



كلية التربية الأساسية--قسم اللغة العربية  
وصف البرنامج الاكاديمي



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

## The academic program description guide

2025-2026



كلية التربية الأساسية - قسم اللغة العربية  
وصف النماذج الأكاديمية



## 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: /// 2026  
Date of the file filling: /// 2026

the signature:

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

the signature:

Name of the Department Head:  
Prof. Samer Abdel Kazem Jalab  
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. Ibrsam Sahib Musa Al-Zwaini  
the date:

the signature

Authentication of the Dean

Ali Jabbar AB-d ALLH



## 1- Program vision

The vision of the Department of Arabic Language in the Faculty of Basic Education is looking to upgrade the Arabic language, the distinguished leadership in its fields and literature, and deepening to absorb and employ them to support creative cultural production as well as openness to other cultures and benefit from their data to keep pace with scientific development .

## 2-Program message:

Enhancing the position of the Arabic language in the hearts of students, as it is the language of the Qur'an, and linking their affiliation to their ancient and modern heritage, and refining their cultural identity and providing them with literary and linguistic taste, as well as strengthening their relationship to developing knowledge branches through advanced academic programs that develop linguistic communication skills among students in a way that qualifies them to enter the labor market and graduate distinguished scientific competencies in the specialty of the Arabic language, the richness of their knowledge of the language and literature and preparing graduates of the department to continue studies in the higher studies in Their field of specialization.

## 3-Program objectives

- 1-Developing linguistic communication skills and encouraging scientific research in language, literature and criticism and its development
- 2-Raising the level of graduates in reading, writing, listening and speaking skills in line with the requirements of contemporary life and the aspirations of future generations.
- 3-Attention to modernizing the curricula in a manner that is compatible with the developments of the times .
- 4-Graduating regiments of primary and high school students annually.
- 5-Developing students' awareness through methodological lectures, seminars, discussion seminars, scientific conferences and various sources of knowledge.



6-Continuing to support students to interact with cultures, knowledge and contemporary experiences, and to build bridges of human communication with contemporary reality, in which linguistic theories, literary creativity and critical curricula have become a common legacy and a king of every language.

7-Establishing a road map to improve students 'performance, follow their progress, and intellectually care for them through the evaluation criteria in the program.

8- Providing scientific and research institutions with productive researchers through their training and higher academic education, and integrating them into sections with a clear scientific vision.

9- Encouraging students to take care of linguistics and literature, and prepare them intellectually to be an educated class in society, and future leaders.

#### 4-Program accreditation

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

#### 5-Other external effects

Nothing

#### 6-Program structure

comments *	The percentage	Study unit	Number of courses	Program structure
compulsory	%10	14	6	Enterprise requirements
compulsory	%37	51	16	College requirements
Basic	%53	74	33	Department requirements
	..		Nothing	Summer training
	00	00	00	Others



	%100	139	57	the total
--	------	-----	----	-----------

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

<b>7-Description of the program</b>				
Number of hours		Course name in English	Coding Symbol	Centennial year
Practical	Theoretical			
	2	<b>Democracy and Human Rights</b>	ARAB101	2025-2024 The first stage
2	1	<b>Computer</b>	ARAB103	
	3	<b>Developmental Psychology</b>	ARAB105	
2	2	<b>Grammar</b>	ARAB107	
	2	<b>Jahiliyya literature</b>	ARAB109	
	2	<b>Children's literature</b>	ARAB111	
2	1	<b>Arabic calligraphy</b>	ARAB113	
	2	<b>English language</b>	ARAB102	
	2	<b>Environmental and Health Education</b>	ARAB104	
	3	<b>Fundamentals of Education</b>	ARAB106	
	2	<b>Islamic Education/Civilization</b>	ARAB108	
2	2	<b>Grammar</b>	ARAB110	
	2	<b>Jahiliyyah literature</b>	ARAB112	
2	1	<b>Arabic lexicon</b>	ARAB114	
	2	<b>English language</b>	ARAB201	
	2	<b>Computer</b>	ARAB203	
	3	<b>Counseling and Mental Health</b>	ARAB205	
	3	<b>Grammar</b>	ARAB207	
	2	<b>Islamic literature</b>	ARAB209	
	2	<b>Rhetoric</b>	ARAB211	
	2	<b>Morphology</b>	ARAB213	
	1	<b>Performance improvement</b>	ARAB215	
	2	<b>Presentations</b>	ARAB217	
	2	<b>Crimes of the Baath Regime in Iraq</b>	ARAB219	



كلية التربية الأساسية - قسم اللغة العربية  
وصف النواتج الأكاديمية



	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		
	2	Arabic Literature in the Middle Ages	ARAB314		
	2	Principles of Islamic Law	ARAB316		
	2	Professional ethics	ARAB401	Fourth stage	
	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 . The expected learning outcomes of the program

### Knowledge

<ol style="list-style-type: none"> <li>1- To be fluent in speaking classical Arabic</li> <li>2- To be able to master Arabic language subjects.</li> <li>3- To become familiar with modern teaching methods in teaching the Arabic language</li> <li>4- To pronounce letters and words well from their correct origins</li> </ol>	<ol style="list-style-type: none"> <li>1. To master the use of modern technologies to teach students.</li> <li>2. To be creative in solving problems through procedural research.</li> <li>3. That the spirit of innovation be cultivated for educational means when its students.</li> <li>4. To use modern strategies in his teaching of the Arabic language branches.</li> </ol>
--	---

### Skills

<ol style="list-style-type: none"> <li>1- To use modern teaching methods in teaching Arabic language subjects</li> <li>2- To take into account the individual differences of students.</li> <li>3- To be able to control the classroom.</li> <li>4- To be proficient in the skill of asking questions and discussing among students.</li> </ol>	<ol style="list-style-type: none"> <li>1. To master the use of educational means.</li> <li>2. To develop and show reporting skills.</li> <li>3. To achieve his goals that he set.</li> <li>4. To invest all his energies in achieving his goals.</li> </ol>
---	---

### Values

<ol style="list-style-type: none"> <li>1- THE Ability to take responsibility for classroom management.</li> <li>2- He has teaching skills that enable him to develop annual study plans.</li> </ol>	<ol style="list-style-type: none"> <li>1. To use appropriate test methods.</li> <li>2. To use appropriate measurement and evaluation methods.</li> </ol>
---	--



<p>3- He has the ability to apply the information he has learned when implementing the lesson.</p> <p>4- To have the ability to use modern strategies in teaching</p>	<p>3. To develop his skills in scientific research.</p> <p>4. He can develop his abilities in writing reports and literary and linguistic activities.</p>
---	---

## 9-Teaching and learning strategies

- 1- The lecture method
- 2- The discussion method
- 3- The cooperative learning method
- 4- Method of brainstorming
- 5- The interrogation method
- 6- How to display on Data Shop devices
- 7- Assigning students to write reports on educational courses
- 8- Carry out scientific travels to places that contribute to increasing their cognitive ability

## 10 -Teaching methods

- 1- Daily exams
- 2- Monthly exams
- 3- Final exams
- 4- Writing reports on each subject
- 5- Participation in the classroom
- 6- Class discussions

## 11- Faculty

### Faculty members

Preparing the teaching staff		Special requirements /skills (if any)		Specialization		Scientific rank
lecturer	owners			Private	General	
Nothing	Owners			Modern literature	Literature	Prof. Dr. Rasim Ahmed Abis



كلية التربية الأساسية - قسم اللغة العربية  
وصف النماذج الأكاديمي



Nothing	Owners			Arabic Language Teaching Methods	Philosophy in education	Prof. Dr. Mashreq Muhammad Mujul
Nothing	Owners			Literate literature	Literature	Prof. Dr. Mohamed Shaker Nasser
Nothing	Owners			Abbasi literature	Literature	Prof. Dr. Thaer Samir Al -Shammari
Nothing	Owners			Arabic Language Teaching Methods	Philosophy in education	Prof. Dr. Aref Hatem Hadi
Nothing	Owners			Rhetoric	Literature	Prof. Dr. Zina Ghani Abdul Hussein
Nothing	Owners			Arabic Language Teaching Methods	Philosophy in education	Prof. Dr. Diaa Owaid Harbi
Nothing	Owners			Arabic Language Teaching Methods	Philosophy in education	Prof. Dr. Khaled Rahi Hadi
Nothing	Owners			Arabic Language Teaching Methods	Philosophy in education and psychology	Prof. Dr. Ibtisam Sahib Musa
Nothing	Owners			Andalusian literature	Literature	A .M. Dr. Munir Obaid Najm
Nothing	Owners			Arabic Language Teaching Methods	Philosophy in education and psychology	Prof. Dr. Saif Tariq Hussein
Nothing	Owners			Arabic Language Teaching Methods	Philosophy in education and psychology	Prof. Dr. Riad Obaid hatif
Nothing	Owners			Modern literature	Literature	Prof. Dr. rayida Mahdi Jaber
Nothing	Owners			Arabic Language Teaching Methods	Teaching methods	Prof. Dr. Zina jabaar Ghani



كلية التربية الأساسية - قسم اللغة العربية  
وصف النماذج الأكاديمي



Nothing	Owners			Grammar	the language	Prof. Dr. Mohammed Ahmed Zaki
Nothing	Owners			Arabic Language Teaching Methods	Philosophy in education and psychology	A .M. Dr. Israa Fadel Amin
Nothing	Owners			Modern criticism	Literature	A .M. Dr. Samer Abdel Kazem Jalab
Nothing	Owners			Grammar	the language	A .M. Suhad Yas Abbas
Nothing	Owners			Constitutional law	the law	A .M. liqa Mehdi Salman
Nothing	Owners			Grammar	the language	A .M. Dr. Ahmed Mudalul Ali
Nothing	Owners			Play racket	Learning kinetic	A .M. Dr. Karim Abdel Zahra
Nothing	Owners			Grammar and Semantics	the language	A .M. Dr. Abdul Hadi Kazem Karim
Nothing	Owners			Andalusian literature	Literature	A .M. Montaser Hammoud Jaber
Nothing	Owners			Islamic literature	Literature	Dr. Amna Hussein Youssef
Nothing	Owners			Comparative literature	Literature	Dr. Ahmed Hussein Joudeh
Nothing	Owners			Modern criticism	Literature	Dr. Salar Salim Abdel Karim
Nothing	Owners			Modern criticism	Literature	Dr. aietidal Salman Oraibi
Nothing	Owners			Criticism Ancient	Literature	M.M. Noura Muhammad Abbas



كلية التربية الأساسية - قسم اللغة العربية  
وصف النماذج الأكاديمي



Nothing	Owners			Modern literature	Literature	M.M. Noura Abbas Ali
Nothing	Owners			Grammar	the language	M.M. Ali Muhammad Nour
Nothing	Owners			Grammar	the language	M.M. Shorouk Majid Sharif
Nothing	Owners			Grammar	the language	M.M. duhaa Sadiq Rasul
Nothing	Owners			Grammar	the language	M.M. Aseel Adnan Nuri Jawad
Nothing	Owners			Modern literature	Literature	M.M. Elaf Muhammad Abbas Jaber
Nothing	Owners			Arabic Language Teaching Methods	Teaching methods	M.M. Umm Al -Banin Aqeel Hadi
Nothing	Owners			Modern criticism	Literature	M.M. Haider Fawzi Muhammad Ali
Nothing	Owners			Grammar	the language	M.M. Khaled Ahmed Baawi
Nothing	Owners			Modern literature	Literature	M.M. Doaa Musa Kazem
Nothing	Owners			Arabic Language Teaching Methods	Teaching methods	M.M Zaidon Rashid Saeed Rashid
Nothing	Owners			Grammar	the language	M.M. Zahra Abbas Makki Abbas
Nothing	Owners			Abbasi literature	Literature	M.M. Zahra Jawad Kazem Jeddi
Nothing	Owners			Modern literature	Literature	M.M. Zahraa Imad Latif
Nothing	Owners			Grammar	the language	M.M. Zahraa Najm Abdel Muhammad



Nothing	Owners			Grammar	the language	M.M. Zahra Hassan Obaid
Nothing	Owners			Modern criticism	Literature	M. M. Ghafran Ahmed Mahdi Hussein
Nothing	Owners			Grammar	the language	M.M. . Marwa Shafi Abdel –Sada Jabr
Nothing	Owners			Arabic Language Teaching Methods	Teaching methods	M.M. Marwa Tawfiq Makki

## 12– Professional development

### Directing new faculty members

The new faculty members are developed by the following road:

- 1- Including them in specialized training courses.
- 2- Urging them to hold seminars, courses and training workshops.
- 3- Developing their creative selves.
- 4- Constant evaluation and encourage them to creativity.
- 5- Training them in modern technology.
- 6- Providing them with regulations for laws to increase their knowledge of laws, especially modern appointments.
- 7- Including them with courses for rights and duties assigned to them.

### Professional development for faculty members

**The professional development of faculty members is achieved through:**

- 1- Encouraging them to write scientific research and publish in reputable journals.
- 2- Training in modern teaching methods in teaching.
- 3- Urging them to participate in scientific conferences inside Iraq.
- 4- Encouraging them to participate in conferences outside Iraq.
- 5- Encouraging them to write methodological and enrichment books.



- 6- Facilitating travel procedures for professors to universities in different countries of the world to view the systems, curricula and teaching methods adopted therein.
- 7- Participate in making decisions for the department.
- 8- Including them in the scientific committees, the committees of the department and other committees.
- 9- Encouraging them to work team to serve the educational institution.

### 13- Admission standard

- 1- He has a secondary certificate in the literary or scientific branch.
- 2- That 60% in the student's acceptance of the general average, 20% on the interview committee and 20% to the Arabic language degree.
- 3- Not accepting those with special needs in the Arabic language department, especially paralysis, weak pronunciation, birth defects and general physical qualities.
- 4- That the student's acceptance should not be obligated to the Arabic Language Department except after the interview, which is a major condition for his admission.
- 5- To be psychological, physical and mental terms, especially the safety of speech.
- 6- It passes the department's linguistic fluency test.

### 14- The most important sources of information about the program

- 1-University guide
- 2- College site
- 3- Section link <https://basiceducation.uobabylon.edu.iq>
- 4-Books and references
- 5 -Electronic books
- 6- Various patrols and magazines

### 15- Program development plan



- 1- Focusing on opening specialization studies in all departments and enlightening students with that; This contributes positively to focusing on developing students' queens to develop their information in the field of their careful jurisdiction.
- 2- Exchange of experiences with the corresponding departments at the local, Arab and international levels
- 3- The project to develop practical education (viewing and applying) .The practical education is the important and complementary aspect of theoretical lessons, through which students are practically trained in teaching in primary and middle schools.
- 4- The Public Library Development Project to the electronic library
- 5- The College Infrastructure Development Project (Gardens, Public Facilities, Libraries, Study Halls, Discussion Halls, and Other).
- 6- The human development project and the development of thinking skills for primary studies students.
- 7- The periodic review of the academic program, supporting strengths and handling weaknesses, if any
- 8- Conducting comparisons between the corresponding colleges.

**18-Program skills scheme**

Learning outcomes required from the programme												Basic or optional	Course name	Symbol	Year/level
Values				Skill				Knowledge							
ج4	ج3	ج2	ج1	ب4	ب3	ب2	ب1	ا4	ا3	ا2	ا1				
*	*	*	*	*	*	*	*	*	*	*	*	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	Arabic lexicon	ARAB114	The first



													requirements			
*	*	*	*	*	*	*	*	*	*	*	*	*	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 requirements	Performance improvement	ARAB215	The 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



FACULTY OF BASIC EDUCATION

								*	*	*	*	<b>Department requirements</b>	<b>Morphology</b>	<b>ARAB214</b>	<b>The second</b>
*	*	*	*	*	*	*	*	*	*	*	*	<b>College requirements</b>	<b>General Teaching Methods and Applications</b>	<b>ARAB301</b>	<b>The third</b>
*	*	*	*	*	*	*	*	*	*	*	*	<b>College requirements</b>	<b>Educational Research Methodology</b>	<b>ARAB303</b>	<b>The third</b>
*	*	*	*	*	*	*	*	*	*	*	*	<b>Department requirements</b>	<b>Philology</b>	<b>ARAB305</b>	<b>The third</b>
*	*	*	*	*	*	*	*	*	*	*	*	<b>Department requirements</b>	<b>Grammar</b>	<b>ARAB307</b>	<b>The third</b>
*	*	*	*	*	*	*	*	*	*	*	*	<b>Department requirements</b>	<b>Abbasid literature</b>	<b>ARAB309</b>	<b>The third</b>
*	*	*	*	*	*	*	*	*	*	*	*	<b>Department requirements</b>	<b>Andalusian literature</b>	<b>ARAB311</b>	<b>The third</b>
*	*	*	*	*	*	*	*	*	*	*	*	<b>Department requirements</b>	<b>Ancient Literary Criticism</b>	<b>ARAB313</b>	<b>The third</b>
										*	*	<b>Department requirements</b>	<b>Ancient book</b>	<b>ARAB315</b>	<b>The third</b>
*	*	*	*	*	*	*	*	*	*	*	*	<b>College requirements</b>	<b>Arabic Language Teaching Methods</b>	<b>ARAB302</b>	<b>The third</b>
										*	*	<b>College requirements</b>	<b>Measurement and evaluation</b>	<b>ARAB304</b>	<b>The third</b>
*	*	*	*	*	*	*	*	*	*	*	*	<b>College requirements</b>	<b>Sustainable development</b>	<b>ARAB306</b>	<b>The third</b>
*	*	*	*	*	*	*	*	*	*	*	*	<b>College requirements</b>	<b>Curricula and textbooks</b>	<b>ARAB308</b>	<b>The third</b>
*	*	*	*	*	*	*	*	*	*	*	*	<b>Department requirements</b>	<b>Grammar</b>	<b>ARAB310</b>	<b>The third</b>
					*	*	*	*	*	*	*	<b>Department requirements</b>	<b>Abbasid literature</b>	<b>ARAB312</b>	<b>The third</b>
*	*	*	*	*	*	*	*	*	*	*	*	<b>Department requirements</b>	<b>Arabic Literature in the Middle Ages</b>	<b>ARAB314</b>	<b>The third</b>



								*	*	*	*	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 requirements	Practical Education (Application(	ARAB404	Fourth

• Please put a signal in the corresponding squares of individual learning outcomes from the evaluation progra



وصف البرنامج الاكاديمي



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

# The academic program description guide Arabic language

2025-2026



<b>1- Course name</b>	
Modern literary criticism	
<b>2- Rapporteur symbol</b>	
BEARMLC405	
<b>3- Chapter/ Sunnah</b>	
<b>The first semester</b>	
<b>4- The date of preparing this description</b>	
13/1/2026	
<b>5- Available forms</b>	
<b>Teaching my presence</b>	
<b>6- The total number of hours /The number of total units</b>	
3,3	
<b>7- The name of the course official (if more than one name is mentioned)</b>	
Name: : Asst. Prof. Dr. Samer Abdul Kadhim E -mail : <a href="mailto:basic.samer.abdulkadhim@uobabylon.edu.iq">basic.samer.abdulkadhim@uobabylon.edu.iq</a>	
<b>8- Study objectives</b>	
<b>The objectives of the subject</b>	<ul style="list-style-type: none"> <li>• He knows criticism It defines the critical approach.</li> <li>• It shows the types of monetary curricula.</li> <li>• Explains the importance of modern criticism</li> <li>• Distinguish between the types of creative texts</li> <li>• It shows the steps of the literary critic.</li> <li>• It defines the schedule of specifications (the test map)</li> <li>• Drawing the specifications schedule.</li> <li>• It mentions the base of formulating the behavioral target.</li> <li>• It gives examples of the levels of behavioral goals in its field of specialization.</li> <li>• It analyzes the qualities of good test (honesty, stability and objectivity)</li> <li>• 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.</li> </ul>



## 9- Teaching and learning strategies

Strategy	<ul style="list-style-type: none"> <li>• Grandstroke strategy.</li> <li>• Focus strategy.</li> <li>• Problem solving strategy</li> <li>• Strategy for harvesting ideas.</li> <li>• Cooperative learning strategy</li> <li>• The method of dialogue and discussion</li> </ul>
----------	--

## 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	Art Definition of the concept of beauty	It shows the importance of literary criticism in analyzing texts	
Oral test	Discussion	Definition of the concept of literature	Distinguish between the types of literary arts	
Written test	Discussion	- A monthly exam	Increase the ability to approach texts	
Written test	Interrogation	- The elements of the literary text	Knowing the terms adjacent to criticism	
Written test	Interrogation	- Imagination Emotion	Clarify the conditions of literary texts	
Written test	Interrogation	- The idea Rhythm	Knowledge of schools and literary doctrines	
		- The emergence of literary criticism	Learn about the importance of the critical approach in analysis	
		Conditions of the critic	Learn about diversity and diversity of monetary curricula	
		- A monthly exam		
		Critical curricula		
		Constant curricula		
		Textual curricula		
		Curricula post-text		

## 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



<b>1- Course name</b>	
Performance improvement	
<b>2- Rapporteur symbol</b>	
BEARPI209	
<b>3- Chapter/ Sunnah</b>	
<b>The first semester</b>	
<b>4- The date of preparing this description</b>	
2025/12/30	
<b>5- Available forms</b>	
<b>Presence</b>	
<b>6- The total number of hours /The number of total units</b>	
2,2	
<b>7- The name of the course official (if more than one name is mentioned)</b>	
Name: M. M. Zahraa Abbas Makki E -mail : <a href="mailto:bas284.zahraa.abbas@uobabylon.edu.i">bas284.zahraa.abbas@uobabylon.edu.i</a>	
<b>8- Study objectives</b>	
<b>The objectives of the subject</b>	<ul style="list-style-type: none"> <li>• The student is fluent in the rules and dictation.</li> <li>• The student mastered the Arabic language reading and writing.</li> <li>• The student can know the origin of writing through Arab heritage and culture.</li> <li>• The student can write the texts properly without domestic errors.</li> <li>• To taste Arabic literary texts with memorization, understanding and review.</li> </ul>
<b>9- Teaching and learning strategies</b>	
Strategy	1- Lecture 2- Discussion 3- Interrogation
<b>10- Rapporteur structure</b>	





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

Course name:	
Arabic calligraphy	
Course code	
BEARAC107	
Semester/Year: First Semester of the Academic Year	
2026-2025	
Date of preparation of this description:	
2/12/2025	
Available attendance forms	
: In-person	
Total number of study hours (3) Total number of units	
(3)	
3-3	
Name of the course administrator (if more than one name is mentioned)	
Name: M. M. Zahraa Abbas Makki	
E -mail : <a href="mailto:bas284.zahraa.abbas@uobabylon.edu.i">bas284.zahraa.abbas@uobabylon.edu.i</a>	
8- Course objectives	
<ul style="list-style-type: none"> <li>• The student should know the aesthetics of the Arabic language.</li> <li>• The student should know the science of grammar.</li> <li>• That the student knows grammar, language and terminology.</li> <li>• The student should find a match between the definition of grammar in the language and terminology.</li> <li>• The student should know who invented the science of grammar.</li> <li>• The student should know the importance of grammar .</li> <li>• The student should differentiate between grammar and morphology.</li> <li>• To know the inflectional movements.</li> <li>• The student should differentiate between vowel parsing and letter parsing</li> <li>• He must be able to give an example for each of them.</li> <li>• The student should differentiate between a noun, a letter, and a verb.</li> <li>• The student gets to know the nominatives, accusatives, and prepositions.</li> <li>• The student gets to know the concept of adverb.</li> <li>• The student gets to know the concept of discrimination.</li> <li>• To be able to distinguish between adverb and distinction.</li> </ul>	Objectives of the study subject



<ul style="list-style-type: none"> <li>For the student to recognize the meaning of prepositions</li> </ul>					
9- Teaching and learning strategies					
Lecture, discussion and questioning					Strategy
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



<b>1. Course Name:</b>	
Arabic Grammar	
<b>2. Course Code:</b>	
BEARAL106	
<b>3. Semester / Year:</b>	
First Semester / 2025–2026	
<b>4. Description Preparation Date:</b>	
15/01/2026	
<b>5. Available Attendance Forms:</b>	
<b>In-person</b>	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
<b>Number of Hours: (3) Number of Units: (3)</b>	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: M. M. Zahraa Abbas Makki  E -mail : <a href="mailto:bas284.zahraa.abbas@uobabylon.edu.iq">bas284.zahraa.abbas@uobabylon.edu.iq</a>  Name: M. M. Khaled Ahmed Baaiwi  <a href="mailto:bas128.Khaled.ahmed@uobabylon.edu.iq">Email: bas128.Khaled.ahmed@uobabylon.edu.iq</a>  Name: M.M. Zahraa Najm Abd  <a href="mailto:zahraaalljeboury17@gmail.com">Email: zahraaalljeboury17@gmail.com</a>  Name: Dhamia Arkan Najm  <a href="mailto:bas838.dhmyaa.arkan@uobabylon.edu.iq">Email: bas838.dhmyaa.arkan@uobabylon.edu.iq</a>	
<b>8. Course Objectives</b>	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>● sentence, and phrase) in a nominal .sentence</li> <li>● He differentiates between “la” which ”negates the entire class and other types of “la .”and the tools that resemble “laysa</li> <li>● He knows the rules governing the operation of (ma, la, in, lat) and its effect on the</li> </ul>



	<p>.subject and predicate</p> <ul style="list-style-type: none"> <li>● It enhances his skills in correct grammatical analysis when inserting "inna" and its .sisters into sentences</li> <li>● He practices extracting the subject and the passive subject from literary and Quranic .texts</li> <li>● It is able to accurately convert verbs from .the active voice to the passive voice</li> <li>● It analyzes grammatical texts to extract the subject and predicate and determine their .grammatical case</li> <li>● It creates correct sentences free from common grammatical errors related to .nominative and accusative cases</li> </ul>
--	--

9. Teaching and Learning Strategies

<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. <b>To familiarize the student with the terminological concepts related to the course: intransitive verb, transitive verb, transformation, direct object, absolute object, object of reason, adverbial object, and exception.</b></li> <li>2. <b>To familiarize the student with the differences between the intransitive verb and the transitive verb, as well as the means of transformation between them.</b></li> <li>3. <b>To familiarize the student with the direct object in terms of its types, grammatical case, and rules.</b> <b>To familiarize the student with the verbs that take two objects and the verbs that take three objects.</b></li> <li>4. <b>To familiarize the student with the absolute object, its types, grammatical case, what may substitute for it, and its synonym.</b></li> <li>5. <b>To familiarize the student with the object of reason in terms of its types and grammatical rules.</b></li> <li>6. <b>To familiarize the student with exception: its components, types, particles, forms, and the parsing of the exception construction.</b></li> <li>7. <b>To familiarize the student with the adverbial object in terms of its types and grammatical case.</b></li> <li>8. <b>To enable the student to acquire the ability to apply grammatical parsing and analyze grammatical evidence.</b></li> </ol>
-----------------	---



## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First Second Third Fourth Fifth Sixth Seventh Eighth Ninth Tenth Eleventh Twelfth Thirteenth Fourteenth Fifteenth	Weeks  Monthly Exam	<p>1. Demonstrate s knowledge and understanding of the concepts of the intransitive verb, the transitive verb, and the transformation between them.</p> <p>2. Distinguishes between the types of objects and their grammatical rules.</p> <p>3. Compares between verbs that take two objects and verbs that take three objects.</p> <p>4. Analyzes grammatical structures that include a direct object, an absolute object, an object of reason, or an adverbial object.</p> <p>5. Recognizes the different forms of exception and parses them correctly.</p> <p>6. Applies grammatical rules</p>	<p><b>Philology:</b> its origin, concept, objectives, and importance</p> <p>The concept of philology and its main conditions</p> <p><b>Language:</b> its definition and types</p> <p><b>Derivation:</b> its definition and importance</p> <p><b>Language:</b> its definition and methods of its use in the school</p> <p><b>Linguistic theories and the differences between them</b></p> <p><b>Derivation and coinage:</b> the difference between them</p> <p><b>Linguistic thought among the Indians and the Greeks</b></p> <p><b>Literal and figurative meaning and the difference</b></p>	<p>Lecture Lecture Lecture Discussion Discussion Discussion Oral Questioning Oral Questioning Oral Questioning</p>	<p>Oral Exam Oral Exam Oral Exam Written Exam Written Exam Written Exam Written Exam Written Exam</p>



		<p>to Qur'anic, prose, and poetic examples.</p> <p>7. Employs grammatical knowledge in understanding and analyzing Arabic texts.</p>	<p>between them Arabized words in the Holy Qur'an and the موقف of the Language Academy on them</p> <p>Metathesis and derivation and the difference between them</p> <p>Arabization: its causes and methods</p> <p>Linguistic thought in the modern era</p> <p>Figurative language: linguists' interest in figurative usage, its indicators, scholars' views on it, and the criterion for judging figurative meaning</p>	
--	--	--	---	--

**Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily quizzes, oral and monthly examinations, written tests, reports, etc.**

Sharh Ibn Aqil on Ibn Malik's  
 Al-Nahw al-Wafi, Abbas Hasan  
 Jami' al-Durus al-'Arabiyyah, Mustafa al-Ghalayini  
 Al-Nahw al-Wadih, Ali al-Jarim and Mustafa Amin  
 Awdah al-Masalik ila Alfyyat Ibn Malik, Ibn Hisham al-Ansari  
 Shadha al-'Arf fi Fann al-Sarf, Ahmad al-Hamlawi  
 Mughni al-Labib 'an Kutub al-A'arib, Ibn Hisham al-Ansari



<b>1. Course name</b>	
sustainable development	
<b>2. Course code</b>	
BESUS390	
<b>3. Semester/Year</b>	
Second course ٢٠٢٦ – ٢٠٢٥	
<b>4. Date of preparation of this description</b>	
2026/١/٢٨	
<b>5. Available forms of attendance</b>	
Lectures	
<b>6. Total number of study hours / total number of units</b>	
٢/٢	
<b>7. Name :of the course administrator</b>	
A.L Miqdadjlyl Abdulrahim <a href="mailto:BAS757.MUKDAD.JALEEL@UOBABYLON.EDU.IQ">BAS757.MUKDAD.JALEEL@UOBABYLON.EDU.IQ</a>	
<b>8. Course objectives</b>	
<b>Subject objectives</b>	<p>To understand the concept of sustainable development</p> <p>To explain the historical development of the concept of development</p> <p>To show the principles and components of development</p> <p>To clarify the relationship between geography and sustainable development</p> <p>To explain the role of sustainable urban planning</p> <p>To give examples of global experiences within the framework of development</p>
<b>9. Teaching and learning strategies</b>	
<b>Strategy</b>	<p>Creative thinking</p> <p>Generate questions</p> <p>Brainstorming</p>

<b>10. Course structure</b>
-----------------------------



The week	Watches	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
the first	٣	To know the concept of sustainable development	The concept of sustainable development	Discussion	Essay test
the second	٣	To explain the historical development of the concept of development	Historical development of the concept of development	Problem solving	Matching test
the third	٣	To list the components and principles of development	Elements and principles of development	interrogation	or false test
Fourth	٣	To show the development goals	Development goals	Discussion	Multiple choice
Fifth	٣	To classify the dimensions of development	Dimensions of development	Brainstorming	Matching test
Sixth	٣	First month exam			
Seventh	٣	To enumerate the development measurement	Measuring development	Problem solving	Multiple choice
The eighth	٣	To clarify the relationship between geography and sustainable .development	Geography and Sustainable Development	Discussion	Right and wrong
Ninth	٣	To clarify the possibility of achieving development	Possibility of achieving development	Brainstorming	Essay test



tenth	٣	To illustrate sustainable urban development	Sustainable urban development	interrogation	Matching test
eleventh	٣	To explain the role of information systems in development	The role of information systems in development	Discussion	Multiple choice
twelfth	٣	To clarify the role of urban planning in development	Urban planning in development	Discussion	Right and wrong
thirteenth	٣	To show the spatial and urban development in Iraq	Spatial and urban development in Iraq	interrogation	Multiple choice
fourteenth	٣	Second month exam			
fifteenth	٣	To give examples of global experiences in .development	Global experiences on development	Discussion	Matching test

### 11. Course Evaluation

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

First and second monthly exam 30 points

Daily exam: 10 marks

Report: 10 marks

Final Exam: 50 marks

### 12. Learning and teaching resources

Prescribed textbooks (syllabus, if available)	Nothing
Main References(Sources)	Osman Mohammed Ghanem / Sustainable Development Abdul Zahra Al-Janabi / Sustainable development from a geographical perspective . Abdul Rahman Saif / Sustainable Development
Recommended supporting books and references (scientific journals and reports)	Nothing



**Electronic references, websites**

**Electronic references, websites**

<ul style="list-style-type: none"> <li>Course Name</li> </ul>	
Educational research methodologies	
<ul style="list-style-type: none"> <li>code The course</li> </ul>	
BEERM383	
<ul style="list-style-type: none"> <li>the chapter/Year</li> </ul>	
First semester / 2025–2026	
<ul style="list-style-type: none"> <li>date numbers this Description</li> </ul>	
20/1/2026	
<ul style="list-style-type: none"> <li>shapes the audience Available</li> </ul>	
My presence (theoretical)	
<ul style="list-style-type: none"> <li>) number Hours Study( /Total) number Units( (Total</li> </ul>	
Number of hours (2) Number of units (2)	
<ul style="list-style-type: none"> <li>name responsible The course ( if more from name (It is mentioned)</li> </ul>	
Dr. Israa : Name	
Email <a href="mailto:basic.israa.fadhel@uobabylon.edu.iq">basic.israa.fadhel@uobabylon.edu.iq</a>	
Name: Prof. Dr. Khaled Rahy	
<a href="mailto:Basic.khaled.raahi@uobabylon.edu.iq">Basic.khaled.raahi@uobabylon.edu.iq</a> Email :	
<a href="#">Name: M.M. Umm Al-Banin Aqeel Hadi</a>	
<a href="mailto:bas342.aum@uobabylon.edu.iq">bas342.aum@uobabylon.edu.iq</a> : Email	
<ul style="list-style-type: none"> <li>Course Objectives</li> </ul>	
<ul style="list-style-type: none"> <li>He distinguishes between the concepts of science and scientific research</li> <li>Lists the characteristics of scientific research</li> <li>Educational research is classified</li> <li>Descriptive research is known</li> <li>His knowledge of experimental research is evident</li> <li>Experimental design types are mentioned</li> <li>Lists the steps of educational research</li> <li>.It identifies the research community and its sample</li> <li>List the types of samples</li> <li>.It explains how the survey works</li> <li>The interview explains</li> <li>He knows the observation</li> <li>He knows how to write a research paper</li> </ul>	<p>Course objectives</p> <p>After completing the educational experience, the student will be able to:</p>
<ul style="list-style-type: none"> <li>Teaching and learning strategies</li> </ul>	



<ul style="list-style-type: none"> <li>. Reciprocal teaching strategy</li> <li>. Self-learning strategy</li> <li>• . Problem-solving strategy</li> <li>• . The strategy of harvesting ideas</li> <li>• . Cooperative learning strategy</li> <li>• . The style of dialogue and discussion</li> </ul>	strategy
---	----------

• Course structure

Evaluation Method	Learning method	Unit name and topic	Education and learning outcomes	Hours	Week
oral exam	Lecture	Science and scientific research	He distinguishes between the concepts of science and scientific research	٢	١
oral exam	Discussion and dialogue	Classification of educational research	Lists the characteristics of scientific research	٢	٢
Written test	Discussion and dialogue	Experimental research	Lists the classifications of educational research	٢	٣
Written test	Discussion and dialogue	Experimental designs and their types	First month test	٢	٤
Written test	Discussion and dialogue	Steps in educational research	Descriptive research is known	٢	٥
	Discussion and dialogue	,Study participants	His knowledge of experimental research is evident	٢	٦
	Discussion and dialogue	research population, and sample	It is mentioned Types of experimental designs	٢	٧
	Discussion and dialogue	Types of samples and steps for selecting them	He knows the steps of .educational research	٢	٨
	Discussion and dialogue	Data collection tools	Second month test	٢	٩
	Discussion and dialogue	The interview: its ,definition, importance ,forms, advantages	The research community and its sample are known	٢	١٠
	Discussion and dialogue	disadvantages, and how .to apply it	Types of samples are identified	٢	١١
	Discussion and dialogue	Writing the research - G	The student learns about Ad and Watt Data collection	٢	١٢
	Discussion and dialogue	eneral considerations when preparing it		٢	١٣
	,Discussion dialogue, and			٢	١٤
				٢	١٥



	questioning interrogation interrogation		It explains how the survey .works The interview explains He understands the importance of observation He knows how to write a research paper		
--	---	--	---	--	--

• Course evaluation

distribution Degree according to Tasks The assigned In it student like Preparation Daily and exams  
Daily oral and monthly  
and liberation and reports .... etc

• Learning and teaching resources

- .Research Methods in Education and Psychology: Dr Muhammad Hamid Al-Masoudi and others	Required textbooks (methodology, if (applicable
- Al-Ajrash , Haider Hatem, Foundations of Research in Education and Psychology, 2015, 1st Edition, Dar Al-Manhajia .Amman-Jordan	Main references (sources) Recommended supporting books and ,references (scientific journals – reports
- Relying on some electronic references from the Internet	).etc Electronic references – Internet resources



## Course Name

Arabic language Teaching Methods

- code The course

BEARSTM318BEARSTM318

- date numbers this Description

16/4/2026

- shapes the audience Available

My presence (theoretical)

- ) number Hours Study( /Total) number Units( (Total

2-2

- name responsible The course ( if more from name (It is mentioned)

Prof. Dr. Diao Owaid Harbi Al-Arnusi : Name

[basic.dihya.uweed@uobabylon.edu.iq](mailto:basic.dihya.uweed@uobabylon.edu.iq) Email

Banin Aqeel Hadi Al-Maamouri – M.M. Umm Al : Name

[bas342.aumalbanean.uobabylon.edu.iq](mailto:bas342.aumalbanean.uobabylon.edu.iq) : Email

- Course Objectives

:Enabling Arabic language learners to

- Understanding the importance of the Arabic language teacher in the educational process
- To enable students to learn the basics of the Arabic language
- Understanding the role of the Arabic language in learning various sciences and knowledge
- Enabling students to use different teaching methods in teaching the Arabic language
- Students should be familiar with the steps for teaching each branch of the Arabic language
- and extracurricular activities when teaching Arabic

- Students' familiarity with the rules for preparing different classroom and monthly questions. Students learned modern methods and techniques for teaching the Arabic language

Course objectives

- Teaching and learning strategies

1- Lecture

2- .Problem solving

3- .Brainstorming

4- Active learning strategies

strategy



5- .Discussion					
6- metaphorical thinking					
7- .Collaborative learning					
● Course structure					
Evaluation Method	Learning method	Unit name and topic	Education and learning outcomes	Hours	Week
Probing questioning style	discussion	- Teachin	:Understanding	For all weeks  Monthly test	the first
Short questions	Problem solving	g Methods	Teaching		the second
Written test	Cooperative learning	Terminology	Methods		the third
objective test	active learning	- Learning	Terminology		Fourth
a report.	active learning	and the importance of	Understanding the importance of learning for		Fifth
Metaphorical thinking schemes	metaphorical thinking	the teacher from an Islamic perspective	of learning for both teacher ,and learner		Sixth
Short questions	brainstorming	- Commo	and its benefits		Seventh
		n teaching methods	Introduction to learning, its types and conditions		Eighth
		- Teachin	He knows the most important teaching		Ninth
		g reading	methods		tenth
		- Teachin	Learning to teach reading and conversation		eleventh
		g conversation and expression	He knows the most important teaching		twelfth
		- Teachin	Learning to teach reading and conversation		thirteenth
		g Arabic spelling and calligraphy	He knows the most important teaching		fourteent
		- Teachin	Learning to teach reading and conversation		h
		g songs and memorized texts	He knows spelling and handwriting	fifteenth	
		- Teachin	He knows the hymns and the memorized		
		g Arabic Literature			
		- Teachin			



		g Arabic grammar rules - Teachin g Arabic rhetoric - Teachin g public speaking - Integrate d Arabic language education - Designin g and evaluating Arabic language tests	poems Arabic literature is known Teaching Arabic grammar is known He knows Arabic rhetoric He knows rhetoric Integrated education is known He knows Arabic language tests I design different tests in the Arabic language and its various .branches		
<ul style="list-style-type: none"> <li>Course evaluation</li> </ul>					
<p>Final test/ 15 consisting of two tests. The Daily quizzes and assignments make up 10, so the final exam is worth 40</p>					
<ul style="list-style-type: none"> <li>Learning and teaching resources</li> </ul>					
1. Fundamentals of Teaching Methods: Prof. Dr. Diaa Owaid Harbi Al- Arnusi , Dar Al-Sadiq for Printing and Publishing, Iraq, 2023		Required textbooks (methodology, if (applicable)			
2. Primary School Teacher: Prof. Dr. Diaa Owaid Harbi Al- Arnusi, Dar Al-Radwan for Publishing and Distribution, Amman – Jordan 2016 AD.		Main references (sources)			
		Recommended supporting books and ,references (scientific journals – reports (.etc			



<p>3. Assistant in teaching and learning the Arabic language: Prof. Dr. Diao Owaïd Harbi Al–Arnusi , Dar ,Safaa for Publishing and Distribution, Amman, Jordan AD ٢٠١٩.</p> <p>4. Reading, Learning, and Teaching: Prof. Dr. Diao Owaïd Harbi Al– Arnusi , Dar Al–Sadiq for Printing and Publishing, Iraq, 2023</p> <p>5. Introduction to Literary Awareness: Prof. Dr. Diao Owaïd Harbi Al–Arnusi , Safaa Publishing and Distribution .House, Amman, Jordan, 2019</p>	<p>Electronic references – Internet resources</p>
--	---

<ul style="list-style-type: none"> <li>Course Name</li> </ul>	
Psychology of teaching classroom thinking	
<ul style="list-style-type: none"> <li>code The course</li> </ul>	
BEAREPCT224	
<ul style="list-style-type: none"> <li>the chapter/Year</li> </ul>	
2025–2026 / Chapter Two	
<ul style="list-style-type: none"> <li>date numbers this Description</li> </ul>	
18/4/2026	
<ul style="list-style-type: none"> <li>shapes the audience Available</li> </ul>	
My presence (work)	
<ul style="list-style-type: none"> <li>) number Hours Study( /Total) number Units( (Total</li> </ul>	
3–3	
<ul style="list-style-type: none"> <li>name responsible The course ( if more from name (It is mentioned)</li> </ul>	
Name: Riyam Hatem Kazem : Email <a href="mailto:bas131.ryam.hatam@uobabylon.edu.iq">bas131.ryam.hatam@uobabylon.edu.iq</a> <a href="mailto:bas342.aum.albaneen@uobabylon.edu.iq">Basin Aqeel Hadi -Al M.M. Umm</a> :Name <a href="mailto:bas342.aum.albaneen@uobabylon.edu.iq">bas342.aum.albaneen@uobabylon.edu.iq</a> : Email <b>M.M. Marwa Tawfiq Makki</b> : <a href="mailto:bas306.marwa.tafeek@uobabylon.edu.iq">bas306.marwa.tafeek@uobabylon.edu.iq</a> Zaidoun Rashid.: <a href="mailto:bas559.zadon.rashid@uobabylon.edu.iq">Name</a> <a href="mailto:bas559.zadon.rashid@uobabylon.edu.iq">bas559.zadon.rashid@uobabylon.edu.iq</a>	
<ul style="list-style-type: none"> <li>Course Objectives</li> </ul>	
<ul style="list-style-type: none"> <li>Understanding the psychological and cognitive foundations of the classroom thinking teaching process in light of modern learning theories</li> <li>Understanding the nature of the classroom as a cognitive and perceptual environment that influences the learning and development of thinking</li> <li>Familiarity with models and strategies for teaching thinking, and analyzing them from a psychological and educational perspective (theoretically and practically)</li> <li>.Designing lessons according to classroom learning models (practically)</li> <li>Developing students' ability to plan classroom instruction in a way that enhances higher-order thinking skills (theoretically and practically)</li> <li>Employing educational technologies and electronic environments to support thinking skills (theoretically and practically)</li> <li>Preparing students to design educational activities and assessments that contribute to the development of critical and creative thinking among learners (theoretically and practically)</li> </ul>	Course objectives After completing the educational experience, the student will be able to
<ul style="list-style-type: none"> <li>Teaching and learning strategies</li> </ul>	



.Problem solving Task-based learning strategies .Interactive collaborative learning • .Projects for practical application	strategy
--	----------

• Course structure

Evaluation Method	Learning method	Unit name and topic	Education and learning outcomes	Hours	Week
Formative test	Problem solving and project methodology	Bruner's Exploratory Learning Model	Defining the steps and practical application of the model	Two hours per week	the first
Written test		Gagné's step-by-step learning model	Defining the steps and practical application of the model		the second
oral test	Task-based learning strategy	Karl's mastery learning model	Using the model in educational situations	Two hours per week	the third
Formative test		Ausubel's Meaning-Based Learning Model	Using the model in educational situations		Fourth
Written test	Task-based learning strategy	Piaget's model of cognitive learning	Training students to identify prerequisites and implement the principle of meaningful learning	Two hours per week	Fifth
oral test		The electronic classroom and its importance	Employment in classroom teaching situations		Sixth
Formative test	Task-based learning strategy	Interactive learning and virtual links for the learning and teaching process	The ability to interpret and apply	Two hours per week	Seventh
Task analysis		Electronic calendar	The ability to design and implement		Eighth
a test Editorial	Task-based learning strategy	Thinking model – Mata	Enabling the learner to build and practically apply electronic tests	Two hours per week	Ninth
		Kolb's model: practical applications	It applies thinking skills teaching models in educational situations		tenth
	Task-based learning strategy	Practical applications of thinking skills teaching models and tests	It applies thinking skills teaching models in educational situations	Two hours per week	eleventh
					twelfth
	Task-based learning strategy			Two hours per week	thirteenth
					fourteenth
	Task-based learning strategy			Two hours per week	fifteenth



• Course evaluation
---------------------

<ul style="list-style-type: none"> <li>• Annual efforts (marks) 40</li> </ul>
---

<ul style="list-style-type: none"> <li>• Practical assessment (12 marks) and theoretical assessment (16 marks)</li> </ul>
---

• Learning and teaching resources
-----------------------------------

<ul style="list-style-type: none"> <li>• Karmash, Hawraa Abbas, <i>Educational Psychology</i>, Dar Al-Wafaq for Publishing and Distribution, 2018</li> </ul>	Required textbooks (methodology, if applicable)
--	---

<ul style="list-style-type: none"> <li>• Al-Zaghoul, Emad Abdul Rahim, <i>Psychology of Classroom Learning</i>, University Book House, 2012</li> </ul>	Main references (sources)
--	---------------------------

<ul style="list-style-type: none"> <li>• Approved books on the psychology of learning and teaching thinking</li> </ul>	Recommended supporting books and references (scientific journals – reports (.etc
--	--

<ul style="list-style-type: none"> <li>• Supporting sources</li> </ul>	Electronic references – Internet resources
--	--

<ul style="list-style-type: none"> <li>• Recent research and studies</li> </ul>
---

<ul style="list-style-type: none"> <li>• Electronic resources and educational platforms</li> </ul>
--

• Course Name
---------------

Psychology of teaching classroom thinking
---

• code The course
-------------------

BEAREPCT224
-------------

• the chapter/Year
--------------------

2025–2026 / Chapter Two
-------------------------

• date numbers this Description
---------------------------------

18/4/2026
-----------

• shapes the audience Available
---------------------------------

My presence (work)
--------------------

• ) number Hours Study( /Total) number Units( (Total
--

3–3
-----

• name responsible The course ( if more from name (It is mentioned)
---

reyadh.hatif: :Name
---------------------

<a href="mailto:basic.reyadh.hatif@uobabylon.edu.iq">basic.reyadh.hatif@uobabylon.edu.iq</a>
--

• Course Objectives
---------------------

<ul style="list-style-type: none"> <li>• Understanding the psychological and cognitive foundations of the classroom thinking .teaching process in light of modern learning theories</li> </ul>	Course objectives
--	-------------------



<ul style="list-style-type: none"> <li>Understanding the nature of the classroom as a cognitive and perceptual environment that influences the learning and development of thinking</li> <li>Familiarity with models and strategies for teaching thinking, and analyzing them from a psychological and educational perspective (theoretically and practically)</li> <li>Designing lessons according to classroom learning models (practically)</li> <li>Developing students' ability to plan classroom instruction in a way that enhances higher-order thinking skills (theoretically and practically)</li> <li>Employing educational technologies and electronic environments to support thinking skills (theoretically and practically)</li> <li>Preparing students to design educational activities and assessments that contribute to the development of critical and creative thinking among learners (theoretically and practically)</li> </ul>	<p>After completing the educational experience, the student will be able to</p>
---	---

<ul style="list-style-type: none"> <li>Teaching and learning strategies</li> </ul>	strategy
<ul style="list-style-type: none"> <li>Problem solving</li> <li>Task-based learning strategies</li> <li>Interactive collaborative learning</li> <li>Projects for practical application</li> </ul>	

**Course structure**

Evaluation Method	Learning method	Unit name and topic	Education and learning outcomes	Hours	Week
Formative test	Problem solving and project methodology	Bruner's Exploratory Learning Model	Defining the steps and practical application of the model	Two hours per week	the first
Written test		Gagné's step-by-step learning model	Defining the steps and practical application of the model		the second
Formative test	Task-based learning strategy	Karl's mastery learning model	Using the model in educational situations	Two hours per week	the third
Formative test		Ausubel's Meaning-Based Learning Model	Using the model in educational situations		Fourth
Written test	Task-based learning strategy	Piaget's model of cognitive learning	Training students to identify prerequisites and implement the principle of meaningful learning	Two hours per week	Fifth
Formative test		The electronic classroom and its importance	Employment in classroom teaching situations		Sixth
Task analysis	Task-based learning strategy	Interactive learning and virtual links for the learning and teaching process	Employment in classroom teaching situations	Two hours per week	Seventh
Editorial					Eighth
					Ninth
					tenth
					eleventh



	<p>Problem solving</p> <p>Problem solving</p> <p>Task-based learning</p> <p>Task-based learning strategy</p>	<ul style="list-style-type: none"> <li>• Electronic calendar</li> <li>• Electronic tests and their design methods</li> <li>• Thinking model – Mata model – SCAMPER model</li> <li>• Kolb's model: practical applications</li> <li>• Practical applications of thinking skills teaching models and tests</li> </ul>	<p>The ability to interpret and . apply</p> <p>The ability to design and .implement</p> <p>Enabling the learner to build and practically apply electronic tests</p> <p>It applies thinking skills teaching models in .educational situations</p> <p>It applies thinking skills teaching models in .educational situations</p>	<p>twelfth</p> <p>thirteenth</p> <p>h</p> <p>fourteenth</p> <p>h</p> <p>fifteenth</p>
--	--	--	---	---

• Course evaluation

<p>Practical assessment (12 marks) and theoretical assessment</p>
---

• Learning and teaching resources

<ul style="list-style-type: none"> <li>• Karmash, Hawraa Abbas, <i>Educational Psychology</i>, Dar Al-Wafaq for Publishing and Distribution, 2018</li> <li>• Al-Zaghoul, Emad Abdul Rahim, <i>Psychology of Classroom Learning</i>, University Book House, 2012</li> <li>• Approved books on the psychology of learning and teaching</li> <li>• thinking</li> <li>• .Supporting sources</li> <li>• .Recent research and studies</li> <li>• .Electronic resources and educational platforms</li> </ul>	<p>Required textbooks (methodology, if applicable)</p> <p>Main references (sources)</p> <p>Recommended supporting books and references (scientific journals – reports (.etc</p> <p>Electronic references – Internet resources</p>
---	---

● Course Name	
Psychology of teaching classroom thinking	
● code The course	
BEAREPCT224	
● the chapter/Year	
2026–2025 / Chapter Two	
● date numbers this Description	
18/4/2026	
● shapes the audience Available	
My presence (work)	
● ) number Hours Study( /Total) number Units( (Total	
3–3	
● name responsible The course ( if more from name (It is mentioned)	
Name: Riyam Hatem Kazem	
: Email <a href="mailto:bas131.ryam.hatam@uobabylon.edu.ia">bas131.ryam.hatam@uobabylon.edu.ia</a>	
<a href="#">Al-Banin Aqeel Hadi M.M. Umm</a> :Name	
<a href="#">bas342.aum albaneen.uobabylon.edu.iq</a> : Email	
● Course Objectives	
<ul style="list-style-type: none"> <li>● Understanding the psychological and cognitive foundations of the classroom thinking teaching process in light of modern learning theories</li> <li>● Understanding the nature of the classroom as a cognitive and perceptual environment that influences the learning and development of thinking</li> <li>● Familiarity with models and strategies for teaching thinking, and analyzing them from a psychological and educational perspective (theoretically (and practically</li> <li>● .Designing lessons according to classroom learning models (practically)</li> <li>● Developing students' ability to plan classroom instruction in a way that enhances higher–order thinking skills (theoretically and practically)</li> <li>● Employing educational technologies and electronic environments to support thinking skills (theoretically and practically)</li> <li>● Preparing students to design educational activities and assessments that contribute to the development of critical and creative thinking among learners (theoretically and practically)</li> </ul>	<p>Course objectives</p> <p>After completing the educational experience, the student will be able to</p>
● Teaching and learning strategies	



.Problem solving Task-based learning strategies .Interactive collaborative learning • .Projects for practical application	strategy
--	----------

• Course structure

Evaluation Method	Learning method	Unit name and topic	Education and learning outcomes	Hours	Week
Formative test Written test oral test	Problem solving and project methodology	Bruner's Exploratory Learning Model	Defining the steps and practical application of the model.	Two hours per week	the first the second
Formative test Formative test Written test oral test	Task-based learning strategy	Gagné's step-by-step learning model Karl's mastery learning model	Defining the steps and practical application of the model		the third Fourth
Formative test Written test oral test	Task-based learning strategy	Ausubel's Meaning-Based Learning Model	Using the model in .educational situations		Fifth Sixth
Formative test Task analysis a test Editorial	Projects and task-based learning strategy	Piaget's model of cognitive learning	Training students to identify prerequisites and implement the principle of meaningful learning.		Seventh Eighth
	Task-based learning strategy	The electronic classroom .and its importance			
	Task-based learning strategy	Interactive learning and virtual links for the learning and teaching process	Employment in classroom teaching situations		Ninth tenth
	Problem solving	Electronic calendar	The ability to interpret and . apply		eleventh twelfth
	Problem solving	Electronic tests and their design methods	The ability to design and .implement		thirteenth h
	Task-based learning strategy	Thinking model – Mata model – SCAMPER model	Enabling the learner to build and practically apply electronic tests		fourteenth h
	Task-based learning strategy	Kolb's model: practical applications Practical applications of thinking skills teaching models and tests	It applies thinking skills teaching models in .educational situations It applies thinking skills teaching models in .educational situations		fifteenth



<ul style="list-style-type: none"> <li>Course evaluation</li> </ul>	
<ul style="list-style-type: none"> <li>Practical assessment (12 marks) and theoretical assessment (28 marks)</li> </ul>	
<ul style="list-style-type: none"> <li>Learning and teaching resources</li> </ul>	
<ul style="list-style-type: none"> <li>Karmash, Hawraa Abbas, <i>Educational Psychology</i> , Dar Al-Wafaq for Publishing and Distribution, 2018</li> <li>Al-Zaghoul , Emad Abdul Rahim, <i>Psychology of Classroom Learning</i> , University Book House, 2012</li> <li>Approved books on the psychology of learning and teaching</li> <li>Supporting sources</li> <li>Recent research and studies</li> <li>Electronic resources and educational platforms</li> </ul>	<ul style="list-style-type: none"> <li>Required textbooks (methodology, if applicable)</li> <li>Main references (sources)</li> <li>Recommended supporting books and references (scientific journals – reports (.etc</li> <li>Electronic references – Internet resources</li> </ul>

<ul style="list-style-type: none"> <li>Course Name</li> </ul>	
Methods and Analysis of Books	
<ul style="list-style-type: none"> <li>code The course</li> </ul>	
BECUR297	
<ul style="list-style-type: none"> <li>the chapter/Year</li> </ul>	
2025–2026 / First semester	
<ul style="list-style-type: none"> <li>date numbers this Description</li> </ul>	
19/1/2026	
<ul style="list-style-type: none"> <li>shapes the audience Available</li> </ul>	
My presence (work)	
<ul style="list-style-type: none"> <li>) number Hours Study( / Total ) number Units(The whole</li> </ul>	
Number of hours (2) Number of units (2)	
<ul style="list-style-type: none"> <li>name responsible The course ( if more from name (It is mentioned )</li> </ul>	
M : M.M. Zainab Imran Abbas Ace <a href="mailto:bas573.zanab.omran@uobabylon.edu.iq">bas573.zanab.omran@uobabylon.edu.iq</a> Email Al-Banin Aqeel Hadi M.M. Umm :Name <a href="mailto:bas342.aum_albaneen.uobabylon.edu.iq">bas342.aum_albaneen.uobabylon.edu.iq</a> : Email Name: Marwa Tawfiq Makki <a href="mailto:bas306.marwa.tafeek@uobabylon.edu.iq">bas306.marwa.tafeek@uobabylon.edu.iq</a> : Email	
<ul style="list-style-type: none"> <li>Course Objectives</li> </ul>	
<ul style="list-style-type: none"> <li>.It lists the elements of the curriculum</li> <li>.This highlights the importance of the content</li> <li>.It explains the role of educational tools</li> <li>It distinguishes between the types of teaching methods used</li> <li>.It shows the steps for preparing the plan</li> <li>It mentions the rule for formulating a behavioral .objective</li> <li>He gives examples of behavioral goal levels in his field .of specialization</li> <li>It analyzes the characteristics of a good lesson or .subject matter</li> <li>The lesson is actually implemented in the educational .institution</li> <li>It suggests helpful teaching methods to motivate .students</li> <li>He expresses his opinion on the importance of .measurement and evaluation in the educational process</li> </ul>	<p>: Course objectives</p> <p>After completing the educational :experience, the student will be able to</p>



<ul style="list-style-type: none"> <li>.Linking theory to practice</li> </ul>					
<ul style="list-style-type: none"> <li>Teaching and learning strategies</li> </ul>					
.Reciprocal teaching strategy <ul style="list-style-type: none"> <li>.Self-learning strategy</li> <li>Problem-solving strategy</li> <li>.The strategy of harvesting ideas</li> <li>Cooperative learning strategy</li> <li>. The style of dialogue and discussion</li> </ul>					strategy
<ul style="list-style-type: none"> <li>By the intention of the decision</li> </ul>					
Evaluation Method	Learning method	Unit name and topic	Education and learning outcomes	Hours	Week
oral exam	Lecture	Curriculum elements	-	H	the first
oral exam	Lecture	Content	e learns about the study	For all	the second
oral exam	Lecture	identification	plan	weeks	
Written test	discussion	Goals	-	I	the third
Written test	discussion	Educational	t shows the importance		Fourth
Written test	discussion	activities	of content		Fifth
	interrogation	Teaching	-	I	Sixth
	interrogation	methods	t explains the role of	Monthly	Seventh
	interrogation	Educational	educational tools	test	Eighth
		resources	-	H	Ninth
			e distinguishes between		tenth
		and behavioral objectives	different types of		eleventh
		its formulation	.teaching methods		twelfth
		Its actual	-	I	thirteenth
		application	t shows the steps for		fourteenth
		Written	.preparing the lesson		fifteenth
		exam	-	K	
		Calendar	nowing how to formulate		
		and its types	-	B	
			behavioral objectives		
		advantages and	-	E	
		disadvantages of the	xplanation of		
		lesson	assessment methods		
		Visiting schools	-	U	



		and preparing reports	Understanding the importance of the practical application of the lesson		
			Identifying the advantages and disadvantages of the lesson		

● Course evaluation

distribution Degree according to Tasks The assigned In it student like Preparation Daily and exams Daily oral and monthly and liberation and reports .... etc

● Learning and teaching resources

	textbooks (methodology, if applicable )
,Curricula and Textbook Analysis. Dr. Ibtisam Saheb Haider Hatem, Diao Owaid	Main references (sources)
Content analysis of the curricula by Al-Hashemi and Mohsen Attia	Recommended supporting books and references (.scientific journals – reports, etc)
	Electronic references – Internet resources

<b>1. Course Name:</b>
Arabic Grammar
<b>2. Course Code:</b>
BEARG202
<b>3. Semester / Year:</b>
<b>First Semester / 2025–2026</b>
<b>4. Description Preparation Date:</b>
15/01/2026
<b>5. Available Attendance Forms:</b>
<b>In-person</b>
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>
<b>Number of Hours: (3) Number of Units: (3)</b>
<b>7. Course administrator's name (mention all, if more than one name)</b>



Name: Marwa Shafi Abdulsada  
[bas170.marwa.shafy@uobabylon.edu.iq](mailto:bas170.marwa.shafy@uobabylon.edu.iq)

## 8. Course Objectives

### Course Objectives

- 
- 
- 

## 9. Teaching and Learning Strategies

### Strategy

- To familiarize the student with the terminological concepts related to the course: intransitive verb, transitive verb, transformation, direct object, absolute object, object of reason, adverbial object, and exception.
- To familiarize the student with the differences between the intransitive verb and the transitive verb, as well as the means of transformation between them.
- To familiarize the student with the direct object in terms of its types, grammatical case, and rules.  
To familiarize the student with the verbs that take two objects and the verbs that take three objects.
- To familiarize the student with the absolute object, its types, grammatical case, what may substitute for it, and its synonym.
- To familiarize the student with the object of reason in terms of its types and grammatical rules.
- To familiarize the student with exception: its components, types, particles, forms, and the parsing of the exception construction.
- To familiarize the student with the adverbial object in terms of its types and grammatical case.
- To enable the student to acquire the ability to apply grammatical parsing and analyze grammatical evidence.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First Second Third Fourth Fifth Sixth Sevent	Weeks  Monthly Exam	8. Demonstrate s knowledge and understanding of the concepts of the intransitive verb, the transitive verb, and the transformation	Philology: its origin, concept, objectives, and importance The concept of philology and its main conditions Language: its	Lecture Lecture Lecture Discussion Discussion Discussion Oral Questionin	Oral Exam Oral Exam Oral Exam Written Exam Written Exam Written Exam



<p>h Eighth Ninth Tenth Eleventh Twelfth Thirteenth Fourteenth Fifteenth</p>		<p>between them.</p> <p>9. Distinguishes between the types of objects and their grammatical rules.</p> <p>10. Compares between verbs that take two objects and verbs that take three objects.</p> <p>11. Analyzes grammatical structures that include a direct object, an absolute object, an object of reason, or an adverbial object.</p> <p>12. Recognizes the different forms of exception and parses them correctly.</p> <p>13. Applies grammatical rules to Qur'anic, prose, and poetic examples.</p> <p>14. Employs grammatical knowledge in understanding and analyzing Arabic texts.</p>	<p>definition and types</p> <p>Derivation: its definition and importance</p> <p>Language: its definition and methods of its use in the school</p> <p>Linguistic theories and the differences between them</p> <p>Derivation and coinage: the difference between them</p> <p>Linguistic thought among the Indians and the Greeks</p> <p>Literal and figurative meaning and the difference between them</p> <p>Arabized words in the Holy Qur'an and the موقف of the Language Academy on them</p> <p>Metathesis and derivation and the difference between them</p> <p>Arabization: its causes and methods</p> <p>Linguistic thought in the modern era</p>	<p>g Oral Questioning g Oral Questioning g</p>	<p>Exam</p>
--	--	---	---	--	-------------



			<b>Figurative language: linguists' interest in figurative usage, its indicators, scholars' views on it, and the criterion for judging figurative meaning</b>		
--	--	--	--	--	--

**Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily quizzes, oral and monthly examinations, written tests, reports, etc.**

Sharh Ibn Aqil on Ibn Malik's  
 Al-Nahw al-Wafi, Abbas Hasan  
 Jami' al-Durus al-'Arabiyyah, Mustafa al-Ghalayini  
 Al-Nahw al-Wadih, Ali al-Jarim and Mustafa Amin  
 Awdah al-Masalik ila Alfiyyat Ibn Malik, Ibn Hisham al-Ansari  
 Shadha al-'Arf fi Fann al-Sarf, Ahmad al-Hamlawi  
 Mughni al-Labib 'an Kutub al-A'arib, Ibn Hisham al-Ansari

<b>1. Course Name:</b>
<b>Philology</b>
<b>2. Course Code:</b>
BEARPhl309
<b>3. Semester / Year:</b>
<b>First Semester / 2025–2026</b>
<b>4. Description Preparation Date:</b>
15/01/2026
<b>5. Available Attendance Forms:</b>
<b>In-person</b>
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>
<b>Number of Hours: (3) Number of Units: (3)</b>
<b>7. Course administrator's name (mention all, if more than one name)</b>
<b>Name: Asst. Prof. Marwa Shafi Abdulsada</b>
<b>asd12ctlwo@gmail.com</b>



### 8. Course Objectives

1. To familiarize the student with the terminological concepts related to the course: language, linguistics, philology, and philological studies.
2. To familiarize the student with theories of the origin of language and theories of the classification of human languages.
3. To familiarize the student with the importance of philology in the field of general linguistics.
4. To familiarize the student with the divisions of the Semitic languages in general, and Arabic in particular, in terms of their origin and homeland.
5. To enable the student to understand the means of language development and linguistic thought among the Arabs and others.
6. To familiarize the student with the terms derivation, coinage, and Arabization.
7. To familiarize the student with the most well-known views concerning the homeland of the Semitic language and the Arabic language.

- 
- 
- 

### 9. Teaching and Learning Strategies

<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. <b>Brainstorming Strategy</b></li> <li>2. <b>Focusing Strategy</b></li> <li>3. <b>Problem-Solving Strategy</b></li> <li>4. <b>Idea Harvesting Strategy</b></li> <li>5. <b>Cooperative Learning Strategy</b></li> <li>6. <b>Dialogue and Discussion Method</b></li> </ol>
-----------------	--

### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	Weeks Monthly Exam	To demonstrate the student's knowledge and understanding of the concepts of philology and linguistics, as well as their objectives and importance in linguistic study. To compare the different views regarding the	Philology: its origin, concept, objectives, and importance The concept of philology and its main conditions Language: its definition and types Derivation: its definition and importance	Lecture	Oral Exam
Second				Lecture	Oral Exam
Third				Lecture	Oral Exam
Fourth				Discussion	Written Exam
Fifth				Discussion	Written Exam
Sixth				Oral	Exam
Seventh				Questioning	Written Exam
Eighth				Oral	
Ninth				Questioning	
Tenth				Oral	
Eleventh					
Twelfth					



<p>h Thirteenth Fourteenth Fifteenth</p>		<p><b>definitions of certain philological terms. To evaluate the theories concerning the origin of language and to compare the differing opinions on some issues in philology, such as derivation, coinage, and Arabization. To familiarize the student with the Semitic languages, the original homeland of the Semites, the major branches of the Semitic languages, and their characteristics. To enable the student to recognize the impact of Islam on the development of the vocabulary of the language and its most important manifestations. To familiarize the student with the means of language development, beginning with derivation: (1) derivation according to linguists and morphologists, and</b></p>	<p><b>Language: its definition and methods of its use in the school Linguistic theories and the differences between them Derivation and coinage: the difference between them Linguistic thought among the Indians and the Greeks Literal and figurative meaning and the difference between them Arabized words in the Holy Qur'an and the موقف of the Language Academy on them Metathesis and derivation and the difference between them Arabization: its causes and methods Linguistic thought in the modern era Figurative language: linguists' interest in figurative usage, its</b></p>	<p><b>Questioning</b></p>	
--	--	---	---	---------------------------	--



		<p><b>(2) the types of derivation: minor and major.</b>  <b>To familiarize the student with metathesis, greater derivation, and the greatest derivation.</b>  <b>To familiarize the student with Arabization, its causes, methods, and Arabized words in the Holy Qur'an.</b>  <b>To familiarize the student with linguistic thought among the Indians, the Greeks, and the Arabs.</b></p>	<p><b>indicators, scholars' views on it, and the criterion for judging figurative meaning</b></p>		
--	--	--	---	--	--




**Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily quizzes, oral and monthly examinations, written tests, reports, etc.**

**In Philology, Dr. Abdul Aziz Allam**

**Studies in Philology, Dr. Subhi Al-Salih**

**Chapters on Arabic Philology, Dr. Ramadan Abd al-Tawwab**

**Philology, Dr. Ali Abd al-Wahid Wafi**

● Course Name	
Practical Grammar	
● code The course	
	 BEARG201
● the chapter/Year	
First semester / 2025–2026	
● date numbers this Description	
4/12/2025	
● shapes the audience Available	
My presence (work)	
● ) number Hours Study( /Total) number Units( (Total	
2–2	
● name responsible The course ( if more from name (It is mentioned)	
<p style="text-align: right;">Name: M.M. Ru'a Abdul–A'imah Karim  <a href="mailto:bas514.ruaa.abdyema@uobabylon.edu.iq">bas514.ruaa.abdyema@uobabylon.edu.iq</a> : Email</p> <p style="text-align: right;">Name: M.M. Zahraa Hassan Obaid  <a href="mailto:bas229.zahraa.hasan@uobabylon.edu.iq">bas229.zahraa.hasan@uobabylon.edu.iq</a> : Email</p> <p style="text-align: right;">Name: Damieh Arkan Najm  Email: <a href="mailto:bas838.dhmyaa.arkan@uobabylon.edu.iq">bas838.dhmyaa.arkan@uobabylon.edu.iq</a>  <a href="mailto:bas128.kahled.ahmed@uobabylon.edu.iq">bas128.kahled.ahmed@uobabylon.edu.iq</a></p>	
● Course Objectives	
<ul style="list-style-type: none"> <li>● ,It distinguishes between the different types of predicate (singular sentence, and phrase) in a nominal sentence</li> <li>● He differentiates between “la” which negates the entire class and other .”types of “la” and the tools that resemble “laysa</li> <li>● He knows the rules governing the operation of (ma, la, in, lat) and its .effect on the subject and predicate</li> <li>● It enhances his skills in correct grammatical analysis when inserting .inna" and its sisters into sentences"</li> <li>● He practices extracting the subject and the passive subject from .literary and Quranic texts</li> <li>● It is able to accurately convert verbs from the active voice to the .passive voice</li> <li>● It analyzes grammatical texts to extract the subject and predicate and .determine their grammatical case</li> <li>● It creates correct sentences free from common grammatical errors .related to nominative and accusative cases</li> </ul>	<p>Course objectives</p> <p>After completing the educational experience, the student will be able :to</p>



● He expresses his opinion on the importance of measurement and evaluation in the educational process

● Teaching and learning strategies

.Brainstorming strategy  
 .Focus strategy  
 Problem-solving strategy  
 .The strategy of harvesting ideas  
 Cooperative learning strategy  
 Dialogue and discussion style

strategy

● Course structure

Evaluation Method	Learning method	Unit name and topic	Education and learning outcomes	Hours	Week
oral exam	+Lecture	Subject and predicate	He	٢	١
oral exam	Dialogue	Distinguishing between the subject and the predicate	understands nominal sentences and extracts the subject and predicate .from texts	٢	٢
oral exam	+Lecture	Extracting the subject and predicate	It distinguishes between types of predicate (single	٢	٣
Written test	Dialogue	Inna and its sisters	.(word, sentence, phrase	٢	٤
Written test	+ Lecture	Application of raising the noun and lowering the predicate	He practices the applied parsing of the subject and .predicate	٢	٥
Written test	Dialogue	Correcting common mistakes	It is able to apply the nominative case to the subject and the accusative case to .the predicate in different sentences	٢	٦
	Practical applications	Text analysis	It analyzes the changes that occur when tools are .introduced into a nominal sentence	٢	٧
	Direct application	monthly exam	It analyzes the changes that occur when tools are .introduced into a nominal sentence	٢	٨
	+ Lecture	Tools similar to Less	Distinguish between correct and incorrect usage .in common grammatical contexts	٢	٩
	Dialogue	Training		٢	١٠
	+ Lecture	"The negative particle "la .negates the entire class		٢	١١
	Dialogue	Distinguishing between it "and the other "no actor		٢	١٢
	Practical applications	Practical applications		٢	١٣
		T		٢	١٤
				٢	١٥



		<p>the subject of the passive verb</p>	<p>practical exam</p> <p>The function of tools similar to "laysa" (ma, la, in, lat) .is known</p> <p>It enhances his "understanding of the function of "inna" and its sisters and their effect on the .sentence</p> <p>It analyzes texts containing "inna" and its sisters .in a comprehensive manner</p> <p>It distinguishes the conditions for the use of the negative particle "la" for negation of the genus and what differentiates it .from other particles</p> <p>The subject is identified and distinguished as either .explicit or implicit</p> <p>He is able to parse the passive voice and its .applications in sentences</p> <p>practical exam</p>	
--	--	--	--	--

● Course evaluation

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

.Editorial and reporting...etc

● Learning and teaching resources

<p>Ibn Aqil's commentary on Ibn Malik's Alfiyya, by Baha' al-Din Abdullah ibn Aqil</p>	<p>Required textbooks (methodology, if (applicable</p>
	<p>Main references (sources)</p>
	<p>Recommended supporting books and ,references (scientific journals – reports (.etc</p>



Pre-Islamic literature/ First stage Arabic language department	
BEARPIL104	
2026-2025	
13/01/2026	
: In-person	
2-2	
Name:Dr. amna hussian yusuf - Dr. Itidal Salman Arabi Al-Tamimi <a href="mailto:bas535.amnia.hussien@uobabylon.edu.iq">bas535.amnia.hussien@uobabylon.edu.iq</a> <a href="mailto:bas883.a.salman@uobabylon.edu.iq">bas883.a.salman@uobabylon.edu.iq</a>	
8- Course objectives	
<p>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</p> <p>Introducing students to information that is completely different from what they knew through their previous stages of study about this stage</p> <p>The method of presenting the material in an unconventional way; taking the side of discussion and searching for topics</p> <p>Constantly seeking to search for modern teaching methods that are .attractive to the student</p> <p>Introducing the student to the time intervals between the ages</p> <p>Attempting to link language to literature to develop their linguistic .abilities</p> <p>Introducing the student to the most prominent poets of this stage</p> <p>Introducing the student to the stages of formation of the pre-Islamic poem</p> <p>Introducing the student to the homes of poets and their poetic abilities</p> <p>Presenting critical opinions that question pre-Islamic literature and identifying the most prominent skeptics from Arabs and the West</p>	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 outcomes	Watch es	The week
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
<b>11-Course Evaluation</b>					
Distribution of grades out of 0 according to the tasks assigned to the student, such as daily preparation, daily, oral and monthly exams					
<b>12-Learning and Teaching Resources</b>					
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		



: Pre-Islamic literature/ First stage Arabic language department	
BEARPIL104	
2026-2025	
01/02/2026	
In-person	
2-2	
Name: Dr.imna yosof hosayn <a href="mailto:535.amnia.hussien@uobabylon.edu.iq">535.amnia.hussien@uobabylon.edu.iq</a>	
Name: Dr. Itidal Salman Arabi Al-Tamimi <sup>1</sup> <a href="mailto:bas883.a.salman@uobabylon.edu.iq">bas883.a.salman@uobabylon.edu.iq</a>	
8- Course objectives	
<p>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</p> <p>Introducing students to information that is completely different from what they knew through their previous stages of study about this stage</p> <p>The method of presenting the material in an unconventional way; taking the side of discussion and searching for topics</p> <p>Constantly seeking to search for modern teaching methods that are .attractive to the student</p> <p>Introducing the student to the time intervals between the ages</p> <p>Attempting to link language to literature to develop their linguistic .abilities</p> <p>Introducing the student to the most prominent poets of this stage</p> <p>Introducing the student to the stages of formation of the pre-Islamic poem</p> <p>Introducing the student to the homes of poets and their poetic abilities</p> <p>Presenting critical opinions that question pre-Islamic literature and identifying the most prominent skeptics from Arabs and the West</p>	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 outcomes	Watch es	The week
Exam after the lesson	My presence	Imru' al-Qais: His Life	Introducing the student to the topic	2	1
Discussion question	My presence	the Narratives Related to His Life	Introducing the student to the topic	2	2
Discussion question	My presence	His Diwan and the Preservation of the Mu'allaqa	Introducing the student to the topic	2	3
Exam after the lesson	My presence	Al-Nabigha al-Dhubyani: His Life	Introducing the student to the topic	2	4
Discussion question	My presence	His Tribe and His Life	Introducing the student to the topic	2	5
Discussion question	My presence	His Diwan and Critical Studies	Introducing the student to the topic	2	6
Discussion question	My presence	Pre-Islamic Prose	Introducing the student to the topic	2	7
Worksheet	My presence	Proverbs and Oratory	Introducing the student to the topic	2	8
Discussion question	My presence	Soothsayers' Rhymed	Introducing the student to the topic	2	9
Discussion question	My presence	Prose Classes of Poets	Introducing the student to the topic	2	10
Exam after the lesson	My presence	Brigand Poets (Sa'alik Poets)	Introducing the student to the topic	2	11
Discussion question	My presence	Knight Poets (Warrior Poets)	Introducing the student to the topic	2	12
Exam after the lesson	My presence	Jewish Poets	Introducing the student to the topic	2	13
Worksheet	My presence	Zuhayr ibn Abi Sulma	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

<b>1. Course Name:</b>	
Expression and Creation	
<b>2. Course Code:</b>	
BEARUL214	
<b>3. Semester / Year:</b>	
Chapter Two 2025/2026	
<b>4. Description Preparation Date:</b>	
5/4/2026	
<b>5. Available Attendance Forms:</b>	
My presence	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
Number of hours (2) Number of units (2)	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: Ghofran Ahmed Mahdi. Email: <a href="mailto:bas791.qufran.ahmed@uobabylon.edu.iq">bas791.qufran.ahmed@uobabylon.edu.iq</a>	
<b>8. Course Objectives</b>	
<ul style="list-style-type: none"> <li>• yafariq bayn altaebir waliansha'</li> <li>• yerrf al'akhta' alshaayiea</li> <li>• yerrf al'akhta' alnahwih walsarfih walmuejamih walaslubih.</li> <li>• yafham ealamat altarqimi.</li> <li>• yueaziz astikhdam alqawaeid allughawiat waealamat altarqim</li> <li>• yatadarab ealaa kifih kitabuh nasun 'iinshaiyun</li> <li>• yueaziz maharat altawasul</li> <li>• yatadarab ealaa almaqalat</li> <li>• altaearuf ealaa majalat altaebir alsafahi</li> <li>• yuhallil sifat aliakhtibar aljayid (alsidq walthabat walmawdueiati)</li> <li>• yansha 'amthilat tubayin sueubat faqarat aliakhtibar wamaeamil tamyizihi.</li> <li>• yubdi rayah fi 'ahamiyat alqias waltaqum fi aleamaliat altaelimiati.</li> </ul>	<b>Course Objectives</b>
<b>9. Teaching and Learning Strategies</b>	



<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. Brainstorming strategy.</li> <li>2. Focusing strategy.</li> <li>3. Problem-solving strategy.</li> <li>4. Idea generation strategy.</li> <li>5. Cooperative learning strategy.</li> <li>6. Dialogue and discussion method.</li> </ol>
-----------------	--

### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First Second Third Fourth Fifth Sixth Seventh Eighth Ninth Tenth Eleventh Twelfth Thirteenth Fourteenth Fifteenth	2. For all weeks  Monthly test	Understands the concept of common errors. Explains the difference between grammatical, morphological, lexical, and stylistic errors. Understands punctuation marks. Distinguishes between the uses of punctuation marks. Practices punctuation marks. Knows how to summarize and review books. Divides the art of expression. Understands the art of the essay. How to write a letter. Practices writing letters.	Common Mistakes - Common grammatical, morphological, lexical, and stylistic errors - Indications for using punctuation marks - Punctuation practice - Monthly exam - Summarizing and reviewing books - Types of summaries - How to summarize - Sections of the art of expression - Monthly exam - The art of the essay - The essay - Letter writing	Lecture Lecture Lecture Discussion Discussion Discussion Interrogation Interrogation Interrogation	2. For all weeks  Monthly test



exams Daily the distribution Degree from 40 on according to Tasks The assigned In it student like Preparation Daily And oral and monthly and liberation and reports....etc  
12 English Learning

Writing and Expression Skills by Dr. Ahmed Al-Khatib and Dr. Nabil Hussein

The Development of Prose Styles in Arabic Literature by Anis al-Khoury al-Maqdisi

All sources related to composition and expression

All serious articles and research

1. Course Name:	
Expression and Creation	
2. Course Code:	
BEARUL214	
3. Semester / Year:	
Chapter Two 2025/2026	
4. Description Preparation Date:	
5/4/2026	
5. Available Attendance Forms:	
My presence	
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:Rooa AbdulA'imah Karim Email: <a href="mailto:bas514.ruua.abdyema@uobabylon.edu.iq">bas514.ruua.abdyema@uobabylon.edu.iq</a> Name: M.M. Duha Sadiq Email: <a href="mailto:doha.rasool.bscl@uobabylon.edu.iq">doha.rasool.bscl@uobabylon.edu.iq</a> Name:M.M. Asil Adnan Nouri Email: <a href="mailto:bas399.aseel.adnan@uobabylon.edu.iq">bas399.aseel.adnan@uobabylon.edu.iq</a> Name: M.M. Zahraa Hassan Obaid Email: <a href="mailto:bas229.zahraa.hasan@uobabylon.edu.iq">bas229.zahraa.hasan@uobabylon.edu.iq</a>	
8-Coures objectives	
<ul style="list-style-type: none"> <li>yafariq bayn altaebir waliansha'</li> <li>yerrf al'akhta' alshaayiea</li> <li>yerrf al'akhta' alnahwih walsarfihi walmuejamih walasubihi.</li> <li>yafham ealamat altarqimi.</li> <li>yueaziz astikhdam alqawaeid allughawiat waealamat altarqim</li> </ul>	<b>Course Objectives</b>



- yatadarab ealaa kifih kitabuh nasun 'iinshaiyun
- yueaziz maharat altawasul
- yatadarab ealaa almaqalat
- altaearuf ealaa majalat altaebir alsafahi
- yuhallil sifat aliakhtibar aljayid (alsidq walthabat walmawdueiati)
- yansha 'amthilat tubayin sueubat faqarat aliakhtibar wamaeamil tamyizihi.
- yubdi rayah fi 'ahamiyat alqias waltaqum fi aleamaliat altaelimiati.

## 9. Teaching and Learning Strategies

Strategy
1. Brainstorming strategy.
2. Focusing strategy.
3. Problem-solving strategy.
4. Idea generation strategy.
5. Cooperative learning strategy.
6. Dialogue and discussion method.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2. For all weeks  Monthly test	Understands the concept of common errors. Explains the difference between grammatical, morphological, lexical, and stylistic errors. Understands punctuation marks. Distinguishes between the uses of punctuation marks. Practices punctuation marks. Knows how to summarize and review books. Divides the art of expression. Understands the art	Common Mistakes - Common grammatical, morphological, lexical, and stylistic errors - Indications for using punctuation marks - Punctuation practice - Monthly exam - Summarizing and reviewing books - Types of summaries - How to summarize	Lecture Lecture Lecture Discussion Discussion Discussion Interrogation Interrogation Interrogation	2. For all weeks  Monthly test
Second					
Third					
Fourth					
Fifth					
Sixth					
Seventh					
Eighth					
Ninth					
Tenth					
Eleventh					
Twelfth					
Thirteenth					



Fourteenth Fifteenth		of the essay. How to write a letter. Practices writing letters.	- Sections of the art of expression - Monthly exam - The art of the essay - The essay - Letter writing		
-------------------------	--	---	--	--	--

11 Cours Evaluation

exams Daily the distribution Degree from 40 on according to Tasks The assigned In it student like Preparation Daily And oral and monthly and liberation and reports....etc

12 English Learning

Writing and Expression Skills by Dr. Ahmed Al-Khatib and Dr. Nabil Hussein  
The Development of Prose Styles in Arabic Literature by Anis al-Khoury al-Maqdisi  
All sources related to composition and expression

All serious articles and research

	name The course1-
	Methods and Analysis of Books
	code The course2-
	BECUR297
	Year / the chapter3-
	2025-2026 / Chapter Two
	date numbers this Description4-
	19/4/2026
	shapes the audience Available 5.
	My presence (theoretical)
	(Total( Number Units/)) Total( number Hours Study 6.
	2*2
	if more from name It is mentioned( name responsible Course 7.
	<a href="mailto:basic.zina.jabbar@uobabylon.edu.iq">basic.zina.jabbar@uobabylon.edu.iq</a>



Zeina Jabbar Ghani.  
Zainab Imran Abbas

[bas573.zanab.omran@uobabylon.edu.iq](mailto:bas573.zanab.omran@uobabylon.edu.iq) Email

8 . Coures objectives

- Study plan
- Learn about the elements of the curriculum
- This highlights the importance of the content
- .It explains the role of educational tools
- It distinguishes between the types of teaching methods used
- It shows the steps for preparing the plan
- It mentions the rule for formulating a behavioral objective
- Gives examples of goal levels Behavioral in his field of specialization
- It analyzes the characteristics of a good lesson or subject matter
- The lesson is actually implemented in the educational institution
- It suggests helpful teaching methods to motivate students
- He expresses his opinion on the importance of measurement and evaluation in the educational process
- .Linking theory to practice

Coures objectives

9 Teaching and Learning Strategies

- 1- . reciprocal teaching strategy
- 2- . Self-learning strategy
- 3- Problem-solving strategy
- 4- .The strategy of harvesting ideas
- 5- Cooperative learning strategy
- 6- . Dialogue and discussion style

Strategies

10 Coures Structure

Assessment method	Learning method	Topic name	Learning outcomes	hoys	Week
-------------------	-----------------	------------	-------------------	------	------



<p>Written test Written test Written test</p>	<p>Lecture Lecture discussion discussion Interrogation Interrogation Interrogation</p>	<p>The old curriculum and where, then the elements of the curriculum - Content identification - Goals - Educational activities - Teaching methods - Educational resources - Calendar - Curriculum organization and types - ,Separate connected, and .wide - Entities contributing to curriculum planning - ,Students teachers, experts and curriculum .committees</p>	<p>- He learns about the old and new curricula, and he learns about the elements of the curriculum, the most important of which are the .objectives - It shows the importance of Content - This clarifies the role of educational .tools - He distinguishes between different types of teaching .methods - It shows the steps for preparing the .lesson - Knowin g how to formulate behavioral goals - Explanat ion of assessment methods - Identifyi ng organizations Curriculum and its types - Identifyi ng the entities contributing to curriculum planning</p>	<p>For all weeks  Monthly test  exam monthly</p>	<p>the first the second  the third Fourth Fifth Sixth Seventh Eighth  Ninth tenth eleventh twelfth thirteenth fourteenth h fifteenth</p>
---	--	---	---	--	--

11 Cours Evaluation  
distribution Degree according to Tasks The assigned In it student like Preparation Daily and exams Daily oral and monthly and liberation and reports .... etc  
12 English Learning

Required textbooks



,Curricula and Textbook Analysis. Dr. Ibtisam Saheb  
Haider Hatem, Diao Owaid  
Content analysis of the curricula by Al-Hashemi  
and Mohsen Attia

Main references (sources)

Recommended supporting books and references  
(.scientific journals – reports, etc)

Electronic references – Internet resources

<b>1- Course name</b>	
Modern literary criticism	
<b>2- Rapporteur symbol</b>	
BEARP207	
<b>3- Chapter/ Sunnah</b>	
<b>The first semester</b>	
<b>4- The date of preparing this description</b>	
14/1/2026	
<b>5- Available forms</b>	
<b>In-person teaching</b>	
<b>6- The total number of hours /The number of total units</b>	
Two hours	
<b>7- The name of the course official (if more than one name is mentioned)</b>	
Name: : doaa mosa khadem E -mail : <a href="mailto:bas959.duaa.musia@uobabylon.edu.iq">bas959.duaa.musia@uobabylon.edu.iq</a> Amani Habeeb Yahea <a href="mailto:bas321.amany.habeeb@uobabylon.edu.iq">bas321.amany.habeeb@uobabylon.edu.iq</a> Zahraa Jawad Kadhim <a href="mailto:bas451.zahraa.jwaid@uobabylon.edu.iq">bas451.zahraa.jwaid@uobabylon.edu.iq</a> Elaf mohammad Abbas <a href="mailto:bas979.elaf.mohammed@uobabylon.edu.iq">bas979.elaf.mohammed@uobabylon.edu.iq</a>	
<b>8- Study objectives</b>	
<b>The objectives of the subject</b>	<p>o enable the student to:</p> <ol style="list-style-type: none"> <li>1- Understand the music of poetry.</li> <li>2- Distinguish between correct and broken poetry, and appreciate meter and rhyme.</li> <li>3- Apply the rules of prosodic writing, develop musicality, and master poetry criticism.</li> <li>4- Enhance the ability to compose poetry and participate in literary works, using modern techniques to simplify the subject and promote the cultural and artistic aspects of the Arabic</li> </ol>



	language.
--	-----------

### 9- Teaching and learning strategies

Strategy	1- Active learning
----------	--------------------

### 10- Rapporteur structure

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch
Oral test	Lecture	Introduction to the World of Prosody	It defines the concept of criticism	
Oral test	Lecture	Prosodic Writing	It shows the importance of literary criticism	
Oral test	Discussion	Causes, Pillars, and Pauses	the importance of literary criticism in analyzing texts	
Written test	Discussion	Metrical Variations and Defects	Distinguish between the types of texts	
Written test	Interrogation	First Monthly Exam	Distinguish between the types of literary arts	
Written test	Interrogation	The Long Meter and its Definition	Increase the ability to approach texts	
Written test	Interrogation	Application of Verses Related to the Long Meter	Knowing the terms adjacent to criticism	
Written test	Interrogation	The Extended Meter and its Definition	Clarify the conditions of literary texts	
Written test	Interrogation	Application of Verses Related to the Extended Meter	Knowledge of schools and literary doctrines	
Written test	Interrogation	The Simple Meter and its Definition	Learn about the importance of the critical approach in analysis	
Written test	Interrogation	Application of Verses Related to the Simple Meter	Learn about diversity and diversity of	
Written test	Interrogation	Miscellaneous Applications Related to the Three Meters (Long, Extended, Simple)		



		Second Monthly Exam	monetary curricula
--	--	---------------------	--------------------

## 11- Course evaluation

12 degrees

## 12-Learning and teaching sources

Required books (methodology, if any)	nothing
The main references (sources)	The Art of Poetic Meter and Rhyme, Dr. Safaa Khulusi
The prevailing books and references recommended (scientific journals. Reports)	nothing
Electronic references. Internet sites	nothing

## 1- Course name

Modern literary criticism

## 2- Rapporteur symbol

BEARP207

## 3- Chapter/ Sunnah

**The first semester**

## 4- The date of preparing this description

14/1/2026

## 5- Available forms

**In-person teaching**

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

Two hours

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

Name: Rasim Ahmed Abbas.

[basic.rasem.ahmed@uobabylon.edu.iq](mailto:basic.rasem.ahmed@uobabylon.edu.iq)

## 8- Study objectives



<p><b>The objectives of the subject</b></p>	<p>to enable the student to:</p> <ol style="list-style-type: none"> <li>1- Understand the music of poetry.</li> <li>2- Distinguish between correct and broken poetry, and appreciate meter and rhyme.</li> <li>3- Apply the rules of prosodic writing, develop musicality, and master poetry criticism.</li> <li>4- Enhance the ability to compose poetry and participate in literary works, using modern techniques to simplify the subject and promote the cultural and artistic aspects of the Arabic language.</li> </ol>
---	---

**9- Teaching and learning strategies**

Strategy	1- Active learning
----------	--------------------

**10- Rapporteur structure**

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch
Oral test Oral test Oral test Written test Written test Written test	Lecture Lecture Discussion Discussion Discussion Interrogation Interrogation Interrogation	Introduction to the World of Prosody Prosodic Writing Causes, Pillars, and Pauses Metrical Variations and Defects First Monthly Exam The Long Meter and its Definition Application of Verses Related to the Long Meter The Extended Meter and its Definition Application of Verses Related to the Extended Meter The Simple Meter and its Definition Application of Verses	It defines the concept of criticism It shows the importance of literary criticism in analyzing texts Distinguish between the types of texts Distinguish between the types of literary arts Increase the ability to approach texts Knowing the terms adjacent to criticism Clarify the conditions of literary texts Knowledge of schools and	



		Related to the Simple Meter Miscellaneous Applications Related to the Three Meters (Long, Extended, Simple) Second Monthly Exam	literary doctrines Learn about the importance of the critical approach in analysis Learn about diversity and diversity of monetary curricula
--	--	---	--

## 11- Course evaluation

12 degrees

## 12-Learning and teaching sources

Required books (methodology, if any)	nothing
The main references (sources)	The Art of Poetic Meter and Rhyme, Dr. Safaa Khulusi
The prevailing books and references recommended (scientific journals. Reports)	nothing
Electronic references. Internet sites	nothing

## 1- Course name

Modern literary criticism

## 2- Rapporteur symbol

BEARP210

## 3- Chapter/ Sunnah

2025 – 2026

**The second course**

## 4- The date of preparing this description

8/2/2026

## 5- Available forms

**In-person teaching**

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

Two hours

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



Name: : doaa mosa khadem

Amani Habeeb Yahea

Zahraa Jawad Kadhim

Elaf mohammad Abbas

E -mail : [bas959.duaa.musia@uobabylon.edu.iq](mailto:bas959.duaa.musia@uobabylon.edu.iq)[bas321.amany.habeeb@uobabylon.edu.iq](mailto:bas321.amany.habeeb@uobabylon.edu.iq)[bas451.zahraa.jwaid@uobabylon.edu.iq](mailto:bas451.zahraa.jwaid@uobabylon.edu.iq)[bas979.elaf.mohammed@uobabylon.edu.iq](mailto:bas979.elaf.mohammed@uobabylon.edu.iq)**8- Study objectives**

<b>The objectives of the subject</b>	<p>to enable the student to:</p> <ol style="list-style-type: none"> <li>1- Understand the music of poetry.</li> <li>2- Distinguish between correct and broken poetry, and appreciate meter and rhyme.</li> <li>3- Apply the rules of prosodic writing, develop musicality, and master poetry criticism.</li> <li>4- Enhance the ability to compose poetry and participate in literary works, using modern techniques to simplify the subject and promote the cultural and artistic aspects of the Arabic language.</li> </ol>
--------------------------------------	---

**9- Teaching and learning strategies**

Strategy	1- Active learning
----------	--------------------

**10- Rapporteur structure**

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch
Oral test	Lecture	Review of Prosodic Writing	It defines the concept of criticism It shows the importance of literary criticism in analyzing texts	
Oral test	Lecture			
Oral test	Discussion			
Written test	Discussion	Applying verses in the Al-Sari' meter	Distinguish between the types of texts	
Written test	Interrogation	Applying verses in the Al-Munsarih meter	Distinguish between the types of literary arts	
Written test	Interrogation	Applying verses in the Al-Khafif meter		
		First Monthly Exam		
		Applying verses in the		



		Al-Mutaqarib meter Applying verses in the Al-Mutadarak meter Definition of rhyme: linguistic and technical Rhyme letters and their vowel markings Types of rhyme Names of rhyme types Rhyme defects Second Monthly Exam	Increase the ability to approach texts Knowing the terms adjacent to criticism Clarify the conditions of literary texts Knowledge of schools and literary doctrines Learn about the importance of the critical approach in analysis Learn about diversity and diversity of monetary curricula
--	--	---	---

## 11- Course evaluation

12 degrees

## 12-Learning and teaching sources

Required books (methodology, if any)	Nothing
The main references (sources)	The Art of Poetic Meter and Rhyme, Dr. Safaa Khulusi
The prevailing books and references recommended (scientific journals. Reports)	Nothing
Electronic references. Internet sites	Nothing

## 1- Course name

Modern literary criticism

## 2- Rapporteur symbol

BEARP210

## 3- Chapter/ Sunnah

2025 – 2026

The second course



4- The date of preparing this description

8/2/2026

5- Available forms

**In-person teaching**

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

Two hours

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

Name: Rasim Ahmed Abbas.

[basic.rasem.ahmed@uobabylon.edu.iq](mailto:basic.rasem.ahmed@uobabylon.edu.iq)

8- Study objectives

**The objectives of the subject**

to enable the student to:

- 1- Understand the music of poetry.
- 2- Distinguish between correct and broken poetry, and appreciate meter and rhyme.
- 3- Apply the rules of prosodic writing, develop musicality, and master poetry criticism.
- 4- Enhance the ability to compose poetry and participate in literary works, using modern techniques to simplify the subject and promote the cultural and artistic aspects of the Arabic language.

9- Teaching and learning strategies

Strategy

- 1- Active learning

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 It shows the importance of literary criticism in analyzing texts in analyzing texts Distinguish between the types of texts	
Oral test	Lecture	Review of Prosodic Writing		
Oral test	Discussion			
Written test	Discussion	Applying verses in the Al-Sari' meter		
Written test	Interrogation	Applying verses in the Al-Munsarih meter		
Written test	Interrogation	Applying verses in the		



		Al-Khafif meter First Monthly Exam Applying verses in the Al-Mutaqarib meter Applying verses in the Al-Mutadarak meter Definition of rhyme: linguistic and technical Rhyme letters and their vowel markings Types of rhyme Names of rhyme types Rhyme defects Second Monthly Exam	Distinguish between the types of literary arts Increase the ability to approach texts Knowing the terms adjacent to criticism Clarify the conditions of literary texts Knowledge of schools and literary doctrines Learn about the importance of the critical approach in analysis Learn about diversity and diversity of monetary curricula
--	--	--	--

## 11- Course evaluation

12 degrees

## 12-Learning and teaching sources

Required books (methodology, if any)	nothing
The main references (sources)	The Art of Poetic Meter and Rhyme, Dr. Safaa Khulusi
The prevailing books and references recommended (scientific journals. Reports)	Nothing
Electronic references. Internet sites	Nothing

1-name	The course
	Developmental psychology
2-code	The course
	BEPSY195
3-the chapter/ year	



Chapter One /2025–2026	
4–Date this description was prepared	
20/1/2026	
5.Available forms of attendance	
My presence	
6.Number of study hours(Total/) Number of units (Total)	
Number of hours (3) Number of units (3)	
7.Name of course coordinator(If more than one name is mentioned)	
Name: Ibtisam Sahib Al–Zwaini. <a href="mailto:Basic.ibtisam.saheb@uobabylon.edu.iq">Basic.ibtisam.saheb@uobabylon.edu.iq</a> nameM.M. Riyam Hatem Kazem Email <a href="mailto:bas131.ryam.hatam@uobablون.edu">bas131.ryam.hatam@uobablون.edu</a>	
Course Objectives	
The student will be able to: define developmental psychology and explain its importance; explain the stages of human development and the characteristics of each stage; understand the impact of the family and school on language development; understand the role of parents and teachers in language development; understand moral development; understand the evolution of moral development; understand Piaget's and Kohlbert's theories; understand puberty and adolescence;	<b>Objectives of the subject of the study</b>



distinguish the characteristics and problems of adolescence; understand academic underachievement; understand how to prevent academic underachievement; explain the concept of digital addiction and its effects; and identify the risks of digital addiction.

## Learning and teaching strategies

7- Brainstorming method. 8- Discussion method 9- Lecture method	strategies
---	------------

## Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	week
oral exams Written tests	Brainstorming method. 1- Discussion method Lecture method	Introduction to General Psychology: The Concept of Psychology as the Study of Behavior The concept of psychology as the study of activity; schools of psychology Goals of psychology The concept of growth, maturation, and development Mental and cognitive development: Piaget's theory Moral Growth: Kohlberg's Theory Social development theory by Erikson Emotional and affective growth Physical development and some childhood	Understanding the concept of developmental psychology Understanding a number of concepts such as maturity and growth It compares environmental and genetic factors. He recognizes a number of scientists Moral growth is known Emotional growth is known It explains growth problems Understanding slow learning and its causes Digital addiction explains It shows the dangers of drug addiction	3 For all weeks Monthly test Monthly test	the first the second the third Fourth Fifth Sixth Seventh Eighth for the ninth tenth eleventh twelfth thirteenth fourteenth fifteenth



		problems Slow learning Digital addiction is one of the problems of adolescence. The dangers of drug addiction			
--	--	--	--	--	--

### Course evaluation

The grade is out of 10 based on the tasks assigned to the student, such as daily preparation, daily oral exams, and monthly exams. And the reports... etc.

### Learning and teaching resources

Zahran, Hamed Abdel Salam (1986) Developmental Psychology (Childhood and Adolescence)	Required textbooks (methodology, if applicable)
Abu Ghazal, Muawiya Mahmoud, (2015) On the General Psyche	
Awad, Abbas Mahmoud (1999) Introduction to Developmental Psychology (Childhood, Adolescence, Old Age)	Recommended supporting books and references (scientific journals – reports, etc.)
Haqqi Al-Fat Muhammad, (1992) Developmental Psychology	
Abu Asaad, Ahmed Abdel Latif, Sami Mohsen Al-Khatatneh (2010) Developmental Psychology	
Internet sites	

1. Course Name:
Ancient Arabic Criticism
2. Course Code:
BEARALC307
3. Semester / Year:
2025- 2026
4. Date this description was prepared:
2026-1-15
5. Available attendance forms: In-person
6. Total credit hours (Total units):
2/2
7. Course Administrator(s):



Dr. Noura Mohammed Abbas

Email: [noura.abbas.bscl@uobabylon.edu.iq](mailto:noura.abbas.bscl@uobabylon.edu.iq)

Dr. Haider Fawzi (Email:

[bas388.haider.fawzi@uobabylon.edu.iq](mailto:bas388.haider.fawzi@uobabylon.edu.iq))

### 8. Course Objectives:

#### Course objectives

1. Introducing students to the concept of "criticism" and its evolution across different eras, highlighting its origins.
2. Introducing students to the most prominent critics and researchers specializing in criticism.
3. Enriching students with new and different concepts regarding criticism.
4. Presenting the material in a non-traditional, interactive way that relies on group discussion.
5. Introducing students to the most prominent major critics.
6. Developing the students' creative sense and encouraging them to analyze critical texts, with presentation and discussion among everyone.

### 9. Teaching Strategy:

#### Strategy

Lecture, discussion, and questioning (interrogation).

### ١٠. بنية المقرر

Weeks	Hours	Required Learning Outcomes	Topic Name	Teaching Method	Assessment Method
1	2	Introduce student to topic	Criticism: Linguistically and Idiomatically	In-person	Post-lesson exam
2	2	Introduce student to topic	Balancing (Al-Muwazana)	In-person	Discussion question
3	2	Introduce student to topic	Word and Meaning	In-person	Discussion question
4	2	Introduce student to topic	Literary Plagiarism	In-person	Discussion question
5	2	Introduce student to topic	The relationship of criticism with other	In-person	Post-lesson exam
6	2	Introduce student to topic	linguistic sciences	In-person	Discussion question
7	2	Introduce student to topic	Criticism in the Pre-Islamic Era	In-person	Discussion question
8	2	Introduce student to topic	Criticism in the Islamic Era	In-person	Post-lesson exam
9	2	Introduce student to topic	Criticism in the Prophet's Era	In-person	Discussion question
10	2	Introduce student to topic	Criticism in the Era of the Rightly Guided	In-person	Discussion question
11	2	Introduce student to topic	Caliphs	In-person	Discussion question
12	2	Introduce student to topic	Criticism in the Umayyad Era	In-person	Discussion question
13	2	Introduce student to topic	Criticism in the Abbasid Era	In-person	Discussion question
14	2	Introduce student to topic	Ibn Sallam Al-Jumahi	In-person	Worksheet
15	2	Introduce student to topic	Al-Amidi	In-person	Discussion question
			Ibn Qutaybah	In-person	Discussion question
			Al-Jahiz	In-person	Discussion question
					Post-lesson exam
					Discussion question
					Discussion question
					Worksheet
					Post-lesson exam

### 11. Course Evaluation:



Distribution of the 50 marks based on tasks assigned to the student, such as daily preparation, daily/oral/monthly/written exams, reports, etc.

12. Required Books:

The History of Ancient Arab Criticism, by Ibtisam Marhoun Al-Sar and Nasser Halawi

Resurses	Everything related to the topics can be copied provided that it is written by hand
Internet sites	

Grammar	
BEARG401	
<b>The first semester</b>	
13/1/2026	
<b>Teaching my presence</b>	
3,3	
suhad.yaas.Name: Dr <a href="mailto:basic.suhad.yaas@uobabylon.edu.iq">basic.suhad.yaas@uobabylon.edu.iq</a> Name: Dr. Ali Mohammed noor Majeed Abbas Email : <a href="mailto:ali.nour.bsacle@uobabylon.edu.iq">ali.nour.bsacle@uobabylon.edu.iq</a>	
8- Course objectives	
<ul style="list-style-type: none"> <li>The student should be able to identify the styles of praise and blame (<i>Uslub al-Madh wa al-Dhamm</i>).</li> <li>The student should be able to identify appositives (<i>Al-Tawabi'</i>).</li> <li>The student should be able to identify the adjective (<i>Al-Na't</i>).</li> </ul>	Objectives of the study subject



- The student should be able to identify emphasis / corroboration (*Al-Tawkid*).
- The student should be able to identify coordination (*Al-'Atf*).
- The student should be able to identify substitution (*Al-Badal*).
- The student should be able to identify the vocative (*Al-Nidaa'*)

## 9- Teaching and learning strategies

- |  |          |
|--|----------|
| 1. Brainstorming strategy.<br>2. Focusing strategy.<br>3. Problem-solving strategy.<br>4. Idea harvesting strategy.<br>5. Cooperative learning strategy. | Strategy |
| 6. Questioning and discussion method.  |          |

## 10- Course structure

Evaluation method	Learning method	Name of the unit or topic	Required educational outcomes	Watch es	The week
Oral exam	Discussion		The Style of Praise and Blame	3	1
Oral exam	Discussion		The Followers	3	2
Oral exam	Discussion		The Adjective	3	3
Oral exam	Discussion		The Adjective	3	4
Oral exam	Discussion		The Adjective	3	5
Oral exam	Discussion		Emphasis	3	6
Oral exam	Discussion		Emphasis	3	7
Monthly Written Test 1				3	٨
	Discussion		Kindness	3	٩
	Discussion		Kindness	3	١٠
	Discussion		Kindness	3	١١
	Discussion		The Vocative Style	3	١٢
	Discussion		The Vocative Style	3	١٣
	Discussion		The Vocative Style	3	١٤
Monthly Written Test 2				3	١٥

## 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)
Sibawayh's Book, Ibn Aqil's Commentary on Ibn Malik's Alfiyya	(Main References (Sources



Comprehensive Grammar, Abbas Hassan	Recommended supporting books and references (scientific journals - reports (.....
.	Electronic References - Internet Resources

Grammar	
BEARG302	
<b>The first semester</b>	
13/1/2026	
<b>Teaching my presence</b>	
3,3	
Name: Dr. Ali Mohammed noor Majeed Abbas Email : <a href="mailto:ali.nour.bscl@uobabylon.edu.iq">ali.nour.bscl@uobabylon.edu.iq</a>	
8- Course objectives	
<ul style="list-style-type: none"> <li>• The student should become familiar with the vocative construction (style of specification).</li> <li>• The student should become familiar with the names of sounds and verbs.</li> <li>• The student should become familiar with the style of encouragement and warning.</li> <li>• The student should become familiar with the interrogative style.</li> <li>• The student should become familiar with the style of oath.</li> <li>• The student should become familiar with the conditional style.</li> <li>• The student should become familiar with the negative style.</li> </ul>	Objectives of the study subject



## 9- Teaching and learning strategies

- Brainstorming strategy.
- Focusing strategy.
- Problem-solving strategy.
- Idea harvesting strategy.
- Cooperative learning strategy.
- 6.Questioning and discussion method.

Strategy

## 10- Course structure

Evaluation method	Learning method	Name of the unit or topic	Required educational outcomes	Watch es	The week
Oral exam	Discussion	The difference between specialization and appeal	Specialization style	3	1
Oral exam	Discussion	Its definition, meanings, and function	Verb and onomatopoeic nouns	3	2
Oral exam	Discussion	Grammatical judgments	Warning and temptation method	3	3
Oral exam	Discussion	The hamza and whether	Interrogative style	3	4
Oral exam	Questioning	Interrogative pronouns	Continuation of the interrogative style	3	5
Oral exam	Discussion	The pillars of the oath sentence	Section style	3	6
Oral exam	Questioning	Section answer sentence	Section style supplement	3	7
Monthly Written Test 1				3	٨
	Discussion	Conditional tools	Conditional style	3	٩
	Questioning	Conditional answer sentence	Continuation of the conditional style	3	١٠
	Discussion	Meeting of the oath and condition	Continuation of the conditional style	3	١١
	Discussion	Negation tools	Negation style	3	١٢
	Questioning	Negation of verbal and nominal sentences	Completion of the negation style	3	١٣
	Questioning	Showing the semantic differences between negation tools	Completion of the negation style	3	١٤
Monthly Written Test 2				3	١٥

## 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)
Sibawayh's Book, Ibn Aqil's Commentary on Ibn Malik's Alfiyya	(Main References (Sources
Comprehensive Grammar, Abbas Hassan	Recommended supporting books and references (scientific journals - reports (.....
.	Electronic References - Internet Resources

1. Course Information	
Arabic Literature in the Middle Ages	
2. Course Code	
BEARALMA306	
3. Semester / Year:	
2025- 2026	
4. Description Preparation Date:	
2026-٣-٢٠	
5. Available Attendance Forms:	
In-person	
6. Total Credit Hours / Units:	
2/2	
7. Course Administrator:	
Name A. D. Raeda Mahdi Jaber <a href="mailto:basic.raada.mahdi@uobabylon.edu.iq">basic.raada.mahdi@uobabylon.edu.iq</a>	
Name Dr. Muntaser Hammoud Jaber <a href="mailto:basic.muntaser.hemmod@uobabylon.edu.iq">basic.muntaser.hemmod@uobabylon.edu.iq</a>	
Dr. Noura Mohammed Abbas (Email: <a href="mailto:noura.abbas.bscl@uobabylon.edu.iq">noura.abbas.bscl@uobabylon.edu.iq</a> )	
8. Course objectives	
Course Objectives	<p><b>Historical and Cultural Comprehension:</b> Enabling the student to understand the historical, social, and religious context in which Middle Ages literature originated and developed, and how political and social transformations affected literary output in that era.</p> <p><b>Literary and Critical Analysis:</b> Developing the student's ability to critically analyze literary texts (whether poetry or prose), focusing on the artistic structure, language, and rhetorical methods used.</p>



	<p><b>Understanding Artistic Characteristics:</b> Identifying the distinguishing features of Middle Ages literature, such as the intersection between literary genres, the development of the Maqama arts, epistles, panegyrics, and asceticism, and how they differed from previous literary eras.</p> <p><b>Linking Literature to the Intellectual Environment:</b> Exploring the relationship between literature and the sciences and knowledge that flourished in that period, such as philosophy, Sufism, and linguistics, and how this knowledge was manifested in literary texts</p>
--	---

## 9. Teaching Strategy

Strategy	Lecture, discussion, questioning (interrogation).
----------	---

## 10. Course Structure

week	Topic Name	Assessment Method	Teaching Method	Required Learning Outcomes	Hours
1			In-person	Introduce student to	2
2	Historical overview of the	Post-lesson exam	In-person	topic	2
3	political and cultural	Discussion question	In-person	Introduce student to	2
4	conditions during the	Discussion question	In-person	topic	2
5	Mongol occupation era	Post-lesson exam	In-person	Introduce student to	2
6	The impact of the	Discussion question	In-person	topic	2
7	occupation on literature	Discussion question	In-person	Introduce student to	2
8	Literary arts	Discussion question	In-person	topic	2
9	Poetic arts	Worksheet	In-person	Introduce student to	2
10	Traditional arts	Discussion question	In-person	topic	2
11	The most prominent	Discussion question	In-person	Introduce student to	2
12	traditional poetic purposes /	Post-lesson exam	In-person	topic	2
13	poetic craftsmanship	Discussion question	In-person	Introduce student to	2
14	Newly invented poetic arts /	Discussion question	In-person	topic	2
15	Al-Muwashshah, Al-Zajal, Al-Qawma, Al-Kan Kan, Al-Mawaliya, Al-Bund	Worksheet Post-lesson exam	In-person	Introduce student to	2
	First month exam			Introduce student to	
	The most prominent poets - their lives - samples of their poetry - Ibn Zilaq Al- Mawsili - Sharaf Al-Din Al- Busiri - Safi Al-Din Al-Hilli			Introduce student to	
	Prose arts: Features, objective trends, artistic characteristics			Introduce student to	
	The Sermon (Al-Khutbah)			Introduce student to	
	The Maqama			Introduce student to	
	Debates (Al-Munadharat)			Introduce student to	
	Second month exam			Introduce student to	



				Introduce student to topic Introduce student to topic Introduce student to topic Introduce student to topic Introduce student to topic	
--	--	--	--	--	--

**11.Course Evaluation**

Distribution of the 50 marks based on tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.

**١٢. Learning and teaching resources**

**Learning and teaching resources**

	Dictionary of Writers by Yaqut al-Hamawi
Main sources	
Recommended books and references	In the literature of later periods, Nazim Rashid

All materials pertaining to these topics may be used, provided they are handwritten.



1- Course name	
Islamic education	
2- Rapporteur symbol	
BESHAR398	
3- Chapter/ Sunnah	
<b>Second semester 2025-2026</b>	
4- The date of preparing this description	
2026/4/30	
5- Available forms	
<b>Teaching my presence</b>	
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: Elaf Muhammad Abbas Jaber. <a href="mailto:bas979.elaf.mohammed@uobabylon.edu.iq">bas979.elaf.mohammed@uobabylon.edu.iq</a>	
Name: Dr.Zahraa Imad Latif Hussein E -mail : <a href="mailto:bas527.zahraa.emad@uobabylon.edu.iq">bas527.zahraa.emad@uobabylon.edu.iq</a>	
8- Study objectives	
<b>The objectives of the subject</b>	<ul style="list-style-type: none"> <li>• Knowing the principles of Islamic law in terms of concept in general</li> <li>• Definition of students with ancient Islamic rulings and beliefs and their relationships to the modern era .</li> <li>• Students know the sources of Islamic law</li> <li>• Definition of students in the sense of Islamic jurisprudence</li> <li>• Knowing the difference between Islamic law and Islamic jurisprudence</li> <li>• Knowing the stages of Islamic legislation in the era of the Messenger (PBUH) and the caliphs</li> <li>• 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</li> </ul>
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 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 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

## 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.

## 1- Course name

kitab qadim

## 2- Rapporteur symbol

BEARAB313

## 3- Chapter/ Sunnah

First / 2025 – 2026

## 4- The date of preparing this description

13/1/2026



## 5- Available forms

**Teaching my presence**

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

Number of hours (2) Number of units (2)

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

Name: Aseel Adnan nuri jawad

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

## 8- Study objectives

**The objectives of the subject**

Students become familiar with the foundational texts of classical Arabic literature that formed the epistemological basis of Arabic sciences.

Students read classical texts correctly, paying close attention to grammar and pronunciation.

Students develop an understanding of Arabic styles, appreciate their eloquence, and distinguish between different levels and uses of language throughout history.

Students analyze classical texts in terms of language, style, theme, and methodology.

## 9- Teaching and learning strategies

Strategy

- Grandstroke strategy.
- Focus strategy.
- Problem solving strategy
- Strategy for harvesting ideas.
- Cooperative learning strategy
- The method of dialogue and discussion

## 10- Rapporteur structure

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



Oral test	Lecture		A text from Surah An-Naba.
Oral test	Lecture	This course defines the concept of the ancient book and explains its importance in linguistic and literary studies.	A sermon by Imam Ali (peace be upon him).
Oral test	Discussion		
Written test	Discussion		
Written test	Discussion	It identifies the characteristics of linguistic style in classical texts.	A text from Al-Bayan wa At-Tabyeen by Al-Jahiz.
Written test	Interrogation		
	Interrogation	It explains the vocabulary and terminology used in the text being read.	A text from Al-Umdah by Ibn Rashiq Al-Qayrawani.
	Interrogation	It analyzes the text in terms of language, style, and theme.	A text from Majma' Al-Mithal by Al-Maydani.
		It familiarizes students with prominent classical authors and their works in language, literature, and criticism.	Al-Mathal As-Sa'ir by Ibn Al-Athir.
		It teaches students to read classical texts correctly.	Monthly Exam Ruh Al-Ma'ani by Al-Alusi.
		It encourages students to engage in scholarly discussion of the texts of the ancient book.	Kitab As-Sina'atayn by Abu Hilal Al-Askari.
		It identifies linguistic or critical evidence from the texts.	Asas Al-Balaghah by Al-Zamakhshari. A text from Risalat Al-Ghufran by Abu Ala' Al-Ma'arri.
			A text from Al-



			<p>Kamil by Al-Mubarrad. A text from Adab Al-Katib by Ibn Qutaybah.</p> <p>Monthly Exam Dictionary of Linguistic Differences</p>
--	--	--	--

### 11- Course evaluation

Monthly exams: 30 marks, with 15 marks for each month. Activities and attendance: 10 marks, totaling 40 marks. Final exam: 60 marks.

### 12-Learning and teaching sources

Required books (methodology, if any)	
The main references (sources)	Selected Arabic Language Books, by Professor Sabah Nouri Al-Marzouq and Dr. Asaad Muhammad Ali Al-Najja
The prevailing books and references recommended (scientific journals. Reports)	kitab aleumdat fi mahasin alshier wa'adabih wanaqdih liabn rashiq alqayrawanii
Electronic references. Internet sites	kutab altafasir walmaejim wakutub allugha

### 1- Course name

alsarf / qism allughat alearabiat / almarhalat althaaniat sabahi

### 2- Rapporteur symbol

BEARAB313

### 3- Chapter/ Sunnah

**Chapter Two / 2025 – 2026**

### 4- The date of preparing this description

23/1/2026

### 5- Available forms

**Teaching my presence**

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

Number of hours (2) Number of units (2)

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



Name: Aseel Adnan nouri jawad

E -mail : [bas399.aseel.adnan@uobabylon.edu.iq](mailto:bas399.aseel.adnan@uobabylon.edu.iq)

## 8- Study objectives

**The objectives of the subject**

- This course aims to enable the student to:
- Understand morphology in its linguistic and technical sense.
- Know the difference between morphology and syntax.
- Recognize morphological patterns and their correct diacritics.
- Recognize morphological phenomena such as vowel changes and consonant substitutions.
- Apply morphological rules to literary texts.
- Distinguish between sound and weak verbs.
- Identify the types of derivatives.
- Extract simple and derived verbs.

## 9- Teaching and learning strategies

## Strategy

- Grandstroke strategy.
- Focus strategy.
- Problem solving strategy
- Strategy for harvesting ideas.
- Cooperative learning strategy
- The method of dialogue and discussion

## 10- Rapporteur structure

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch
Oral test	Lecture	1. To know the conjugations of the triliteral root verb.	1. Definition of morphology in language and terminology.	
Oral test	Lecture			
Oral test	Discussion			
Written test	Discussion	2. To know the morphological scale.	2. The morphological scale: its definition and rules.	
Written test	Discussion			
Written test	Interrogation	3. To differentiate between vowel change and substitution.	3. Sound and weak verbs and their types.	
	Interrogation			
	Interrogation			
		4. To distinguish between sound and weak verbs.	4. The derived verb.	
		5. To name the weak letters.	5. Meanings of augmented forms.	
			6. First month	



		<p>6. To differentiate between the root verb and the derived verb.</p> <p>7. To know the letters of augmentation.</p> <p>8. To know the types of derivatives.</p> <p>9. To apply morphological rules to various texts.</p> <p>10. To be able to prepare a scientific research paper.</p>	<p>exam.</p> <p>7. Vowel change by vowel transfer.</p> <p>8. Vowel change by deletion and inversion.</p> <p>9. Substitution/ Substitution of the first radical (ifta'ala).</p> <p>10. Substitution of the second radical (ifta'ala).</p> <p>11. Derivatives/ Active participle, passive participle.</p> <p>12. The adjective of resemblance/ The superlative adjective.</p> <p>13. Nouns of time and place.</p> <p>14. Instrument noun.</p> <p>Second month exam</p>
--	--	--	--

### 11- Course evaluation

Monthly exams: 30 marks, with 15 marks for each month. Activities and attendance: 10 marks, totaling 40 marks. Final exam: 60 marks.

### 12-Learning and teaching sources

Required books (methodology, if any)	kitab alsarf , almualif alduktur asead muhamad eali alnajaar
The main references (sources)	katab alsarafa, almuhadhab fi eilm altasrif , alduktur : hashim tah shalaash
The prevailing books and references recommended (scientific journals. Reports)	Scientific journals and reports.
Electronic references. Internet sites	Internet sites

1. Course Name	Rhetoric (Balagha) / Second Stage
2. Course Code	BEARR206
3. Semester / Year	First Semester / 2026
4. Date of Preparation of this Description	5 January 2026
5. Available Attendance Forms	In-person



<b>6. Total Study Hours / Total Units</b>	2 hours per week - 2 units
<b>7. Course Coordinator Name</b>	Prof. Dr. Zina Ghani Abdul Hussein <a href="mailto:basic.zina.khani@uobabylon.edu.iq">basic.zina.khani@uobabylon.edu.iq</a> Email:
<b>8. Course Objectives</b>	

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Enable students to understand the art of Qur'anic inimitability.</li> <li>2. Train students in strong observation skills and different logical thinking methods.</li> <li>3. Help students correctly understand the intended meaning of speech and comprehend meanings.</li> <li>4. Increase and develop the student's rhetorical linguistic vocabulary.</li> <li>5. Assist students in applying the arts of rhetoric in modes of speech and benefiting from them in daily life.</li> <li>6. Develop students' ability to understand what is read or heard.</li> <li>7. Help students recognize differences among structures, expressions, sentences, and words, enabling them to formulate aesthetic rhetorical expressions.</li> </ol>
--------------------------	--

### 9. Teaching and Learning Strategies

<b>Strategies</b>	Lecture and discussion method Cooperative learning Active learning Analogical thinking Brainstorming
-------------------	--

### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit / Topic Name	Teaching Method	Assessment Method
First	2 hours per week	Identify the concept of rhetoric and distinguish it from eloquence	Definition of rhetoric	Lecture and discussion; cooperative learning; active learning; analogical thinking; brainstorming	Daily short quizzes; weekly/monthly tests; direct questions; written test; objective test; report
Second	2 hours per week	Recognize eloquence and its relationship to rhetoric	Definition of eloquence and the difference between them		
Third	2 hours per week	Identify the science of meanings	Origin and development of rhetoric		
Fourth	2 hours per week	Understand declarative speech (khabar)	Effect of the Holy Qur'an on the emergence of rhetoric		
Fifth	2 hours per week	Understand primary, demand, and denial forms of khabar	Science of meanings		
Sixth	2 hours per week	First monthly examination	Declarative and non-declarative expression		
Seventh	2 hours per week	Understand advancement and delay in word order	Separation and connection		
Eighth	2 hours per week	Understand separation (fasl)	Advancement and delay		
Ninth	2 hours per week	Identify the rhetorical positions of separation	Khabar and its types		
Tenth	2 hours per week	Understand connection (wasl)	Primary khabar		
Eleventh	2 hours per week	Identify the rhetorical positions of connection	Demand khabar		
Twelfth	2 hours per week	Apply external examples	Denial khabar		
Thirteenth	2 hours per week	Applied rhetorical analysis	Rhetorical applications		
Fourteenth	2 hours per week	Second monthly examination	Monthly examination		
Fifteenth	2 hours per week	Review and course consolidation	Revision		

### 11. Course Evaluation



The total grade is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written examinations, reports, and other assessment requirements.

## 12. Learning and Teaching Resources

<b>Required Textbooks / Methodological Books</b>	Rhetoric and Application - Dr. Ahmed Matloob.
<b>Main References / Sources</b>	Asrar al-Balagha - Abdul Qahir al-Jurjani.
<b>Recommended Books and References</b>	Al-Balagha al-Wadihah - Ali al-Jarim.
<b>Electronic References / Websites</b>	The Modern Comprehensive Library.

<b>1-Course Name</b>	Rhetoric (Balagha) – Second Stage
<b>2-Course Code</b>	BEARR205
<b>3-Semester / Year</b>	Second Semester / 2026
<b>4-Date of Preparation of this Description</b>	5 January 2026
<b>5-Available Forms of Attendance</b>	In-person attendance
<b>6-Total Study Hours / Total Units</b>	2 hours per week – 2 units
<b>7-Course Instructor(s)</b>	Prof. Zina Ghani Abdul Hussein + Prof. Samer Abdul Kadhim Jallab
<b>Email</b>	<a href="mailto:basic.zina.khani@uobabylon.edu.iq">basic.zina.khani@uobabylon.edu.iq</a> <a href="mailto:basic.samer.abdulkadhim@uobabylon.edu.iq">basic.samer.abdulkadhim@uobabylon.edu.iq</a>
<b>8-Course Objectives</b>	<ol style="list-style-type: none"> <li>1 To enable the student to recognize the art of the rhetorical inimitability of the Holy Qur'an.</li> <li>2 To train the student in strong observation skills and different logical modes of thinking.</li> <li>3 To help the student understand the intended meaning of speech correctly and comprehend meanings accurately.</li> <li>4 To increase and develop the student's rhetorical and linguistic repertoire.</li> <li>5 To help the student apply the arts of rhetoric in modes of expression and benefit from them in daily life.</li> <li>6 To develop the student's ability to understand what is read or heard.</li> <li>7 To help the student perceive the differences among structures, phrases, sentences, and words, enabling the student to formulate aesthetically effective rhetorical expressions</li> </ol>

## 9. Teaching and Learning Strategies

<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Lecture and discussion method</li> <li>• Cooperative learning</li> <li>• Active learning</li> <li>• Analogical thinking</li> <li>• Brainstorming</li> </ul>
-------------------	--



	<h3>8. Assessment Methods</h3> <ul style="list-style-type: none"> <li>• Daily direct short quizzes</li> <li>• Weekly and monthly general tests</li> <li>• Short direct-question method</li> <li>• Written examination</li> <li>• Objective test</li> <li>• Report</li> </ul>
--	--

## 10. Weekly Course Schedule

Week	Topic / Learning Content	Teaching Method	Assessment
First	Introduction to Ilm al-Bayan and its role within Arabic rhetoric	Lecture, discussion, and active learning	Direct questions and short quiz
Second	Simile: definition, components, and basic types	Lecture and cooperative learning	Short quiz and oral questions
Third	Eloquent simile and applied rhetorical examples	Lecture, discussion, and examples	Daily assessment
Fourth	Implicit simile and analysis of literary examples	Active learning and analogical thinking	Short written exercise
Fifth	First monthly examination	Review and examination	Monthly test
Sixth	Implicit metaphor: definition and applications	Lecture and discussion	Direct questions
Seventh	Explicit metaphor: definition and applications	Cooperative learning and examples	Short quiz
Eighth	Comparative applications on simile and metaphor	Active learning and brainstorming	Class activity
Ninth	Introduction to Ilm al-Badi'	Lecture and discussion	Oral assessment
Tenth	Verbal embellishments	Lecture and applied examples	Short quiz
Eleventh	Semantic embellishments	Cooperative learning	Daily assessment
Twelfth	Jinas and Tibaq	Lecture, discussion, and examples	Written exercise
Thirteenth	Tawriya, quotation, and inclusion	Active learning and textual analysis	Direct questions
Fourteenth	Second monthly examination	Review and examination	Monthly test
Fifteenth	General review and external examples	Discussion, review, and brainstorming	Final course review

## 11. Grade Distribution

The grade is distributed out of 100 according to the tasks assigned to the student, including daily preparation, daily, oral, monthly and written examinations, reports, and other relevant academic activities.

## 12. Learning and Teaching Resources

<b>Required textbook</b>	Al-Balagha wa al-Tatbiq (Rhetoric and Application) - Dr. Ahmed Matloob
<b>Main reference</b>	Asrar al-Balagha (Secrets of Rhetoric) - Abd al-Qahir al-Jurjani
<b>Supporting reference</b>	Al-Balagha al-Wadihah (Clear Rhetoric) - Ali al-Jarim
<b>Electronic / library resource</b>	The Modern Comprehensive Library



<ul style="list-style-type: none"> <li><b>Course Title:</b></li> </ul>	
Literary Research Methodology	
<ul style="list-style-type: none"> <li><b>Course Code</b></li> </ul>	
BEARLRM411	
<ul style="list-style-type: none"> <li><b>Semester / Academic Year: First Semester of the Academic Year 2025–2026</b></li> </ul>	
First Semester / 2025–2026	
<ul style="list-style-type: none"> <li><b>Date of Preparing This Description</b></li> </ul>	
٢٠٢٦ / ١ / ١٤	
<ul style="list-style-type: none"> <li><b>Available Attendance Modes: In-person</b></li> </ul>	
Classroom-based	
<ul style="list-style-type: none"> <li><b>Total Contact Hours: 2   Total Credit Units: 2</b></li> </ul>	
Total Hours: 4   Total Credit Units: 2	
<ul style="list-style-type: none"> <li><b>Course Instructor Name (If more than one, list all)</b></li> </ul>	
Name: Dr. Salar Salim	
<a href="mailto:bas770.a.saleem@uobabylon.edu.iq">bas770.a.saleem@uobabylon.edu.iq</a> :Email	
<ul style="list-style-type: none"> <li><b>Course Objectives</b></li> </ul>	
<ul style="list-style-type: none"> <li>- Students will learn the proper methods for studying literature.</li> <li>- Students will be encouraged to engage in rigorous scientific critical thinking.</li> <li>- Students will distinguish between creative writing and systematic/academic writing.</li> <li>- Students will improve their methodological tools for observation and practice.</li> <li>- Students will be introduced to scientific approaches in the study of literature.</li> </ul>	<p style="text-align: center;"><b>Course Material Objectives</b></p>
<ul style="list-style-type: none"> <li><b>Teaching and Learning Strategies</b></li> </ul>	
Lecture, Discussion, Questioning or Brainstorming, and Cooperative Learning	Strategies
<ul style="list-style-type: none"> <li><b>Course Structure</b></li> </ul>	



	Learning Method	Unit or Topic Name	Expected Learning Outcomes	Hours	Week
End-of-Lecture Exam		The Meaning of Literature: Linguistically and Terminologically	Introducing the Topic to the Student	٢	١
Discussion Question		The Meaning of "Method" Linguistically and Terminologically	Introducing the Topic to Students	٢	٢
Exam		Research / Studies	Introducing the Topic to Students	٢	٣
Discussion Question		Researcher	Introducing the Topic to Students	٢	٤
Discussion Question		Choosing the Title	Introducing the Topic to Students	٢	٥
Exam		Monthly Exam	Introducing the Topic to Students	٢	٦
Discussion Question		Students' Discussion on Graduation Project Titles	Introducing the Topic to Students	٢	٧
Discussion Question		Scientific Plan	Introducing the Topic to Students	٢	٨
Discussion Question		Sources and References	Introducing the Topic to Students	٢	٩
Discussion Question		Data Collection	Introducing the Topic to Students	٢	١٠
Discussion Question		Draft	Introducing the Topic to Students	٢	١١
Discussion Question		Final Version	Introducing the Topic to Students	٢	١٢
Discussion Question		Technical Issues Regarding Research Printing and the Discussion Session	Introducing the Topic to Students	٢	١٣
Exam		Monthly Exam	Introducing the Topic to the Student	٢	١٤

### ● Course Evaluation

Grade distribution according to the tasks assigned to the student, such as written and oral exams.

### ● Learning Resources

	Required Textbooks (Methodological, if available)
Literary Research Methodology / Ali Jawad Al-Taher	Main References (Sources)
	Supporting Books and References Recommended (Scientific Journals – Reports ...)
Visiting Magazine and Newspaper Websites	Electronic References – Internet Sources



1- Course name				
Practical education (observation).				
2- Rapporteur symbol				
BEPRA493				
3- Chapter/ Sunnah				
Lectures, field observation in primary schools.				
4- The date of preparing this description				
13/1/2026				
5- Available forms				
Teaching my presence				
6- The total number of hours /The number of total units				
4*4				
7- The name of the course official (if more than one name is mentioned)				
Name: dr. Mashreq Muhammad Majoul. <a href="mailto:basic.mushrig.mohammed@uobabylon.edu.iq">basic.mushrig.mohammed@uobabylon.edu.iq</a>				
8- Study objectives				
<b>The objectives of the subject</b>		<ul style="list-style-type: none"> <li>• The student defines the lesson objectives accurately at the beginning of the class.</li> <li>• To distinguish between types of educational goals (cognitive - skill - emotional).</li> <li>• To explain the steps for good lesson planning.</li> <li>• To analyze the elements of the educational situation.</li> <li>• To explain the appropriate evaluation methods for each type of goal.</li> </ul>		
9- Teaching and learning strategies				
Strategy		Creative thinking, critical thinking, brainstorming.		
10- Rapporteur structure				
Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch



<p>Essay test:  Matching test:  True/false test:  Multiple choice.  Conformity testing. First month exam: multiple choice, true or false.  Essay test:  Matching test:  True or false multiple choice - multiple choice.  Second month exam: conformity test.</p>	<p>Lecture  Lecture  Discussion  Discussion  Interrogation  Interrogation  Interrogation</p>	<p>Lesson objectives. Types of educational objectives. Steps for good lesson planning. Characteristics of learners at the targeted educational level. Elements of the educational situation in the classroom.</p> <p>Evaluation methods appropriate for each type of goal: Various teaching strategies (discussion - cooperative learning - brainstorming). Lesson time is organized so that all scheduled activities are accomplished. Educational techniques (slideshow, video, smart board? Class management in a calm and effective manner. A simple pre- or post-test to measure the achievement of goals, by motivating learners and encouraging them to participate.</p> <p>His appreciation for the teaching profession.</p>	<p>To define the lesson objectives accurately at the beginning of the lesson. To distinguish between types of educational objectives. Explain the steps for good lesson planning. To describe the characteristics of learners at the targeted educational level. To analyze the elements of the educational situation within the classroom. To clarify the appropriate evaluation methods for each type of goal. To employ various teaching strategies (discussion, cooperative learning, and brainstorming). To organize the lesson time so that all the scheduled activities are completed. To use educational techniques (slideshows, videos, smart boards). Manage the class in a calm and effective manner. Prepare a simple pre- or post-test to measure the achievement of goals. To show interest in motivating</p>
---	--	--	---



			learners and encouraging them to participate.
--	--	--	---

### 11- Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, and reports: the first and second monthly exams are 30 marks. Daily exam: 5 marks. Report: 5 marks. Final exam: 40 marks

### 12-Learning and teaching sources

Required books (methodology, if any)	nothing.
The main references (sources)	nothing.
The prevailing books and references recommended (scientific journals. Reports)	nothing.
Electronic references. Internet sites	

1- Course name
<b>Practical education (observation).</b>
2- Rapporteur symbol
BEPRA493
3- Chapter/ Sunnah
<b>Lectures, field observation in primary schools.</b>
4- The date of preparing this description
13/1/2026
5- Available forms
<b>Teaching my presence</b>
6- The total number of hours /The number of total units
4*4
7- The name of the course official (if more than one name is mentioned)
Name: dr. Aref Hatem Hadi Email: <a href="mailto:basic.araf.hatam@uobabylon.edu.iq">basic.araf.hatam@uobabylon.edu.iq</a>
8- Study objectives



**The objectives of the subject**

- The student defines the lesson objectives accurately at the beginning of the class.
- To distinguish between types of educational goals (cognitive - skill - emotional).
- To explain the steps for good lesson planning.
- To analyze the elements of the educational situation.
- To explain the appropriate evaluation methods for each type of goal.

**9- Teaching and learning strategies**

Strategy	Creative thinking, critical thinking, brainstorming.
----------	--

**10- Rapporteur structure**

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch
Essay test: Matching test: True/false test: Multiple choice. Conformity testing. First month exam: multiple choice, true or false. Essay test: Matching test: True or false multiple choice - multiple choice. Second month exam: conformity test.	Lecture Lecture Discussion Discussion Interrogation Interrogation Interrogation	Lesson objectives. Types of educational objectives. Steps for good lesson planning. Characteristics of learners at the targeted educational level. Elements of the educational situation in the classroom. Evaluation methods appropriate for each type of goal: Various teaching strategies (discussion - cooperative learning - brainstorming). Lesson time is organized so that all scheduled activities are accomplished. Educational techniques (slideshow, video, smart board? Class management in a calm and effective manner. A simple pre- or post-test to measure the achievement of goals, by motivating learners and encouraging them to	To define the lesson objectives accurately at the beginning of the lesson. To distinguish between types of educational objectives. Explain the steps for good lesson planning. To describe the characteristics of learners at the targeted educational level. To analyze the elements of the educational situation within the classroom. To clarify the appropriate evaluation methods for each type of goal. To employ various teaching strategies (discussion, cooperative learning,	



		<p>participate. His appreciation for the teaching profession.</p>	<p>and brainstorming). To organize the lesson time so that all the scheduled activities are completed. To use educational techniques (slideshows, videos, smart boards). Manage the class in a calm and effective manner. Prepare a simple pre- or post-test to measure the achievement of goals. To show interest in motivating learners and encouraging them to participate.</p>
--	--	---	--

### 11- Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, and reports: the first and second monthly exams are 30 marks. Daily exam: 5 marks. Report: 5 marks. Final exam: 40 marks

### 12-Learning and teaching sources

Required books (methodology, if any)	nothing.
The main references (sources)	nothing.
The prevailing books and references recommended (scientific journals. Reports)	nothing.
Electronic references. Internet sites	

1- Course name
Professional Ethics
2- Rapporteur symbol
BEETH485
3- Chapter/ Sunnah
2025-2026



4- The date of preparing this description

2025

5- Available forms

In-person

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

30 hours over 15 weeks

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

Riyadh Hatif Ubaid

[basic.reyadh.hatif@uobabylon.edu.iq](mailto:basic.reyadh.hatif@uobabylon.edu.iq)

8- Study objectives

**The objectives of the subject**

- Enhance teachers' ethical awareness of their responsibility toward their profession, society, and students.
- Promote educational values such as justice, honesty, sincerity, and respect.
- Prepare teachers as ethical and professional role models for students.
- Familiarize teachers with their rights and duties.
- Develop professional behavior in line with educational ethics.
- Strengthen positive relationships with colleagues, administration, parents, and society.
- Enable teachers to make ethical decisions in educational situations.

9- Teaching and learning strategies

Strategy	<ul style="list-style-type: none"> <li>- Problem Solving</li> <li>- Task-Based Learning</li> <li>- Brainstorming</li> <li>- Interactive Cooperative Learning</li> </ul>
----------	---

10- Rapporteur structure

Week	Topic	Details	Assessment
1	Morality: linguistic and terminological definition	Concept development	Formative Test



2	Importance and development of ethics	Historical evolution to Islamic scholars	Written Test
3	Formation of ethics	Factors and pillars of good morals	Oral Test
4	Learning ethics through socialization	Role of institutions	Formative Test
5	Theories of moral development	Behavioral and cognitive theories (Kohlberg)	Written Test
6	Methods of acquiring good morals	Detailed discussion	Oral Test
7	Basics of professional ethics	Concepts and foundations	Formative Test
8	Ethics in university and society	Academic environment and teacher traits	Formative Test
9	Importance of professional ethics	Reasons for studying ethics	Written Test
10	Sources of professional ethics	Religious, legal, educational	Oral Test
11	Objectives of professional ethics	Within teaching profession	Formative Test
12	Ethics of teaching profession	Duties of teachers	Written Test
13	Professionalism characteristics	Definition and features	Oral Test
14	Ethics in assessment	Ethical standards	Task Analysis
15	Commitment to ethics	Causes of non-compliance	Written Test

### 11- Course evaluation

Continuous Assessment: 40%

Final Examination: 60%

### 12-Learning and teaching sources

Required books (methodology, if any)	Al-Sahmarani, Asaad (1988). Ethics in Islam and Ancient Philosophy
--------------------------------------	--



The main references (sources)	– Al-Sadr, Muhammad Muhammad Sadiq (1413 AH). Jurisprudence of Ethics.
The prevailing books and references recommended (scientific journals. Reports)	– Ubaid, Riyadh Hatif (2025). Professional Ethics in Colleges of Education.
Electronic references. Internet sites	

1- Course name	
Principles of Education	
2- Rapporteur symbol	
BEARFE128	
3- Chapter/ Sunnah	
2025-2026	
4- The date of preparing this description	
2025	
5- Available forms	
In-person	
6- The total number of hours /The number of total units	
2-3	
7- The name of the course official (if more than one name is mentioned)	
Name: Ibtisam Sahib Al-Zwaini <a href="mailto:Basic.ibtisam.saheb@uobabylon.edu.iq">Basic.ibtisam.saheb@uobabylon.edu.iq</a>	
Marwa tawfeeq : <a href="mailto:marwa.tawfeeq@iunajaf.edu.iq">marwa.tawfeeq@iunajaf.edu.iq</a>	
8- Study objectives	
<b>The objectives of the subject</b>	– Enhance teachers’ ethical awareness of their responsibility toward their profession, society, and students. – Promote educational values such as justice, honesty, sincerity, and respect.



	<ul style="list-style-type: none"> <li>- Prepare teachers as ethical and professional role models for students.</li> <li>- Familiarize teachers with their rights and duties.</li> <li>- Develop professional behavior in line with educational ethics.</li> <li>- Strengthen positive relationships with colleagues, administration, parents, and society.</li> <li>- Enable teachers to make ethical decisions in educational situations.</li> </ul>
--	--

### 9- Teaching and learning strategies

Strategy	<ul style="list-style-type: none"> <li>- Problem Solving</li> <li>- Task-Based Learning</li> <li>- Brainstorming</li> <li>- Interactive Cooperative Learning</li> </ul>
----------	---

### 10- Rapporteur structure

Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch	
oral exam And the duty and activities The classroom	Dialogue and discussion	Education Education)) Concept And the importance(	A statement of the concept of education and its importance	٢	the first
	Dialogue and discussion	Educational implications	Mention the implications that education leads to	2	the second
	Dialogue and discussion	Education jobs	Understanding the purpose of education	2	the third
	Dialogue and discussion	The relationship between upbringing and education	Clarifying the relationship between	2	Fourth



			upbringing and education		
	Dialogue and discussion	Similarities and differences between teaching and learning	Finding similarities and differences between learning and teaching	2	Fifth
	Dialogue and discussion	The difference between education and learning	The difference between education and learning	2	Sixth
	Dialogue and discussion	Education in Islamic Heritage	Statement of the difference between the concepts of learning and teaching	2	Seventh
	Dialogue and discussion	Principles of Education	Conclusion: The most important principles advocated by .education	2	Eighth
	Dialogue and discussion	The role of the teacher in light of modern educational trends	The role of the teacher in light of modern educational trends	2	Ninth
	Dialogue and discussion	The teaching profession: concept and standards	A statement on the teaching profession in terms of its concept and characteristics	2	tenth
	Dialogue and discussion	Basic requirements for a teacher's success in their profession	Clarifying the basic requirements for a successful teacher	2	Eleventh



	Dialogue and discussion	Characteristics of a successful teacher	Characteristics of a successful teacher	2	Twelfth
	Dialogue and discussion	The role of the :classroom mentor concept and responsibilities	The role of the :classroom mentor concept and responsibilities	2	Thirteenth
	Dialogue and discussion	Basic education in Iraq: concept and stages	Basic education in Iraq: concept and stages	2	Fourteen
	Dialogue and discussion	Examples of education in some countries of the world	Examples of education in some countries of the world	2	fifteenth

## 11- Course evaluation

Continuous Assessment: 40%

Final Examination: 60%

## 12-Learning and teaching sources

Required books (methodology, if any)

Principles of Education / Prof. Dr. Ibtisam Al-Zuwain

The main references (sources)

The prevailing books and references recommended (scientific journals. Reports)

Electronic references. Internet sites

## 1- Course name

Islamic literature.

## 2- Rapporteur symbol

BEARII203

## 3- Chapter/ Sunnah

**The first semester**

## 4- The date of preparing this description

13/1/2026

## 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. Mounir Obaid <a href="mailto:basic.muneer.obaid@uobabylon.edu.iq">basic.muneer.obaid@uobabylon.edu.iq</a>				
Name: M.M. Amani Habib Yahya <a href="mailto:bas321.amany.habeeb@uobabylon.edu.iq">bas321.amany.habeeb@uobabylon.edu.iq</a>				
8- Study objectives				
<b>The objectives of the subject</b>		<ol style="list-style-type: none"> <li>1. Introducing students to Islamic literature, poetry and prose, especially in the period of the beginning of Islam until the emergence of the Umayyad dynasty.</li> <li>2. Enabling students to understand and analyze poetic texts.</li> <li>3. Introducing students to the most important changes that occurred in poetry in this period, as a result of the changes in the era studied and their reflection in literature.</li> </ol>		
9- Teaching and learning strategies				
Strategy		<ol style="list-style-type: none"> <li>1. Direct lecture.</li> <li>2. Conversation through question and answer.</li> </ol>		
10- Rapporteur structure				
Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch
Oral test Oral test Oral test Written test Written test Written test	Lecture method. Lecture method, discussion method. Lecture method, discussion method, discussion method. Lecture method, active learning method, active learning method. Lecture method, active learning method. Lecture method, active learning method, lecture method, active learning method.	The position of the Holy Qur'an on poetry. The position of the Messenger, may God bless him and grant him peace, regarding poetry. Poetic themes in Islamic literature. Veteran poets: Hassan bin Thabit, Kaab bin Zuhair. The origins of rhetoric, topics of rhetoric. Imam Ali's sermon, peace be upon him. The art of letters. Imam Ali's message. Literature of wills. The Imam's will to his son, peace be upon them both.	The Holy Qur'an denounces polytheist poets and encourages Muslim poets for the sake of righteousness and championing truth. Introducing students: to the reasons: The Messenger, may God's prayers and peace be upon him and his family, denounced poetry and praised it. Giving students poetic texts for the purposes of poetry, in praise, satire, lamentation, and enthusiasm. Introducing students to the meaning of greenness, language, terminology, and the opinions of critics about it. Enabling students to analyze texts. Enabling students to analyze texts. Introduction to prose art. Introducing its topics. Memorizing students - a text	



			example and enabling them to analyze it. Introducing its topics. Memorizing students: a textual example and enabling them to analyze it. Introducing its topics. Memorizing students: a textual example and enabling them to analyze it.
--	--	--	--

### 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)	There is no History of Arabic Literature by Dr. Shawqi Deif .
The main references (sources)	Islam and poetry Dr. Sami Makki Al-Ani
The prevailing books and references recommended (scientific journals. Reports)	Islamic and Umayyad poetry, Dr. Abdul Qadir Al-Qat Al-Amali in Islamic Literature Dr. Ibtisam Marhoon Al-Saffar There is no
Electronic references. Internet sites	

Course Name

: Educational Administration and Supervision



code The course

BEEAS481

the chapter/Year

2025-2026 / One Chapter

date numbers this Description

2026

shapes the audience Available

My presence (theoretical)

) number Hours Study( /Total) number Units( (Total

Number of hours (2) Number of units (2)

name responsible The course ( if more from name (It is mentioned)

e: Prof.Dr. Dihya uweed Harbi Al-ArnoosyNam

Email [basic.dihya.uweed@uobabylon.edu.iq](mailto:basic.dihya.uweed@uobabylon.edu.iq)

Course Objectives

:Enabling Arabic language learners to

Course objectives

Teaching and learning strategies

- Lecture
- .Problem solving
- .Brainstorming
- Active learning strategies
- .Discussion
- metaphorical thinking
- .Collaborative learning

strategy

Course structure

Evaluation Method	Learning method	Unit name and topic	Education and learning outcomes	Hours	Week
Probing questioning style	discussion	Teachingstude	Educational		
Short questions	Problem solving	ntsthemot	Administration School		
Written test	Cooperative learning	importat	Administration		
objective test	active learning	concepts	Administration Theories		
a report.	active learning	ofeducaionaladi	Educational		
Metaphorical thinking schemes	metaphorical thinking	nistration.	Administration Styles		
	brainstorming	Developing	Leadership		
		teachersclassro	Leadership Theories		
		om teaching	Behavioral Skills for		



Short questions		performance. Enhancing educational leadership skills. Developing teachers' leadership skills.	Educational Administrative Leadership Educational Supervision The Concept of Educational Supervision Definitions of Educational Supervision Types of Educational Supervision Methods of Educational Supervision Evaluation in Educational Supervision A Proposed Model for a Supervisor's Classroom Visit School Leadership Training for Teachers		
-----------------	--	---	--	--	--

● Course evaluation

monthly test/ 15 consisting of two tests. The final exam is worth 40. Daily activities and attendance make up 10.

● Learning and teaching resources

6. <b>Main Textbook:</b> Educational Administration and Supervision by Prof. Dr. Dihya Uweed Al-Arnoosy et al., Dar Safaa – Jordan 2013	Required textbooks (methodology, if applicable)
	Main references (sources)
	Recommended supporting books and references (scientific journals – reports, etc.)
	Electronic references – Internet resources

1- Course name
Arabic literature in the Abbasid era.
2- Rapporteur symbol
BEARAbL303



3- Chapter/ Sunnah	
<b>The first semester</b>	
4- The date of preparing this description	
13/1/2026	
5- Available forms	
<b>Teaching my presence</b>	
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 A.D. Thaer Samir Al-Shammari	
Email <a href="mailto:basic.thaar.sameer@uobabylon.edu.iq">basic.thaar.sameer@uobabylon.edu.iq</a>	
M.D. Amna Hussein Youssef	
Email: <a href="mailto:bas535.amnia.hussien@uobabylon.edu.iq">bas535.amnia.hussien@uobabylon.edu.iq</a>	
M.M. Zahraa Jawad Email: <a href="mailto:bas451.zahraa.jwaid@uobabylon.edu.iq">bas451.zahraa.jwaid@uobabylon.edu.iq</a>	
8- Study objectives	
<b>The objectives of the subject</b>	<p>Defines literature in general</p> <ul style="list-style-type: none"> <li>• Defines Abbasid prose</li> <li>• Explains the purposes of Abbasid prose.</li> <li>• Explains the importance of prose in the Abbasid era</li> <li>• Distinguishes between the types of prose texts in the Abbasid era and those that preceded it <ul style="list-style-type: none"> <li>• It shows the new prose-writing topics in the Abbasid era</li> </ul> </li> <li>• He knows every Abbasid writer and literary figure.</li> <li>• It mentions the impact of social life on the publication of Abbasid writers</li> </ul>
9- Teaching and learning strategies	
Strategy	1- Grandstroke strategy. 2- Focus strategy. 3- Problem solving strategy 4- Strategy for harvesting ideas. 5- Cooperative learning strategy 6- The method of dialogue and discussion
10- Rapporteur structure	



Evaluation	Learning method	The name of the unit or the topic	Required learning outcomes	Watch
<p>Oral test</p> <p>Oral test</p> <p>Oral test Written test</p> <p>Written test Written test</p> <p>test</p>	<p>Lecture method.</p> <p>Lecture method, discussion method.</p> <p>Lecture method, discussion method, discussion method.</p> <p>Lecture method, active learning method, active learning method.</p> <p>Lecture method, active learning method, lecture method, active learning method.</p>	<p>1 Prose, its trends and purposes in the Abbasid era – A2 Public speaking. Reasons for its prosperity – 3 Ibn al-Muqaffa’ – 4 Al-Jahiz – 5 messages – 6 monthly exams – 7 Maqamat – 8 The subject of Maqamat 9 The style of Maqamat – – 10 Badi al-Zaman – A11 Abu Hayyan Al-Tawhidi – 12 forms of messages – 13 models of public speaking – 14 sample stories – 15 monthly exams</p>	<p>– Defines the concept of literature/prose, specifically in the Abbasid era. – Shows the importance of Abbasid prose. – Distinguishes between old and new prose objects in Abbasid literature. – To understand rhetoric. – To know the reason for the prosperity of rhetoric in the Abbasid era. – To know the writers of the Abbasid era. – Translates the life of Ibn al-Muqaffa. – To memorize a story from Ibn al-Muqaffa’. – To translate the life of Al-Jahiz. – To memorize one of Al-Jahiz’s stories. n knows the messages. State the structure of the message. He mentions the difference between the messages of the Islamic era. And the Abbasid era. To memorize a sample of letters from the Abbasid era – a monthly exam. He knows the Maqamat. To mention the subject of Maqamat – – To know the style of Maqamat. – To memorize a model of Maqamat. – N translates the</p>	



			life of Badi al-Zaman. To translate Hariri's life – a monthly exam.
--	--	--	---

### 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)	Binding + Arabic Literature in the Abbasid Era Dr. Nazim Rashid The First Abbasid Era, Dr. Shawqi Deif
The main references (sources)	
The prevailing books and references recommended (scientific journals. Reports)	
Electronic references. Internet sites	

#### 1. Course Name:

Parts of Speech

#### 2. Course Code:

BEENG192

#### 3. Semester / Year:

Second Semester 2025/2026

#### 4. Description Preparation Date:

1/2/2026

#### 5. Available Attendance Forms:

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

2 credit hours per week / 30 through semester

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

Name: Name: Hasan Majid Mohammed

Email: [bas792.hasan.majid@uobabylon.edu.iq](mailto:bas792.hasan.majid@uobabylon.edu.iq)

#### 8. Course Objectives

**Course Objectives**

- The course includes lectures on the following 1 - Part of speech 1-1 Noun 1-1-1 Noun position 1-1-2 Kind of Noun 1-1-3 Singular and Plural Nouns 1 -2 Vrbs 1-2-1 Kind of verbs 1-2-2 Position of verbs 1 – 2 -3 Verbs 1-2-3 Tenses 2- Comprehension Passages 2 – 1- Passage no 1 : Thirteen equals One , Comprehension , Vocabulary 2 – 2 Passage no 2 : The Double Life of Alfred Comprehension , Vocabulary . 3 – Phonetics 3-1 Vowel

**9. Teaching and Learning Strategies****Strategy**

Lectures, homework, quizzes , monthly exam , External activities

**10. Course Structure**

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
15 weeks	30	Students to be able to speak and read daily English.	<ul style="list-style-type: none"> <li>• The course includes lectures on the following - Parts of speech 1-1 Noun 1-1-1 Noun position 1-1-2 Kind of Noun 1-1-3 Singular and Plural Nouns 1-2 verbs 1-2-1 Kind of verbs 1-2-2 Position of verbs 1 – 2 -3 Tenses of verbs 2- Comprehension Passages 2 – 1- Passage no 1 : Thirteen equals One Comprehension Vocabulary 2 – 2 Passage no 2 : The Double Life of Alfred , Comprehension Vocabulary . 3 – Phonetics 3-1 Vowel</li> </ul>		Monthly exams, homework, and quizzes.

**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)	Parts of speech , Comprehension and Phonetic
The main references (sources)	
The prevailing books and references recommended (scientific journals. Reports)	



Electronic references. Internet sites

1. Course Name:					
Parts of Speech					
2. Course Code:					
BEENG293					
3. Semester / Year:					
First Semester 2025/2026					
4. Description Preparation Date:					
5/1/2025					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 credit hours per week / 30 through semester					
7. Course administrator's name (mention all, if more than one name)					
Name: Name: Hasan Majid Mohammed					
Email: <a href="mailto:bas792.hasan.majid@uobabylon.edu.iq">bas792.hasan.majid@uobabylon.edu.iq</a>					
8. Course Objectives					
Course Objectives			<ul style="list-style-type: none"> <li>The course includes lectures on the following 1 - Part of speech 1-1 Adjectives 1-1-1 Adjectives position 1-1-2 Kind of Adjective 1-1-3 Comparison of adjective 1-2 Adverbs 1-2-1 Kind of Adverbs 1-2-2 Position of Adverbs 1-2-3 Comparison of Adverbs 1-2-4 Exception of Adverbs 2- Comprehension Passages 2-1- Passage no 5 : The Fact , Comprehension Vocabulary 2-2 Passage no 7 : An Unknown Goddess Comprehension , Vocabulary</li> </ul>		
9. Teaching and Learning Strategies					
Strategy		Lectures, homework, quizzes , monthly exam , External activities			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method



15 weeks	30	Students to be able to speak and read daily English.	<ul style="list-style-type: none"> <li>The course includes lectures on the following: <ul style="list-style-type: none"> <li>Parts of speech 1-1- Adjectives 1-1- Adjectives position 1-1- Kind of Adjective 1-1- Comparison of adjective</li> <li>2 Adverbs 1-2-1 Kind of Adverbs 1-2-2 Position of Adverbs 1 – 2 – Comparison of Adverbs – 2 – 4 Exception of Adverbs 2</li> <li>Comprehension Passages – 1- Passage no 5 : The Fact , Comprehension Vocabulary 2 – 2 Passage no 7 : An Unknown Goddess , Comprehension , Vocabulary</li> </ul> </li> </ul>	Monthly exams, homework, and quizzes.
----------	----	--	---	---------------------------------------

## 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)	Parts of speech , Comprehension and Phonetic
The main references (sources)	
The prevailing books and references recommended (scientific journals. Reports)	
Electronic references. Internet sites	

## 1. Course Name:

Computer

## 2. Course Code:

BECOM290

## 3. Semester / Year:

2025/2026

## 4. Description Preparation Date:

1/2/2026

## 5. Available Attendance Forms:

**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 :Asst. Lect. Mohammed Yousef Mohammed

Email: [mohammed.alyousef@uobabylon.edu.iq](mailto:mohammed.alyousef@uobabylon.edu.iq)**8. Course Objectives****Course Objectives**

- The student should be familiar with the word processing program.
  - The student should be familiar with the program interface and operating methods.
  - The student should be familiar with writing and formatting texts within the program.
  - Methods of inserting and formatting tables.
  - Methods of inserting images and shapes within the program and formatting them.
  - Methods of saving and creating a new document.
  - Methods of printing the document.
  - Acquisition of skill for the student in writing articles and research using the Word writing program.

**9. Teaching and Learning Strategies****Strategy**

- Lectures
- Discussion
- Daily assignments
- Quick and short tests

**10. Course Structure**

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Knowledge and understanding of running the program	Running the program	Explanation and detail of the material with practical application and oral tests	Oral and practical tests
2	3	Knowledge and understanding of writing text, deleting text	Writing text, deleting text	Explanation and detail of the material with practical application and oral tests	Oral and practical tests
3	3	Knowledge and understanding of copy + paste from one site to another	Copy + paste from one site to another	Explanation and detail of the material with practical application and oral tests	Oral and practical tests



<b>4</b>	<b>3</b>	Knowledge and understanding of searching for text and replacing it	Searching for text and replacing it	Explanation and detail of the material with practical application and oral tests	Oral and practical tests
<b>5</b>	<b>3</b>	Knowledge and understanding of auto-correct	Auto-correct	Explanation and detail of the material with practical application and oral tests	Oral and practical tests
<b>6</b>	<b>3</b>	Knowledge and understanding of auto-formatting	Auto-formatting	Explanation and detail of the material with practical application and oral tests	Oral and practical tests
<b>7</b>	<b>3</b>	Knowledge and understanding of exiting the program	Exiting the program	Explanation and detail of the material with practical application and oral tests	Oral and practical tests
<b>8</b>	<b>3</b>	Knowledge and understanding of formatting, simple formatting for letters, changing the font	Formatting, simple formatting for letters, changing the font	Explanation and detail of the material with practical application and oral tests	Oral and practical tests
<b>9</b>	<b>3</b>	Knowledge and understanding of text formatting, paragraph formatting, styles formatting	Text formatting, paragraph formatting, styles formatting	Explanation and detail of the material with practical application and oral tests	Oral and practical tests
<b>10</b>	<b>3</b>	Knowledge and understanding of organizing documents	Organizing documents	Explanation and detail of the material with practical application and oral tests	Oral and practical tests
<b>11</b>	<b>3</b>	Knowledge and understanding of using the checker, using the spelling checker, using the grammar checker	Using the spelling checker, using the grammar checker	Explanation and detail of the material with practical application and oral tests	Oral and practical tests



12	3	Using auto-hyphenation of words	Using auto-hyphenation of words	Explanation and detail of the material with practical application and oral tests	Oral and practical tests
13	3	Knowledge and understanding of margins (inserting dates and page numbers)	Margins (inserting dates and page numbers)	Explanation and detail of the material with practical application and oral tests	Oral and practical tests
14	3	Knowledge and understanding of tables	Tables	Explanation and detail of the material with practical application and oral tests	Oral and practical tests
15	3	Knowledge and understanding of navigating between tables, formatting the table	Navigating between tables, formatting the table	Explanation and detail of the material with practical application and oral tests	Oral and practical tests

## 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 sources

Required books (methodology, if any)	
The main references (sources)	
The prevailing books and references recommended (scientific journals. Reports)	
Electronic references. Internet sites	

1. Course name	Educational research methodology
2. Course code	BEMEA395
3. the chapter / The year is my semester	First semester / 2026-2025
4. date numbers this Description	19/1/2026



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 : <a href="mailto:basic.israa.fadhel@uobabylon.edu.iq">basic.israa.fadhel@uobabylon.edu.iq</a> Asst. Prof. Dr.Saif Tariq Hussein <a href="mailto:basic.saif.tarek@uobabylon.edu.iq">basic.saif.tarek@uobabylon.edu.iq</a>	
8. Course objectives	
<ul style="list-style-type: none"> <li>• Defines the research methodology.</li> <li>• Shows the types of educational research approaches.</li> <li>• Defines scientific research</li> <li>• Explains the importance of the historical research methodology</li> <li>• Distinguishes between the types of descriptive research approaches.</li> <li>• Explains the types of survey research.</li> <li>• Gives examples of the correlational research methodology.</li> <li>• Explains the nature of the experimental research methodology.</li> <li>• Mentions the basic variables in the experimental research methodology</li> <li>• Gives examples of independent and dependent variables.</li> <li>• Explains the types of random samples.</li> <li>• Creates examples of hypotheses.</li> <li>• Explains the tools for collecting data in the educational research methodology</li> <li>• Expresses his opinion on the importance of research methods in psychological and educational sciences.</li> </ul>	
9. Teaching and learning strategy	
1- Cooperative learning strategy 2- Dialogue and discussion strategy 3- Question circle strategy 4- Idea harvesting strategy 5- Brainstorming strategy 6- Lecture method	Strategy

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
Third		- Distinguishes between educational research methodologies	Types of educational research methods	Cooperative learning	assessment
Fourth	Monthly test	- Explains the importance of the historical research method	Historical research method	Question circle	nt
Fifth		- Defines the descriptive research method	Steps of the historical research method	Harvest ideas	Question box
Sixth		- Distinguishes between survey research and research studying mutual relations	Descriptive research method	Dialogue and discussion	Written test
Seventh		- Explains the steps of the experimental research method	Types of descriptive research method	For cooperative learning	Objective test
Eighth		- Defines the experimental design	Experimental research method	Question circle	(Drawing tables and charts)
Ninth		- Defines random and non-random samples	Experimental designs	Cooperative learning	
Tenth		- Explains the sources of obtaining research problems.	Society and sample Types of samples	Question circle	
Eleventh		- Mentions the types of hypotheses.	Research problem	Dialogue and discussion	
Twelfth		- Explains the types of data collection tools	Data collection tools		
Thirteenth		- Distinguishes between data collection tools and how to prepare them	Steps for preparing data collection tools		
Fourteenth					
Fifteenth					

		Course Evaluation
<p><b>Monthly test/ 20 marks, two tests</b>  <b>Daily activities 10 marks</b>  <b>So 50 marks, and the final test 50 marks</b></p>		
<p><b>11. Learning and teaching resources</b></p>		
		<b>Required textbooks (methodology if any)</b>
1-	Al-Zuwaini, Ibtisam Sahib Musa and Raeda Hussein Hamid. Educational Research Methods, Dar Al-Manhajiya for Publishing and Distribution, Amman, 2018.	<b>Main References (Sources)</b>
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.	

1. Course Name:



## Children's Literature / First Stage

2. Course Code:

BEARCL105

3. Semester / Year:

2026-2025

4. Description Preparation Date:

05/01/2026

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](mailto: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.
- 3- Expanding students' knowledge by presenting new and alternative perspectives on children's literature, aiming to challenge prevailing stereotypes.
- 4- Delivering the material through an interactive and non-traditional approach that relies on group discussions, research, presentations, and field activities.
- 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.
- 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.
- 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.
- 8- Familiarizing students with the most prominent pioneers of children's literature both locally and globally, highlighting their works and impact.
- 9- Studying the stages of creative writing for children (story, play, poetry) and explaining their fundamental artistic components.
- 10- Teaching students how to analyze texts based on children's comprehension levels while considering the educational, psychological, and emotional aspects



of those texts.  
 11- Linking children's literature to educational and moral objectives, analyzing texts from ethical and behavioral perspectives.  
 12- Developing students' creative sensibilities and encouraging them to produce texts for children, presenting and discussing their work to enhance their creative writing skills.

### 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



<b>Required Textbooks(Curricular books, if any)</b>	
<b>Main References (Sources)</b>	<ul style="list-style-type: none"> <li>• Children's Literature" by Dr. Ali Al-Hadidi</li> <li>• "Children's Literature in the Arab World" by Ahmed Al-Sa'b</li> <li>• Andersen: Pioneer of Children's Literature</li> </ul>
<b>Recommended Books and References Scientific journals, reports, etc.</b>	Selections from English Stories" by Charles Dickens.
<b>Electronic References</b>	Any relevant topics can be researched using the internet, provided that the content is handwritten.
<b>Websites</b>	

1. Course Name:

Morphology, Arabic Language Department, Second Stage/Morning

2. Course Code:

BEARG201

3. Semester / Year:

First semester 2026/2025

4. Description Preparation Date:

3\1\2026

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)

dr:Ahmed madlol

[:basic.ahmed.madlol@uobabylon.edu.iq](mailto:basic.ahmed.madlol@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



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

### 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

Book of Morphology, author, Dr. Asaad  
Muhammad Ali Al-Najjar



Literary research, its methodology and principles, Dr. Shawqi Deif	Morphology books, Al-Muhadhdhab fi morphology by Dr. Hashem Taha Shalash
The prevailing books and references recommended (scientific journals. Reports)	Scientific journals and reports
Electronic references. Internet sites	Internet sites

1. Course Name:	
Rhetoric / Scientific Exposition	
2. Course Code:	
BEARR205	
3. Semester / Year:	
2026-2025	
4. Description Preparation Date:	
05/01/2026	
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)	
<b>Name:</b> Dr. Ahmed Hussein Joudah	
<b>Email:</b> <a href="mailto:bas150.ahmed.hussien@uobabylon.edu.iq">bas150.ahmed.hussien@uobabylon.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Enabling students to conduct precise rhetorical analysis of literary and Quranic texts by studying figurative imagery, linguistic structures, and the secrets of rhetorical beauty.</li> <li>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.</li> <li>Breaking previous stereotypical perceptions of rhetoric by presenting it as a living tool for understanding and analyzing</li> </ul>



	<p>contemporary discourse, rather than merely a tool for interpreting classical texts.</p> <ul style="list-style-type: none"> <li>• Utilizing interactive and non-traditional teaching methods that rely on discussion, brainstorming, and joint text analysis between students and the instructor.</li> <li>• Enhancing students' ability to employ rhetoric in literary and creative writing, contributing to the development of their expressive styles and refining their linguistic skills.</li> <li>• Highlighting the aesthetic and impactful aspects of rhetorical discourse and demonstrating the role of rhetoric in influencing audiences, persuasion, and evoking emotions.</li> <li>• Strengthening students' ability to differentiate between various rhetorical styles and employ them creatively in writing literary and rhetorical texts.</li> <li>• Developing students' skills in rhetorical criticism and analysis by reviewing and comparing different poetic and prose texts in terms of their rhetorical techniques.</li> <li>• Explaining the relationship between rhetoric and other linguistic disciplines, such as literary criticism, prosody, and discourse analysis.</li> <li>• 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.</li> <li>• 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.</li> <li>• Encouraging continuous research into literary texts rich in rhetorical techniques and analyzing them both inside and outside lectures to apply students' learning in practice.</li> <li>• 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.</li> </ul>
--	---



Strategy		Lecture, Discussion, and Interrogation			
10. Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
		Outcomes			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	Science of Embellishment	In-person	Assignment Report
9	2	Introducing students to the topic	Metaphor	In-person	Discussion-based assessment
10	2	Introducing students to the topic	Allegory	In-person	Discussion-based assessment
11	2	Introducing students to the topic	Simile	In-person	Discussion-based assessment
12	2	Introducing students to the topic	Metonymy	In-person	Discussion-based assessment
13	2	Introducing students to the topic	Totality	In-person	Discussion-based assessment
14	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 <ul style="list-style-type: none"> <li>"Al-Idah fi Ulum al-Balagha" by Al-Khatib Al-Qazwini</li> </ul>
<b>Recommended Books and References</b> Scientific journals, reports, etc.	"Dala'il al-I'jaz" by Abdul Qahir Al-Jurjani
<b>Electronic References Websites</b>	Any relevant topics can be researched using the internet, provided that the content is handwritten.

<b>1- Course name</b>					
Modern Literatur					
<b>2- Rapporteur symbol</b>					
BEARML403					
<b>3- Chapter/ Sunnah</b>					
<b>The first semester</b>					
<b>4- The date of preparing this description</b>					
2025.12.30					
<b>5- Available forms</b>					
<b>Presence</b>					
<b>6- The total number of hours /The number of total units</b>					
2,2					
<b>7- The name of the course official (if more than one name is mentioned)</b>					
Name: Dr. Ahmed Hussein Joudah <b>Email:</b> <a href="mailto:bas150.ahmed.hussien@uobabylon.edu.iq">bas150.ahmed.hussien@uobabylon.edu.iq</a>					
<b>8- Study objectives</b>					
<b>The objectives of the subject</b>		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			
<b>9- Teaching and learning strategies</b>					
Strategy		1- Lecture 2- Interrogation 3- Discussion			
<b>10- Rapporteur structure</b>					
Evaluation	Method of the learning	The name of the unit or the topic	Required learning outcome	Required learning	Watch



				outcomes
<p>Questions Oral test                      Questions and participation among students                      Written test discussion                      discussion                      Questions Oral test                      Written test</p>	<p>Discussion panel                      Discussion panel                      Discussion panel                      Presentation and discussion                      Written test                      Discussion                      Discussion a tes</p>	<p>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</p>	<p>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 of modern prose                      Continuation of the lecture                      Motivations                      Written tes</p>	<p>2 for each week</p> <p>the first                      the second                      the third                      Fourth                      Fifth                      Sixth                      Seventh                      Eighth                      Ninth                      tenth                      eleventh                      twelfth                      thirteenth                      fourteenth                      Fifth nest</p>

### 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

<p>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</p>	
---	--



كلية التربية الأساسية -- قسم اللغة العربية  
وصف البرنامج الأكاديمي

