identifying the exception, its ruling, its types, and the words that are used in any sense except to indicate the exception.			
		Second month test			

11- Course evaluation



Distribution of the degree from 011 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, editorial and reports, etc.

12-Learning and teaching sources

Required textbooks (curricular books, if any)	Explanation of Ibn Aqeel on Al-Fiyah by Ibn Malik, edited by Muhammad Muhyidd Abdul Hamid
The main references (sources)	The book of Sibawayh, Mughni al-Labib, the Arabic lessons, and the meanings of grammar
Recommended books and references (scientific journals, reports (...)	Grammatical application by Dr. Abdo Al-Rajhi
Electronic References, Websites	

Course name: Arabic calligraphy	
Course code	
Semester/Year: First Semester of the Academic Year 2024-2025	
Date of preparation of this description: 2/01/2025	
Available attendance forms: In-person	
Total number of study hours (3) Total number of units (3)	
Name of the course administrator (if more than one name is mentioned)	
Name: Dr. Ali Mohammed noor Majeed Abbas	
Email : ali.nour.bscl@uobabylon.edu.iq	
8- Course objectives	
.1The student should know the aesthetics of the Arabic language. .2The student should know the science of grammar. .3That the student knows grammar, language and terminology. .4The student should find a match between the definition of grammar in the language and terminology. .5The student should know who invented the science of grammar.	Objectives of the study subject



.6The student should know the importance of grammar . .7The student should differentiate between grammar and morphology. .8To know the inflectional movements. .9The student should differentiate between vowel parsing and letter parsing .10He must be able to give an example for each of them. .11The student should differentiate between a noun, a letter, and a verb. .12The student gets to know the nominatives, accusatives, and prepositions. .13The student gets to know the concept of adverb. .14The student gets to know the concept of discrimination. .15To be able to distinguish between adverb and distinction. .16For the student to recognize the meaning of prepositions	
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9- Teaching and learning strategies

Lecture, discussion and questioningStrategy

10- Course structure

Evaluation method	Learning method	Name of the unit or topic	Required educational outcomes	Watches	The week
Oral exam	The lecture	The immanent and transmissible condition	The student should know the concept of the situation	2	1
Oral exam	Discussion	The situation and the owner of the situation	The student should differentiate between the adverb and the possessor of the adverb	2	2
Written test	Discussion	Types of adverb	The student should differentiate between the singular adverb and the plural adverb	2	3
Oral exam	Interrogation	The meaning of the situation	The student should explain the role of the adverb in the sentence	2	4
Oral exam	Interrogation	Discrimination, its definition and meaning	The student should know the concept of discrimination	2	5
Written test	Interrogation	Types of discrimination	The student should differentiate between types of discrimination	2	6
Written test	Interrogation	The meaning of prepositions	For the student to know the meaning of prepositions	2	7

11-Course Evaluation



Distribution of grades out of 0 according to the tasks assigned to the student, such as daily preparation, daily, oral and monthly exams.

12-Learning and Teaching Resources

	Required textbooks (methodology if any)
Explanation of Ibn Aqeel on Al-Fiyah Ibn Malik	Main References (Sources)
Al-Nahw Al-Wafi, Abbas Hassan	Recommended supporting books and references (scientific journals - reports (.....
	Electronic References - Internet Resources

1- Course name

Modern Literatur

2- Rapporteur symbol

3- Chapter/ Sunnah

The first semester

4- The date of preparing this description

2024.12.30

5- Available forms

Presence

6- The total number of hours /The number of total units

2,2

7- The name of the course official (if more than one name is mentioned)

Name: dr.Noora Abbas Ali

E -mail : noor.ali.bscl@uobabylon.edu.iq

8- Study objectives

The objectives of the subject

- [That the student likes the characteristics of modern Arabic literature](#)
[To contact the student regarding the most important motivations to find out about](#)



		poetry schools For the student to evaluate the stages of narrative development in modern literature
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9- Teaching and learning strategies

Strategy	1-	2- Lecture 3- Interrogation 4- Discussion
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10- Rapporteur structure

Evaluation	Method of the learning	The name of the unit or the topic	Required learning outcome	Required learning outcomes	Watch	Week
Questions Oral test Questions and participation among students Written test discussion Written test discussion Questions Oral test Written test	Discussion panel Discussion panel Discussion panel Presentation and discussion Written test Presentation and discussion Discussion Discussion a tes	The emergence of modern Arabic literature Classic school Romantic school Realistic school Written test Symbolic school Free poetry school Prose poem Modern prose Modern prose Writte	Study the emergence of Arabic literature Hadith Examining the motives and reasons for the emergence of the classical school Romantic school Written test Standing at the school of realism and symbolism The school of active poetry and the school of free poetry are distinguished The emergence	2 for each week	the first the second the third Fourth Fifth Sixth Seventh Eighth Ninth tenth eleventh twelfth thirteenth fourteenth Fifth nest	



			of modern prose Continuation of the lecture Motivations Written tes		
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11- Course evaluation

ution of the grade from 011 according to the tasks assigned to the student, such as daily preparation and daily, oral, and monthly exams Editorial, reports, etcLiterary doctrines..

12-Learning and teaching sources

Dr. Abdullah Khader An introduction to the aesthetics of modern Arabic poetry.. Dr. Mansour	
Critical and poetic books Seasons Magazine Pens Magazine The Internet, poetic critical sources, and collections of poet	

1- Course name

Drainage / Arabic Language Department / The second stage of my morning

2- Rapporteur symbol

3- Chapter/ Sunnah

The first semester

4- The date of preparing this description

2024/12/30

5- Available forms

Teaching my presence

6- The total number of hours /The number of total units

2,2

7- The name of the course official (if more than one name is mentioned)

Name: M. M. Aseel Adnan Nuri Jawad

E -mail : bas399.aseel.adnan@uobabylon.edu.iq :



Assistant. Stadium. Suha Yas

E –mail :basic.suhad yaas@uobabylon.edu.iq

8- Study objectives

The objectives of the subject	1- The student is able to: To know the science of drainage in language and convention 2- . • To know the difference between drainage and grammar. 3- • To adjust the morphological formulas in the form. 4- To know the disciplinary phenomena such as reasoning and replacement. The morphological rules are applied to literary texts. 5- To differentiate between the correct verb and the inner action. To show the types of derivatives. 6- To extract abstract and more actions
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9- Teaching and learning strategies

Strategy	1- Problem solution 2- brainstorming 3- Active learning strategies 4- Discussion 5- Learning cooperation
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10- Rapporteur structure

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch	week
Two monthly exams 20 degrees per month Attendance and participation 10 degrees	1- The lecture method. 2- Discussion method. 3- Cooperative learning 4- How to solve morphological exercises	1- Definition of drainage in language and convention. 2- The morphological balance is its definition and rules. 3- The correct verb and their types. 4- The abstract verb	1- to know the doors of the abstract triple verb. 2- that the morphological balance is	2 for each week	the first the second the third Fourth Fifth Sixth Seventh Eighth



		<p>more.</p> <p>5- The meanings of the formulas of appendages.</p> <p>6- Examination of the first month.</p> <p>7- The reason is to transfer the movement.</p> <p>8- Reasoning with deletion and heart.</p> <p>9- Replacement/Fulfillment (Follow).</p> <p>10- Replacing T (fabricated).</p> <p>11- Derivatives/the name of the subject, the name of the object.</p> <p>12- The suspicious adjective/preference name.</p> <p>13- The name of time and space.</p> <p>14- The name of the machine. The second month exam</p>	<p>known.</p> <p>3- To differentiate between admission and replacement</p> <p>4- To distinguish between the correct verb and the inner act.</p> <p>5- To mention the letters of illness.</p> <p>6- To differentiate between the abstract verb and the verb more.</p> <p>7- to know the letters of the increase.</p> <p>8- To know the types of derivatives.</p> <p>9- The morphological rules are applied to various texts.</p> <p>10-To be able to prepare scientific research</p>	<p>Ninth</p> <p>tenth</p> <p>eleventh</p> <p>twelfth</p> <p>thirteenth</p> <p>fourteenth</p> <p>Fifth nest</p>
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11- Course evaluation

Distribution of the degree from 011 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, editorial and reports, etc.

12-Learning and teaching sources

Required books (methodology, if any)	The book of exchange, author Dr. Asaad Muhammad Ali Al -Najjar
The main references (sources)	Books of exchange, polite in drainage science, Dr. Hashem Taha Shalash
The prevailing books and references recommended (scientific journals. Reports)	Scientific magazines and reports.
Electronic references. Internet sites	Internet sites

Course Name	
Educational Psychology	
Course Code	
Semester / Year/	
2024-2025	
Date of preparation of this description	
2025	
.5 Available forms of attendance	
In-person	
) 6. Total number of study hours) (Number of units for total(
Number of units / 2	
Total number of hours / 30 distributed over 15 weeks.	
.7. Name of the course supervisor	
Name: Riyadh Hatif Obaid	
basic.reyadh.hatif@uobabylon.edu.iq	
Definition of educational psychology, its goals, importance, and its relationship to other sciences and its theories	
Definition of the educational process, its pillars, conditions, and the factors affecting it	Definition of the educational process, its pillars, conditions, and the factors affecting it
Study of mental processes such as memory, attention, forgetting, and applications of educational theories in this and in individual differences and feedback	



Definition of educational psychology, its goals, importance, and its relationship to other sciences and its theories	Definition of educational psychology, its goals, importance, and its relationship to other sciences and its theories
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Definition of the educational process, its pillars, conditions, and the factors affecting it

Study of mental processes such as memory, attention, forgetting, and applications of educational theories in this and in individual differences and feedback	Study of mental processes such as memory, attention, forgetting, and applications of educational theories in this and in individual differences and feedback	Study of mental processes such as memory, attention, forgetting, and applications of educational theories in this and in individual differences and feedback			
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	Definition of thinking, its teaching, its trends, and the importance and influences related to it.	Definition of thinking, its teaching, its trends, and the importance and influences related to it.	Definition of thinking, its teaching, its trends, and the importance and influences related to it.	Definition of thinking, its teaching, its trends, and the importance and influences related to it.
	Problem solving.	Problem solving.	Problem solving.	Problem solving.
	Task-based learning strategies	Task-based learning strategies	Task-based learning strategies	Task-based learning strategies
	1Basics of educational psychology: Introduction, definition, importance The origin and development of the science Problem solving Formative test	1Basics of educational psychology: Introduction, definition, importance The origin and development of the science Problem solving Formative test	1Basics of educational psychology: Introduction, definition, importance The origin and development of the science Problem solving Formative test	1Basics of educational psychology: Introduction, definition, importance The origin and development of the science Problem solving Formative test
	Definition of thinking, its teaching, its trends,	Definition of thinking, its	Definition of thinking, its	Definition of thinking, its



	and the importance and influences related to it.	teaching, its trends, and the importance and influences related to it.	teaching, its trends, and the importance and influences related to it.	teaching, its trends, and the importance and influences related to it.
	Problem solving.	Problem solving.	Problem solving.	Problem solving.
	Task-based learning strategies	Task-based learning strategies	Task-based learning strategies	Task-based learning strategies
	1Basics of educational psychology: Introduction, definition, importance The origin and development of the science Problem solving Formative test	1Basics of educational psychology: Introduction, definition, importance The origin and development of the science Problem solving Formative test	1Basics of educational psychology: Introduction, definition, importance The origin and development of the science Problem solving Formative test	1Basics of educational psychology: Introduction, definition, importance The origin and development of the science Problem solving Formative test
	Definition of thinking, its teaching, its trends, and the importance and influences related to it.	Definition of thinking, its teaching, its trends, and the importance and influences related to it.	Definition of thinking, its teaching, its trends, and the importance and influences related to it.	Definition of thinking, its teaching, its trends, and the importance and influences related to it.
	Problem solving.	Problem solving.	Problem solving.	Problem solving.
4Learning theories (behavioral, cognitive) Applications and foundations of problem solving Formative test	4Learning theories (behavioral, cognitive) Applications and foundations of problem solving Formative test	4Learning theories (behavioral, cognitive) Applications and foundations of problem solving Formative test	4Learning theories (behavioral, cognitive) Applications and foundations of problem solving Formative test	4Learning theories (behavioral, cognitive) Applications and foundations of problem solving Formative test



5 Experimental facts, laws and educational applications Principles of learning theories Task-based learning strategy Written test	5 Experimental facts, laws and educational applications Principles of learning theories Task-based learning strategy Written test	5 Experimental facts, laws and educational applications Principles of learning theories Task-based learning strategy Written test	5 Experimental facts, laws and educational applications Principles of learning theories Task-based learning strategy Written test	5 Experimental facts, laws and educational applications Principles of learning theories Task-based learning strategy Written test
6 Chapter Three: The educational process. Interpretation of the educational process. Factors affecting the effectiveness of the educational process. Factors affecting the learning process Problem solving Oral test	6 Chapter Three: The educational process. Interpretation of the educational process. Factors affecting the effectiveness of the educational process. Factors affecting the learning process Problem solving Oral test	6 Chapter Three: The educational process. Interpretation of the educational process. Factors affecting the effectiveness of the educational process. Factors affecting the learning process Problem solving Oral test	6 Chapter Three: The educational process. Interpretation of the educational process. Factors affecting the effectiveness of the educational process. Factors affecting the learning process Problem solving Oral test	6 Chapter Three: The educational process. Interpretation of the educational process. Factors affecting the effectiveness of the educational process. Factors affecting the learning process Problem solving Oral test

11- Course evaluation

Distribution of the degree from U11 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, editorial and reports, etc.

12-Learning and teaching sources

Required books (methodology, if any)

- Karmash, Hawra Abbas, Educational Psychology, Dar Al-Wifaq for Publishing and Distribution, 2018.

- Al-Zghoul, Imad Abdul Rahim, Principles



of Educational Psychology, Dar Al-Kitab Al-Jami'i, 2012.

-Razouki, Alaa Ibrahim, Educational Psychology and Mental Health, Dar Al-Sadiq, 2013

The main references (sources)	
The prevailing books and references recommended (scientific journals. Reports)	Scientific magazines and reports.
Electronic references. Internet sites	Internet sites

1. Course Name:	
Children's Literature / First Stage	
2. Course Code:	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
05/01/2025	
5. Available Attendance Forms:	
In-person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 / 2	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Ahmed Hussein Joudah Email: bas150.ahmed.hussien@uobabylon.edu.iq	
8. Course Objectives	
Course Objectives	1- Introducing students to the concept of children's literature and its development across different historical periods, with a focus on its origins and evolution in the Arab world. 2- Introducing students to the most prominent critics and researchers specializing in children's literature, highlighting their contributions to the analysis of this literary genre.



	<p>3- Expanding students' knowledge by presenting new and alternative perspectives on children's literature, aiming to challenge prevailing stereotypes.</p> <p>4- Delivering the material through an interactive and non-traditional approach that relies on group discussions, research, presentations, and field activities.</p> <p>5- Exploring modern and engaging teaching methods, such as using digital media, interactive storytelling, and reading theater, to enhance students' understanding and appreciation of the subject.</p> <p>6- Introducing students to the stages of development of poetic stories and illustrated stories in children's literature and linking them to children's linguistic and cognitive development.</p> <p>7- Developing students' language skills through the analysis of literary texts aimed at children, connecting them to language structures and both written and oral expression skills.</p> <p>8- Familiarizing students with the most prominent pioneers of children's literature both locally and globally, highlighting their works and impact.</p> <p>9- Studying the stages of creative writing for children (story, play, poetry) and explaining their fundamental artistic components.</p> <p>10- Teaching students how to analyze texts based on children's comprehension levels while considering the educational, psychological, and emotional aspects of those texts.</p> <p>11- Linking children's literature to educational and moral objectives, analyzing texts from ethical and behavioral perspectives.</p> <p>12- Developing students' creative sensibilities and encouraging them to produce texts for children, presenting and discussing their work to enhance their creative writing skills.</p>
9. Teaching and Learning Strategies	
Strategy	Lecture, Discussion, and Interrogation



10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introducing students to the topic	Concept of Children's Literature	In-person	Exam after the lesson
2	2	Introducing students to the topic	Definition of Children's Literature	In-person	Discussion-based assessment
3	2	Introducing students to the topic	Historical Development of Children's Literature	In-person	Discussion-based questioning
4	2	Introducing students to the topic	Children's Literature in the Arab World	In-person	Exam after the lesson
5	2	Introducing students to the topic	Children's Literature in Iraq	In-person	Discussion-based questioning
6	2	Introducing students to the topic	First Monthly Exam	In-person	Exam
7	2	Introducing students to the topic	Contemporary Children's Literature in the Arab World	In-person	Discussion-based questioning
8	2	Introducing students to the topic	Psychology and Children's Behavioral Problems	In-person	Discussion-based questioning
9	2	Introducing students to the topic	The Role of Culture in Children's Growth	In-person	Research Paper
10	2	Introducing students to the topic	Characteristics of Directed Literary Content for Children	In-person	Discussion-based questioning
11	2	Introducing students to the topic	Children's Stories: Elements and Structure	In-person	Discussion-based questioning
12	2	Introducing students to the topic	Educational Objectives of Children's Theater	In-person	Exam after the lesson
13	2	Introducing students to the topic	Children's Songs and Nursery Rhymes	In-person	Discussion-based questioning
14	2	Introducing students to the topic	Concept of Culture and Children's Literature	In-person	Exam after the lesson
15	2	Second Monthly Exam	In-person	Exam	

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)	<ul style="list-style-type: none"> Children's Literature" by Dr. Ali Al-Hadidi "Children's Literature in the Arab World" by Ahmed Al-Sa'b Andersen: Pioneer of Children's Literature
Recommended Books and References	Selections from English Stories" by Charles Dickens.



Scientific journals, reports, etc.	
Electronic References Websites	Any relevant topics can be researched using the internet, provided that the content is handwritten.

1. Course Name:	
General Arabic / Second Stage / Science Department / Morning – Evening	
2. Course Code:	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
05/01/2025	
5. Available Attendance Forms:	
In-person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 / 2	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Ahmed Hussein Joudah	
Email: bas150.ahmed.hussien@uobabylon.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Enhancing Basic Arabic Language Skills: Developing students' listening, speaking, reading, and writing skills in an integrated manner, enabling them to use the language in various life and academic situations. • Enhancing Accurate Linguistic Understanding: Enabling students to understand Arabic texts in their various forms (literary, scientific, journalistic, etc.), analyze their meanings, and extract main and secondary ideas. • Enriching Students' Linguistic Knowledge: Increasing linguistic vocabulary and enabling students to use words and expressions in their writing and daily conversations. • Developing Oral and Written



	<p>Expression Skills: Training students to express their thoughts and emotions clearly, accurately, and creatively through various oral and written exercises.</p> <ul style="list-style-type: none"> • Deepening the Appreciation of Arabic Language Aesthetics: Introducing students to rhetorical and stylistic beauty, appreciating high-quality literary texts, and understanding their artistic and semantic structure. • Developing Critical Thinking and Linguistic Analysis: Training students to analyze texts and evaluate them in terms of linguistic and stylistic structure and intellectual content. • Enhancing Active Reading Skills: Encouraging students to engage in comprehensive and critical reading, analyzing texts to understand main ideas and infer implicit messages. • Deepening Cultural and National Identity: Providing students with a deeper understanding of their cultural and literary heritage, fostering their sense of belonging to their Arab and Islamic identity. • Utilizing Arabic Language in Dialogue and Communication: Training students to use Arabic in discussions and debates in a logical and persuasive manner, adhering to etiquette and boosting self-confidence. • Enriching Creative Production: Encouraging students to engage in various forms of creative writing (poetry, stories, essays, plays) and enhancing their abilities in innovation and artistic expression. • Raising Awareness of Grammar and Morphology Rules: Enabling students to understand and correctly apply Arabic grammar rules in their writing and reducing spelling and grammatical errors. • Exploring Classical and Contemporary Arabic Literature: Introducing students to prominent Arab writers and poets across different historical periods and highlighting their influence on the development of Arabic thought and literature.
9. Teaching and Learning Strategies	



Strategy	Lecture, Discussion, and Interrogation
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10. Course Structure

Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
		Outcomes			method
1	2	Introducing students to the topic	The Beginner	In-person	Exam after the lesson
2	2	Introducing students to the topic	The News	In-person	Discussion-based assessment
3	2	Introducing students to the topic	The Subject	In-person	Discussion-based assessment
4	2	Introducing students to the topic	The Object, Passive Verb Formation	In-person	Discussion-based assessment
5	2	Introducing students to the topic	The Noun (Kana) and its Sisters	In-person	Discussion-based assessment
6	2	Introducing students to the topic	The Noun (Inna) and its Sisters	In-person	Discussion-based assessment
7	2	Introducing students to the topic	The Heart Nouns	In-person	Discussion-based assessment
8	2	Introducing students to the topic	Analysis of a Poem by Ibn Salam	In-person	Assignment Report
9	2	Introducing students to the topic	Analysis of a Poem by Ibn An-Nahhas	In-person	Discussion-based assessment
10	2	Introducing students to the topic	Analysis of a Poem by Antara Ibn Shaddad	In-person	Discussion-based assessment
11	2	Introducing students to the topic	Dictation	In-person	Discussion-based assessment
12	2	Introducing students to the topic	The Letter	In-person	Exam after the lesson
3	2	Introducing students to the topic	The Hamzah of Connection	In-person	Discussion-based assessment
14	2	Introducing students to the topic	The Hamzah of Cutting	In-person	Discussion-based assessment
15	2	Second Month Exam	In-person	Exam after the lesson	

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)

General Arabic Language for Non-Specialized Departments.
Prescribed Book: General Arabic Language for Non-Specialized Departments.
Selections from Arabic Language Materials.



Recommended Books and References Scientific journals, reports, etc.	Books and references recommended by the instructor (journals, academic reports, etc.).
Electronic References Websites	Any relevant topics can be researched using the internet, provided that the content is handwritten.

1- Course name

Modern literary criticism

2- Rapporteur symbol

3- Chapter/ Sunnah

The first semester

4- The date of preparing this description

2024/12/30

5- Available forms

Teaching my presence

6- The total number of hours /The number of total units

3,3

7- The name of the course official (if more than one name is mentioned)

Name: : Asst. Prof. Dr. Samer Abdul Kadhim

E -mail : basic.samer.abdulkadhim@uobabylon.edu.iq

8- Study objectives

The objectives of the subject

- He knows criticism It defines the critical approach.
- It shows the types of monetary curricula.
- Explains the importance of modern criticism
- Distinguish between the types of creative texts
- It shows the steps of the literary critic.
- It defines the schedule of specifications (the test map)



	<ul style="list-style-type: none"> • Drawing the specifications schedule. • It mentions the base of formulating the behavioral target. • It gives examples of the levels of behavioral goals in its field of specialization. • It analyzes the qualities of good test (honesty, stability and objectivity) • Examples arise showing the difficulty of the test paragraphs and its discrimination laboratories. He shows his opinion on the importance of measurement and the educational process.
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9- Teaching and learning strategies

Strategy	10- Grandstroke strategy. 11- Focus strategy. 12- Problem solving strategy 13- Strategy for harvesting ideas. 14- Cooperative learning strategy 15- The method of dialogue and discussion
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10- Rapporteur structure

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch
Oral test	Lecture		It defines the concept of criticism	
Oral test	Lecture		It shows the importance of literary criticism	
Oral test	Discussion	Art Definition of the concept of beauty	in analyzing texts	
Written test	Discussion	Definition of the concept of literature	Distinguish between the types of texts	
Written test	Interrogation	- A monthly exam	Distinguish between the types of literary arts	
Written test	Interrogation	- The elements of the literary text	Increase the ability to	
		- Imagination Emotion		
		- The idea Rhythm		



		<ul style="list-style-type: none"> - The emergence of literary criticism Conditions of the critic - A monthly exam Critical curricula Constant curricula Textual curricula Curricula post -text 	<p>approach texts</p> <p>Knowing the terms adjacent to criticism Clarify the conditions of literary texts</p> <p>Knowledge of schools and literary doctrines</p> <p>Learn about the importance of the critical approach in analysis</p> <p>Learn about diversity and diversity of monetary curricula</p>
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11- Course evaluation

Distribution of the degree from 011 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, editorial and reports, etc.

12-Learning and teaching sources

Required books (methodology, if any)	
The main references (sources)	Modern literary criticism, Dr. Mohamed Ghoneimi Hilal
The prevailing books and references recommended (scientific journals. Reports)	Modern literary criticism is its beginning and its developments, Dr. Hilmi Mahmoud Al -Qaour Al -Aqlam Magazine, Al -Awal Magazine
Electronic references. Internet sites	

1- Course name

Literary Research Methodology

2- Rapporteur symbol

Literary Research Methodology

3- Chapter/ Sunnah

The first semester



4- The date of preparing this description	
2024/12/30	
5- Available forms	
Presence	
6- The total number of hours /The number of total units	
2,2	
7- The name of the course official (if more than one name is mentioned)	
Name: the name : Dr. Raeda Mahdi Jaber	
E -mail : bas284 Raeda Mahdi Jaber @uobabylon.edu.i	
8- Study objectives	
The objectives of the subject	<ul style="list-style-type: none"> Literary research methodology is considered among the most important subjects that every researcher in the field of science and literature must be familiar with, as it works to clarify and clarify the steps of scientific research, those steps that no sound research is devoid of. The researcher is obligated and restricted by a set of procedures and mechanisms, including those related to the methodology (the necessary elements present in every research, introduction, presentation, and conclusion), and those related to the method (employing concepts derived from a theory in analyzing the phenomenon under study), and all of this with the aim of obtaining reliable results that can be used in providing a service to the field of knowledge and society.
9- Teaching and learning strategies	
Strategy	1- Lecture 2- Discussion 3- Interrogation



10- Rapporteur structure

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch	week
Glory at the end of the lecture Question for discussion Read the poem of Amra Al - Qais. Reading the poem of Hassan bin Thabit. Read the poem Al - Mutanabbi Read poetry texts Read poetry texts Question for discussion exam Read poetry texts Read poetry texts Read poetry texts Read poetry texts Read poetry texts	Discussion Problem solving Cooperative learning Active learning Active learning Brainstorming	Search researcher Research the plan Research environment Collect information the plan the job	Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student	2 for each week	the first the second the third Fourth Fifth Sixth Seventh Eighth Ninth



			Definition of the student		
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11- Course evaluation

Distribution of the degree from 011 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, editorial and reports, etc.

12-Learning and teaching sources

Literary research method by Jawad Al-Taher	The coolant (complete in the language)
Literary research, its methodology and principles, Dr. Shawqi Deif	Ibn Abd Rabah (Book of the Unique Contract)
The prevailing books and references recommended (scientific journals. Reports)	The coolant (complete in the language) Ibn Abd Rabah (Book of the Unique Contract)
Electronic references. Internet sites	Magazine sites on the Internet

1. Course Name:
Morphology, Arabic Language Department, Second Stage/Morning
2. Course Code:
3. Semester / Year:
First semester 2024/2025
4. Description Preparation Date:
3\1\2025
5. Available Attendance Forms:
Teaching is in-person
6. Number of Credit Hours (Total) / Number of Units (Total)
Number of hours 2
Number of units 2



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

Name: Khaled Ahmed Baiwi Abdul Jubouri

Email: bas128. Khaled. Ahmed@uobabylon.edu.iq

: Ahmed madlol

ahmed madlol.bscl@uobabylon.edu.iq :

8. Course Objectives

Course Objectives

Student able to

1. To know the science of morphology in the language and terminology
2. To know the difference between morphology and grammar
3. To adjust morphological forms correctly
4. To explain the types of derivatives
5. To extract abstract and phrasal verbs
6. To differentiate between a correct verb and a defective verb
7. To apply morphological rules to literary and Quranic texts
8. To know what speech contains of morphological phenomena such as nouns and substitutions Student able to

9. Teaching and Learning Strategies

Strategy

1. Lecture method
2. Discussion method
3. Cooperative learning method
4. Method of solving problems

10. Course Structure



Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
		Outcomes			method
the first	2	1. To know the chapters of the triple verb abstract	1. - Definition of morphology in language and terminology.	1- Lecture method.	Two monthly exams
the second	2				
the third	2	2. To know the morphological balance	-2- The exchange balance, its definition and rules.	2. Method of discussion	20 mark per month
Fourth	2	3. To distinguish between a correct and an incorrect verb	-3- The sound and defective verb and their types.	3. Cooperative learning.	Attendance and participation
Fifth	2				
Sixth	2	4. To mention vowels	-4- The bare verb with augmentation.	4. Method of solution	10 mark
Seventh	2	5. To differentiate between an abstract verb and more	-5- Meanings of the augmented forms.	Exchange exercises.	
Eighth	2				
Ninth	2	6. To know additional letters	6 - First month exam.		
tenth	2				
eleventh	2	7. To know the types of derivatives	-7- I'bil by transferring the vowel		
twelfth	2				
thirteenth	2	8. To apply morphological rules to various texts	8- I'lal by deletion and conversion.		
fourteenth	2		9- Substitution of Fa' (ifta'ala).		
h	2	9. To be able to prepare scientific research	10 - Substitution of the letter "ta" (ifta'ala).		
fifteenth			11 - Derivatives / active participle, passive participle.		
			12 - The adjective is the superlative.		
			-13 - Nouns of time and		



4- The date of preparing this description	
2024	
5- Available forms	
Teaching my presence	
6- The total number of hours /The number of total units	
2,2	
7- The name of the course official (if more than one name is mentioned)	
Name: Dr.Zahraa Imad Latif Hussein	
E -mail : bas527.zahraa.emad@uobabylon.edu.iq	
8- Study objectives	
The objectives of the subject	<ul style="list-style-type: none"> • Knowing the principles of Islamic law in terms of concept in general • Definition of students with ancient Islamic rulings and beliefs and their relationships to the modern era . • Students know the sources of Islamic law • Definition of students in the sense of Islamic jurisprudence • Knowing the difference between Islamic law and Islamic jurisprudence • Knowing the stages of Islamic legislation in the era of the Messenger (PBUH) and the caliphs • Knowledge of Islamic doctrines, the Imamate, the Hanbali, the Hanafi, the Al -Shafi'i, and the flags of every doctrine Knowing the general differences between every doctrine of schools of thought
9- Teaching and learning strategies	
Strategy	1-Solve problems 2 - brainstorming 3- Active learning strategies



	4- Discussion
	5- Cooperative learning

10- Rapporteur structure

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch	week
Daily short immediate tests. Weekly and monthly general tests. Short questions editorial test Test my topic report	Discussion Problem solving Cooperative learning Active learning Active learning Brainstorming	Definition of Sharia in language and terminology Sources of Islamic Sharia Legislation in the era of the Prophet (PBUH) Legislation in the era of the Rightly-Guided Caliphs Legislation in the modern era Definition of Islamic jurisprudence The emergence of Islamic jurisprudence First month test The emergence of Islamic schools of thought The school of Imamat The Shafi'i school The Hanafi school The Hanbali school The Maliki school Second month test		2 for each week	the first the second the third the fourth the fifth the sixth the seventh the eighth the ninth the tenth the eleventh the twelfth the thirteenth the fourteenth the fifteenth

11- Course evaluation

Distribution of the degree from 011 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, editorial and reports, etc.

12-Learning and teaching sources

Required books (methodology, if any)	- The Book of Sharia / by the author Muhammad bin Al -Hussein Al -Ajri, Dar Al -Fikr for Publishing and Distribution 1992.
The main references (sources)	- Book of the History of Islamic Legislation / The author Manna Al -Qattan / Wahba Library for Publishing / 2005 AD.



The prevailing books and references recommended (scientific journals. Reports)	- The Book of Jurisprudence on the four schools of thought / author Abdul Rahman Al -Jaziri / 1939.
Electronic references. Internet sites	

1- Course name	
Arabic literature	
2- Rapporteur symbol	
3- Chapter/ Sunnah	
The first semester	
4- The date of preparing this description	
2024/12/30	
5- Available forms	
Presence	
6- The total number of hours /The number of total units	
2,6	
7- The name of the course official (if more than one name is mentioned)	
Name: Dr.Zahraa Imad Latif Hussein	
E -mail : bas527.zahraa.emad@uobabylon.edu.iq	
8- Study objectives	
The objectives of the subject	<ul style="list-style-type: none"> • The student knows literature • The student is fluent in the Arabic language and understands it properly • The student can know the origin of writing through Arab heritage and culture. • To taste Arabic literary texts with memorization, understanding and review.
9- Teaching and learning strategies	



Strategy	4- Lecture 5- Discussion 6- Interrogation
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10- Rapporteur structure

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch	week
Glory at the end of the lecture Question for discussion Read the poem of Amra Al - Qais. Reading the poem of Hassan bin Thabit. Read the poem Al - Mutanabbi Read poetry texts Read poetry texts Question for discussion exam Read poetry texts Read poetry texts Read poetry texts Read poetry texts	Discussion Problem solving Cooperative learning Active learning Active learning Brainstorming	1 Why Arabic? Language and Culture Arabic Dictionary Language of the Holy Quran Lamiyat Al-Arab Al-Mutanabbi Al-Ma'arri Tanween Abu Hayyan Al-Tawhidi Common Mistakes Badal Nahj Al-Balagha Prohibited from Inflection Al-Jahiz Phonetic Anatomy of letters	Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student Definition of the student	2 for each week	the first the second the third Fourth Fifth Sixth Seventh Eighth Ninth tenth eleventh twelfth thirteenth fourteenth Fifth nest



			Definition of the student		
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11- Course evaluation

Distribution of the degree from 011 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, editorial and reports, etc.

12-Learning and teaching sources

Required books (methodology, if any)	The coolant (complete in the language)
The main references (sources)	Ibn Abd Rabah (Book of the Unique Contract)
The prevailing books and references recommended (scientific journals. Reports)	The coolant (complete in the language) Ibn Abd Rabah (Book of the Unique Contract)
Electronic references. Internet sites	Magazine sites on the Internet

1- Course name
Prosody
2- Rapporteur symbol
Pros.250
3- Chapter/ Sunnah
/ First / The second year
4- The date of preparing this description
2024/12/30
5- Available forms
Teaching my presence
6- The total number of hours /The number of total units
2,2
7- The name of the course official (if more than one name is mentioned)



Name: Prof. Dr. Rasim Ahmed Abis

E -mail : basic.rasem.ahmed@uobabylon.edu.iq

8- Study objectives

<p>The objectives of the subject</p>	<ul style="list-style-type: none"> - The student knows the aesthetic of the Arabic language. - The student knows the science of presentations. - That the doctor knows the science of presentations, language and convention. - That the student find an occasion between the definition of presentations in language and convention. - To know the student who invented the science of offers? - The student knows the importance of presentations in achieving poetic texts. -To understand the sections of the poetic house. - The student knows the crawls, ills, pegs and separators. - That the student knows the ruling house and the kinetic house. - To know the difference between them. - To have the ability to give an example to each of them. - The student knows the circles. - To know the long sea and its weight and the crawling and ills that occur. - To give an example to the long sea.
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	<ul style="list-style-type: none"> - That the student knows the long, simple, abundant, complete, and mute. - To give an example each. - To be able to distinguish between every sea. - To have the ability to cut the verses musicly.
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9- Teaching and learning strategies

Strategy	16- Grandstroke strategy. 17- Focus strategy. 18- Problem solving strategy 19- Strategy for harvesting ideas. 20- Cooperative learning strategy 21- The method of dialogue and discussion
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10- Rapporteur structure

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch	week
Oral test	Lecture	Prosody in its narrow	The student lists	2 for each week	the first the second the third Fourth Fifth Sixth Seventh
Oral test	Lecture	and modern	the types of		
Oral test	Lecture	sensesDeletions and	poetic meters.		
Written test	Discussion	defectsProsodic	The student		
Written test	Discussion	writingActivities and	explains the		
Written test	Discussion	evaluationProsodic	metrical shifts.		
	Interrogation	circlesThe importance	The student		
	Interrogation	of the paper	explains the		
	Interrogation	bookDevelopment of	importance of		
		prosody	prosody.		
			The student		
			explains the		
			importance of		
			musical reading.		
			The student		
			explains the		
			metrical circles.		



			<p>The student explains the importance of the paper book.</p> <p>The student explains the importance of prosody for poetry readers.</p>		
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11- Course evaluation

Distribution of the degree from 011 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, editorial and reports, etc.

12-Learning and teaching sources

Required books (methodology, if any)	1- Arab poetry music is old and modern/Abdul Rida Ali. 2- The art of poetic and rhyme/d . Safaa Khulusi. 3- Science of offers and rhyme /d . Abdel Aziz Atiq. 4- Facilitated Applied Offers /D . Abdel Moneim Ahmed Saleh. 5- In the performances and rhymes d. Youssef Hussein Bakkar. 6- Hair Music. D. Ibrahim Anis.
The main references (sources)	
The prevailing books and references recommended (scientific journals. Reports)	
Electronic references. Internet sites	

1- Course name
Health and educational guidance
2- Rapporteur symbol
Pros.250
3- Chapter/ Sunnah
/ First / The second year
4- The date of preparing this description
2024/12/30
5- Available forms
Teaching my presence
6- The total number of hours /The number of total units
3,3
7- The name of the course official (if more than one name is mentioned)
Name: Prof. Dr. A. Dr. Mashreq Muhammad Mujul
E –mail:basic.mushrig.mohammed@uobabylon.edu.iq



Name: A. D. Aref Hatem

E –mail : basic.araf.hatam@uobabylon.edu.iq

Name: M. M. Zaidon Rashid Saadoun

: bas559.zadon.rashid@uobabylon.iq

8- Study objectives

The objectives of the subject	<ul style="list-style-type: none"> - Training the student on the power of observation, and different and logical thinking methods. - Developing the ability to understand what is read or heard by the student. - Introducing students to the introduction to psychological counseling, its concept and objectives. - For students to become familiar with the relationships of the effective counselor. - Introducing students to the basic skills that an effective counselor needs.
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9- Teaching and learning strategies

Strategy	1- Lecture and discussion method Cooperative learning Active learning Metaphorical thinking Brainstorming
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10- Rapporteur structure

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch	week
Daily direct tests Weekly and monthly general tests Short direct questions style The written test	Lecture and discussion method Cooperative learning Active learning	The concept and definition of a psychological counselor Who is an effective counselor The administrative and technical aspect Professional	Introducing students to an introduction to psychological counseling, its concept and roles of the effective counselor, the	2 for each week	the first the second the third Fourth Fifth Sixth



Objective test a report.	Metaphorical thinking Brainstorming	characteristics Behavioral theories in therapy and cognitive counseling The relationship with the director of the educational institution	basic characteristics that an effective counselor needs, the concept of theory in psychological therapy and counseling, the skill of attention, and the relationships of the effective counselor.		Seventh
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11- Course evaluation

Distribution of the degree from 0-11 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, editorial and reports, etc.

12-Learning and teaching sources

Required books (methodology, if any)	- The Book of Educational and Psychological Counseling
The main references (sources)	-The guide is a special education guide
The prevailing books and references recommended (scientific journals. Reports)	- websites Modern
Electronic references. Internet sites	- comprehensive library

1. Course Name:	
Rhetoric / Scientific Exposition	
2. Course Code:	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
05/01/2025	
5. Available Attendance Forms:	
In-person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 / 2	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Ahmed Hussein Joudah Email: bas150.ahmed.hussien@uobabylon.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Introducing students to the concept of rhetoric and its fields, including Ilm al-Bayan (science of eloquence), Ilm al-Ma'ani (science of meanings), and Ilm al-Badi' (science of



embellishment), and highlighting its importance in understanding literary and Quranic texts.

- Enabling students to conduct precise rhetorical analysis of literary and Quranic texts by studying figurative imagery, linguistic structures, and the secrets of rhetorical beauty.
- Introducing students to the most prominent figures in Arabic rhetoric and their theories, such as Abd al-Qahir al-Jurjani, Al-Jahiz, and Al-Sakkaki.
- Breaking previous stereotypical perceptions of rhetoric by presenting it as a living tool for understanding and analyzing contemporary discourse, rather than merely a tool for interpreting classical texts.
- Utilizing interactive and non-traditional teaching methods that rely on discussion, brainstorming, and joint text analysis between students and the instructor.
- Enhancing students' ability to employ rhetoric in literary and creative writing, contributing to the development of their expressive styles and refining their linguistic skills.
- Highlighting the aesthetic and impactful aspects of rhetorical discourse and demonstrating the role of rhetoric in influencing audiences, persuasion, and evoking emotions.
- Strengthening students' ability to differentiate between various rhetorical styles and employ them creatively in writing literary and rhetorical texts.
- Developing students' skills in rhetorical criticism and analysis by reviewing and comparing different poetic and prose texts in terms of their rhetorical techniques.
- Explaining the relationship between rhetoric and other linguistic disciplines, such as literary criticism, prosody, and discourse analysis.
- Stimulating interest in modern and contemporary critical perspectives on rhetoric and discussing efforts to renew rhetorical studies and connect them to modern linguistic



and stylistic research.

- Enhancing students' ability to recognize the rhetorical inimitability of Quranic texts and highlighting the figurative, semantic, and artistic aspects that reveal the beauty of the Quranic text.

- Encouraging continuous research into literary texts rich in rhetorical techniques and analyzing them both inside and outside lectures to apply students' learning in practice.



- Connecting rhetoric to everyday life situations and daily discourse to highlight its importance in strengthening speech delivery and expressing ideas in a clear and impactful manner.

9. Teaching and Learning Strategies

Strategy	Lecture, Discussion, and Interrogation
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introducing students to the topic	Rhetoric and Eloquence	In-person	Exam after the lesson
2	2	Introducing students to the topic	Origin of Rhetoric	In-person	Discussion-based assessment
3	2	Introducing students to the topic	Science of Meanings	In-person	Discussion-based assessment
4	2	Introducing students to the topic	Omission and Mention	In-person	Discussion-based questioning
5	2	Introducing students to the topic	Separation and Connection	In-person	Discussion-based assessment
6	2	Introducing students to the topic	Presentation and Delay	In-person	Discussion-based assessment
7	2	Introducing students to the topic	First Monthly Exam	In-person	Exam

8	2	Introducing students to the topic	 	In-person	Assignment Report
9	2	Introducing students to the topic	Science of Embellishment	In-person	Discussion-based assessment
10	2	Introducing students to the topic	Metaphor	In-person	Discussion-based assessment
11	2	Introducing students to the topic	Allegory	In-person	Discussion-based assessment
12	2	Introducing students to the topic	Simile	In-person	Discussion-based assessment
13	2	Introducing students to the topic	Metonymy	In-person	Discussion-based assessment
14	2	Introducing students to the topic	Totality	In-person	Discussion-based assessment
15	2	Introducing students to the topic	Generalization	In-person	Discussion-based assessment
15	2	Second Monthly Exam	In-person	Exam after the lesson	

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)

- *Asrar al-Balagha* (Secrets of Eloquence) by Abdul Qahir Al-Jurjani.
- Arabic Rhetoric: Its History, Sources, and Methodologies - Dr. Ali Ashri Zayed
- "Al-Idah fi Uloom al-Balagha" by Al-Khatib Al-Qazwini

Recommended Books and References

Scientific journals, reports, etc.

"Dala'il al-I'jaz" by Abdul Qahir Al-Jurjani

Electronic References Websites

Any relevant topics can be researched using the internet, provided that the content is handwritten.











