

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



# **Academic Program and Course Description Guide**

**2025**

## **Introduction:**

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

## **Concepts and terminology:**

**Academic Program Description:** The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

**Course Description:** Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

**Program Vision:** An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

**Program Mission:** Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

**Program Objectives:** They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

**Curriculum Structure:** All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

**Teaching and learning strategies:** They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are

followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

## Academic Program Description Form

University Name: **Samarra**

Faculty/Institute: **Education**

Scientific Department: **Department of Quranic Sciences and Islamic Education**  
Academic or Professional Program Name: **Bachelor of Education in Quranic Sciences and Islamic Education**  
Final Certificate Name: **Bachelor of Education in Quranic Sciences and Islamic Education**  
Academic System: **annual**  
Description Preparation Date: **6/4/2025**  
File Completion Date: **11/5/2025**

Signature:

Head of Department Name:

**Assistant Professor doctor: Bakir mahmood alaw**

Date: / 5 /2025

**Mohammed dahham hameedi**

Department of Quality Assurance and University Performance  
Director of the Quality Assurance and University Performance

Date: \ / 5 /2025

Signature:

Signature:

Scientific Associate Name:

**Assistant Professor: Husam Abdul Hameed Hussein**

Date: / 5 /2025

The file is checked by:

Approval of the Dean

**Assistant Professor doctod: Muzahim Abdul Hameed Shaker**

Date: 2025/ 5 / 11



### 1. Program vision

**The Department of Qur’anic Sciences is one of the important humanitarian departments in the College of Education, which began in the academic year 2003-2004. It offers distinguished educational programs that are consistent with quality standards and meet the requirements of the labor market. It aims to provide scientifically and professionally qualified human competencies to meet the needs of development plans in the country and qualify specialized personnel scientifically and professionally. In the field of Qur’anic sciences and Islamic education.**

### 2. Program message

**Employing all plans related to Qur’anic knowledge and the Prophet’s Sunnah, academically, educationally, intellectually and practically, and being comprehensive and comprehensive, results in spreading the culture of reform and community building, love of the homeland, and pride in identity and belonging. In addition to preparing Quranic studies and research aimed at solving contemporary problems.**

### 3. Program objectives

**The Department of Holy Qur’an Sciences and Islamic Education seeks to achieve a number of goals, including:**

- 1- A generation has graduated that carries the message of the Holy Qur’an and adopts the leadership of society through a sense of responsibility for the greatness of the task entrusted to it, so that it is prepared to bear the burdens of that responsibility.**
- 2- Preparing distinguished educational teaching staff in Islamic culture that aspires to build generations fortified with the necessary solid knowledge.**
- 3- Preparing a generation that understands the cognitive dimensions of the Holy Qur’an, radiates its shadows and works with its guidance.**
- 4 -Spreading Islamic culture in a way that enhances the state of social, national and ideological affiliation.**
- 5 -Providing middle and middle schools with Islamic education teachers capable of constructive spiritual influence on students.**
- 6- Encouraging scientific research by strengthening communication with research institutions inside and outside the country.**
- 7- Achieving scientific excellence and creativity in all fields of Qur’anic research.**

### 4. Programmatic accreditation

**Does the program have program accreditation? From which side?  
Both**

### 5. Other external influences

**Is there a sponsor for the program?  
Yes, the Ministry of Higher Education and Scientific Research.**

6. Program structure				
Program structure	Number of courses	Study unit	percentage	* comments
<b>Enterprise Requirements</b>				
<b>College requirements</b>				
<b>Department Requirements</b>				<b>The course is basic</b>
<b>summer training</b>	<b>Nothing</b>			
<b>Other</b>				

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

7. Program description				
Year/level	Course or course code	Name of the course or course	Credit hours	
			theoretical	practical
2023-2024				
<b>The first stage</b>		<b>Recitation and memorization</b>	<b>2</b>	<b>1</b>
<b>The first stage</b>		<b>Quran Sciences</b>	<b>2</b>	
<b>The first stage</b>		<b>Terminology of conversation</b>	<b>2</b>	
<b>The first stage</b>		<b>Introduction to Sharia</b>	<b>2</b>	
<b>The first stage</b>		<b>Grammar</b>	<b>2</b>	
<b>The first stage</b>		<b>Logic</b>	<b>2</b>	
<b>The first stage</b>		<b>Foundations of education</b>	<b>2</b>	
<b>The first stage</b>		<b>General psychology</b>	<b>2</b>	
<b>The first stage</b>		<b>human rights</b>	<b>2</b>	
<b>The first stage</b>		<b>Computers</b>	<b>2</b>	<b>1</b>
<b>The first stage</b>		<b>english language</b>	<b>2</b>	
<b>The second phase</b>		<b>Recitation and memorization</b>	<b>2</b>	<b>1</b>
<b>The second phase</b>		<b>Explanation</b>	<b>2</b>	
<b>The second phase</b>		<b>doctrine</b>	<b>2</b>	
<b>The second phase</b>		<b>Jurisprudence of worship</b>	<b>2</b>	
<b>The second phase</b>		<b>Grammar</b>	<b>3</b>	
<b>The second phase</b>		<b>Rhetoric</b>	<b>2</b>	
<b>The second phase</b>		<b>Biography of the Prophet</b>	<b>2</b>	

<b>The second phase</b>		<b>developmental psychology</b>	2	
<b>The second phase</b>		<b>high school education</b>	2	
<b>The second phase</b>		<b>Computers</b>	1	1
<b>The second phase</b>		<b>Baath Party crimes</b>	2	
<b>The second phase</b>		<b>english language</b>	2	
<b>third level</b>		<b>Recitation and memorization</b>	2	1
<b>third level</b>		<b>Explanation</b>	2	
<b>third level</b>		<b>Jurisprudence of transactions</b>	2	
<b>third level</b>		<b>Doctrine</b>	2	
<b>third level</b>		<b>Grammar</b>	2	
<b>third level</b>		<b>Rhetoric</b>	2	
<b>third level</b>		<b>Principles of jurisprudence</b>	2	
<b>third level</b>		<b>religion comparison</b>	2	
<b>third level</b>		<b>Taraq Teaching</b>	1	2
<b>third level</b>		<b>Educational guidance</b>	2	
<b>third level</b>		<b>Library and scientific research</b>	1	1
<b>third level</b>		<b>english language</b>	1	
<b>The fourth stage</b>		<b>Readings and memorization</b>	2	1
<b>The fourth stage</b>		<b>Quranic miracle</b>	2	
<b>The fourth stage</b>		<b>Text analysis</b>	2	
<b>The fourth stage</b>		<b>Methods of interpreters</b>	2	
<b>The fourth stage</b>		<b>Principles of jurisprudence</b>	2	
<b>The fourth stage</b>		<b>Criminal jurisprudence</b>	2	
<b>The fourth stage</b>		<b>Grammar</b>	2	
<b>The fourth stage</b>		<b>Measurement and evaluation</b>	2	
<b>The fourth stage</b>		<b>english language</b>	1	

## 8.Expected learning outcomes of the programme.

### Knowledge

Defining terminology for Qur'anic sciences in a manner consistent with the characteristics of learners by the institution.	<ol style="list-style-type: none"><li>1- Explains the issues and opinions related to the sciences of the Qur'an presented by scholars.</li><li>2- Classifies the curricula for the various Qur'anic sciences as formulated by scholars.</li><li>3- Distinguishes between issues that fall within the scope of Qur'anic sciences and outside them.</li></ol>
--	---

### Skills

Enabling students to know what the sciences of the Qur'an are and how to reach them through the basic sources of these sciences.	<ol style="list-style-type: none"><li>1- The curriculum deals with the study of the basic concepts related to the sciences of the Qur'an.</li><li>2- Launching thinking about the curricula of Qur'anic sciences.</li><li>3- Asking intellectual questions in the field of Qur'anic sciences.</li></ol>
--	---

### Value

A work ethic must be established that links the sciences of the Qur'an and other sciences.	<ul style="list-style-type: none"><li>• The student's ability to discuss and form an opinion about contemporary intellectual issues in the Qur'anic sciences, enabling him to extract the most important approaches in the Qur'anic sciences and harness them in developing understanding of religion.</li></ul>
--	--

## 9.Teaching and learning strategies

- 1- Giving lectures.
- 2- Research and information.
- 3- Discussion sessions.

## 10.Evaluation methods

- 1- Oral exams and daily attendance.
- 2- Daily written tests.
- 3- Monthly tests.
- 4- Extracurricular activities.
- 5- Final test.

## 11. education institution

### Faculty members

Preparing the teaching staff		Special requirements/skill (s (if any		Specialization		Name and academic rank
lecturer	angel			Private	General	
	√			Teaching methods	Islamic science	Mr. Dr. Youssef Hassan Muhammad
	√			Doctrine	Philosophy of the origins of religion	Mr. Dr. Khaled Muhammad Arab Taha
	√			Principles of jurisprudence	Philosophy of Islamic sciences	A.M.D. Ibrahim Bashir Mahdi
	√			Doctrine	Philosophy of the origins of religion	M.D. Ghassan Faisal Muhammad
	√			Explanation	Philosophy of Qur'anic Sciences	M.D. Wissam Khudair Dhari
	√			Principles of jurisprudence	Jurisprudence and its principles	M.D. Israa Abbas Fadel
	√			Readings	Philosophy of Qur'anic Sciences	M.D. Star Nazih Ahmed
	√			Principles of jurisprudence	Philosophy of Qur'anic Sciences	M.D. Muhammad Abdel Halim Abdel Majeed
	√			The fundamentals of religion	Philosophy of Qur'anic Sciences	M.D. Hanaa is a Kurdish exile
	√			Explanation	Qur'anic sciences and interpretation	millimeter. Ghazi Faisal Muhammad
	√			Explanation	Philosophy of Qur'anic Sciences	millimeter. Rabab Fadel Khalaf
	√			Doctrine	Philosophy of Qur'anic Sciences	millimeter. Haider Abdel Fattah Jaafar
	√			Accident	The fundamentals of religion	millimeter. Ahmed Abdel Latif Ibrahim
	√			Jurisprudence	Jurisprudence and its principles	millimeter. Ahmed gestured to me
	√			Religions	Qur'anic sciences	millimeter. Ismail's forgiveness
	√			Toward	Arabic Language	millimeter. Ghufraan Abdul Salam
	√			Doctrine	The fundamentals of religion	millimeter. Manaf Abbas witnessed
	√			Jurisprudence	Philosophy of Qur'anic Sciences	millimeter. Shahad Abdul Karim Hussein
	√			Jurisprudence	Jurisprudence and its principles	millimeter. Yasmine Wassef Abdel Karim
	√			jurisprudence	Jurisprudence and its principles	millimeter. Enas Hamed Yassin
	√			jurisprudence	Jurisprudence and its principles	millimeter. Bushra Hassan Abdel
	√			Religions	Qur'anic sciences	millimeter. Maryam Mohammed Saleh

	√			jurisprudence	Philosophy of Qur'anic Sciences	millimeter. Ammar Abdel Muhammad
	√			Readings	Philosophy of Qur'anic Sciences	millimeter. Mahmoud Hassan Ali
	√			jurisprudence	Philosophy of Qur'anic Sciences	millimeter. Muhammad Raji Hassan
	√			Principles of jurisprudence	Qur'anic sciences	millimeter. Abdul Haq Ismail Abdul
	√			Toward	Arabic Language	millimeter. Hanadi Muhammad Tawfiq
	√			Explanation	Qur'anic sciences	millimeter. Tharaa Taha Yassin
	√			jurisprudence	Jurisprudence and its principles	millimeter. Raad Jamal's visions

### Professional development

#### Orienting new faculty members

##### Guidance is through:

- 1- Directing continuous training for new faculty members in order to improve their teaching, communication and technical skills. This can be achieved by organizing workshops, training courses, seminars and conferences.
- 2- Individual guidance of faculty members by experts in the field of higher education to improve their skills and develop their teaching methods.
- 3- Directing and encouraging faculty members to communicate and cooperate with each other. This can be achieved by holding group sessions and attending forums to discuss ideas and exchange experiences and successful experiences.

#### Professional development for faculty members

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

## 12. Acceptance standard

The student is accepted through the Ministry of Higher Education and Scientific Research based on the student's GPA in the sixth grade of middle school after preparing the relevant form electronically.

## 13. The most important sources of information about the program

- A- The website of the Ministry of Higher Education and Scientific Research.
- B- The university's website.
- C- The college's website.

#### 14-Program development plan

**The plan for developing study curricula is based on the adverse results of the outputs in previous years and the extent of benefiting from curriculum vocabulary to provide updates to the topics presented in each curriculum quantitatively and qualitatively. The development plan is also based on studying the extent to which students employ the prescribed curriculum vocabulary in all fields of knowledge, especially in the field of Qur'anic studies. Taking into account the development of the curriculum to serve other purposes determined in the curricula of subsequent educational levels.**

## Program skills chart

Learning outcomes required from the programme															
Value				Skills				Knowledge							Year/level
C1	C2	C3	C4	B1	B2	B3	B4	A1	A2	A3	A4				
												Essential or optional	Course Name	Course Code	2023/2024
	√			√				√				Basic	Recitation and memorization		The first stage
			√	√				√				Basic	Quran Sciences		The first stage
	√			√							√	Basic	Terminology of conversation		The first stage
	√			√				√				Basic	An introduction to the study of Sharia		The first stage
			√			√			√			Basic	Grammar		The first stage
		√				√		√				Basic	Logic		The first stage
		√			√						√	Basic	Foundations of education		The first stage
		√			√			√				Basic	General psychology		The first stage
			√				√	√				Basic	human rights		The first stage
√				√				√				Basic	Calculators		The first stage
												Basic	english language		The first stage
			√				√	√				Basic	Recitation and memorization		The second phase
			√		√			√				Basic	Hermeneutics		The second phase

			√				√		√			Basic	Islamic faith		The second phase
	√			√				√				Basic	Jurisprudence of worship		The second phase
√							√	√				Basic	Grammar		The second phase
√				√				√				Basic	The art of eloquence		The second phase
√							√			√		Basic	Biography of the Prophet		The second phase
√				√							√	Basic	Developmental psychology		The second phase
			√	√					√			Basic	high school education		The second phase
√				√				√				Basic	Calculators		The second phase
												Basic	Baath Party crimes		The second phase
												Basic	english language		The second phase
	√						√				√	Basic	Recitation and memorization		third level
	√			√				√				Basic	Interpretation of the verses of rulings		third level
			√	√				√				Basic	Jurisprudence of transactions		third level
√							√	√				Basic	Islamic faith		third level

		√		√				√				Basic	Grammar		third level
√				√							√	Basic	The art of eloquence		third level
	√			√				√				Basic	Principles of jurisprudence		third level
√				√				√				Basic	religion comparison		third level
	√					√		√				Basic	Taraq teaching		third level
√				√				√				Basic	Educational guidance		third level
√						√		√				Basic	Principles of scientific research		third level
												Basic	english language		third level
	√					√		√				Basic	Readings and memorization		The fourth stage
		√				√					√	Basic	Quranic miracle		The fourth stage
	√			√						√		Basic	Analysis of the Quranic text		The fourth stage
			√			√		√				Basic	Methods of interpreters		The fourth stage
		√					√	√				Basic	Principles of jurisprudence		The fourth stage
		√				√		√				Basic	Criminal jurisprudence		The fourth stage

√				√				√				Basic	Grammar		The fourth stage
√				√				√				Basic	Measurement and evaluation		The fourth stage
												Basic	english language		The fourth stage

## **Courses for the first stage**

## Course description form

<b>1- Course Name</b>	
Recitation and memorization	
<b>2- Course Code</b>	
<b>3- Semester/year</b>	
2024-2025	
<b>4- The date this description was prepared</b>	
2/ 3 / 2025	
<b>5- Available attendance forms</b>	
Daily attendance is required	
<b>6- Number of study hours (total) / number of units (total)</b>	
60 study hours	
<b>7- Name of the course administrator (if more than one name is mentioned)</b>	
the name : ahmad lafatah eali Email:	
<b>8- Course objectives</b>	
Objectives of the study material:	<p>A- Cognitive objectives</p> <p>A1- A1- Memorizing the surahs from Part Thirty</p> <p>A2- Knowing the Quranic drawing in it</p> <p>A3- Knowing the application of the noon saukah rulings</p> <p>A4- Knowing the levels of Tawaat</p> <p>A5- Knowledge of seeking refuge and basmalah</p> <p>B- Skills goals</p> <p>B1 - To read well the surahs he has memorized</p> <p>B2 - To apply the rules of Noun Sakinah and Tanween in writing surahs</p> <p>B3 - To apply the provisions of the term</p> <p>B4- To apply the required time with Ghannun and Maddud</p> <p>C- Emotional and value goals</p> <p>A1- He loves the subject and prepares well</p> <p>C2- Attend external courses for the subject to learn more</p> <p>A3- He invites students from outside the department to learn the subject for its benefit</p> <p>A4- He would like me to review the material for him to learn more about this knowledge</p>
<b>10- Teaching and learning strategies</b>	
<p>The strategy:</p> <p>Delivering and then listening from the students, and also the method of application by reading by the professor , and the method of application by reading by the student , and also the method of quick questions and answers.</p>	

<b>Course structure</b>					
<b>the week</b>	<b>hours</b>	<b>Required educational outcomes</b>	<b>Unit name and topic</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	2	Maqamat with intonation		lecture	the test
2	2	Maqamat with intonation		lecture	the test
3	2	General Tajweed songs		lecture	the test
4	2	General Tajweed songs		lecture	the test
5	2	Levels of recitation		lecture	the test
6	2	Reading corners		lecture	the test
7	2	Provisions of seeking refuge and basmalah		lecture	the test
8	2	Provisions of seeking refuge and basmalah		lecture	the test
9	2	Provisions of seeking refuge and basmalah		lecture	the test
10	2	save		lecture	the test
11	2	Noon and the provisions of the static Tanween		lecture	the test
12	2	Noon and the provisions of the static Tanween		lecture	the test
13	2	Noon and the provisions of the static Tanween		lecture	the test
14	2	save		lecture	the test
15	2	<b>First semester exam</b>			
16	2	Rulings of the silent meem		lecture	the test
17	2	Rulings of the silent meem		lecture	the test
18	2	Rulings of the silent meem		lecture	the test
19	2	save		lecture	the test
20	2	save		lecture	the test
21	2	save		lecture	the test
22	2	The extended one		lecture	the test
23	2	The extended one		lecture	the test
24	2	The extended one		lecture	the test
25	2	Preservation		lecture	the test
26	2	The extended one		lecture	the test

27	2	save		lecture	the test
28	2	save		lecture	the test
29	2	save		lecture	the test
30	2	<b>Second semester exam</b>			

#### 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, written exams, reports, etc.

#### 12- Education and teaching resources

Required textbooks (methodology, if any)	Enlightening book
Main references (sources)	The book Al-Wajeez and Tajweed Illustrated and the book Tajweed, first level
Mainstream recommended books and references (scientific journals, reports.....)	Iraqi reciter magazines
Internet sites	Quranic readings website and interpretation website

## Course description form

<b>1- Course Name</b>	
Quran Sciences	
<b>2- Course Code</b>	
<b>3- Semester/year</b>	
Academic year 2024-2025	
<b>4- The date this description was prepared</b>	
15/ 3 /2025	
<b>5- Available attendance forms</b>	
Mandatory daily attendance	
<b>6- Number of study hours (total) / number of units (total)</b>	
60 academic hours	
<b>7- Name of the course administrator (if more than one name is mentioned)</b>	
the name: Ghazi Faisal Muhammad Email: <a href="mailto:gmohammed@uosamarra.edu.iq">gmohammed@uosamarra.edu.iq</a>	
<b>8- Course objectives</b>	
<p>A- Cognitive objectives</p> <p>A1- knowledge Students And female students With importance Qur'anic sciences subject</p> <p>A 2- Knowledge Students And female students With types Quran Sciences</p> <p>A3 - Knowledge Curriculum the Prophet pray God on him And peace be upon him in Quran Sciences</p> <p>A4 - To teach students the stages of the revelation of the Qur'an</p> <p>A5 - To teach students the types The verses, the place and time of their revelation</p> <p>A6 - To teach students the rulings on abrogated and abrogated by Qur'anic readings , writing the Qur'an, and so on</p> <p>B- Skills goals</p> <p>B 1 - Graduating Students And female students They have Efficiency The high To manage The Quran Generous And understand Its meanings</p> <p>B2 – Definition Students And female students By division of sciences The Quran Generous</p> <p>B3 – Education Students And female students With importance Quran Sciences</p> <p>B4- Definition requester By his duty towards the society</p> <p>C- Emotional and value goals</p> <p>C1- Transplant love book God in Souls Students And female students</p> <p>C 2- Transplant Piety in hearts Students And female students from during Quran Sciences And Murad God Of which</p> <p>C 3- Revival Concept honesty To carry them The Quran Generous</p> <p>C 4- Development Moral Virtuous I have Students in a light Qur'anic sciences and related topics</p>	<p>Objectives of the study material:</p> <p>1– Graduation Teachers And teachers qualified Religiously And culturally To teach material Quran Sciences For schools Medium And middle school in Diameter The Iraqi</p> <p>2– Planting love book God And knowledge Its meanings And manage His verses in Souls Students And female students</p> <p>3– Graduation Students And female students We are able on Interaction Positive in the society And the effect on him</p> <p>4– Transplant Value And concepts Islamic from during knowledge Meanings The</p>

## 9-Teaching and learning strategies

The strategy:

1- Strategy Dialogue And discussion on road questions And the answers

2- Strategy lecture .

3- Strategy Storming Fatty

## 10- Course structure

Evaluation method	Learning method	Unit name and topic	Required educational outcomes	hours	the week
Share And attendance	throw lecture	Sciences of the Holy Quran	Sciences of the Qur'an and the history of its composition	2	the first
Share And attendance And writing a report	throw lecture And discussion	Sciences of the Holy Quran	The revelation of the Holy Quran	2	the second
Share And attendance	throw lecture And discussion	Sciences of the Holy Quran	The lack of revelation	2	the third
Share And attendance And writing a report	lecture And discussion	Sciences of the Holy Quran	How did the Prophet, may God bless him and grant him peace, receive the Holy Qur'an?	2	the fourth
Share And attendance	throw lecture And discussion	Sciences of the Holy Quran	The Prophet, may God bless him and grant him peace, memorized the Holy Quran	2	Fifth
Share And attendance And writing a report	lecture And discussion	Sciences of the Holy Quran	Astrology of the Holy Quran	2	VI
Share And attendance	throw lecture And discussion	Sciences of the Holy Quran	Reasons for going down	2	Seventh
Share And attendance And writing a report	lecture And discussion	Sciences of the Holy Quran	Recording of the Holy Quran	2	VIII
Share And attendance	throw lecture And discussion	Sciences of the Holy Quran	The writing of the Qur'an in the Prophet, may God bless him and grant him peace	2	Ninth
Share And attendance And writing a report	lecture And discussion	Sciences of the Holy Quran	Collecting the Qur'an in newspapers	2	The tenth
Share And attendance	throw lecture And discussion	Sciences of the Holy Quran	Unification of the Qur'an	2	eleventh
Share	lecture And discussion	Sciences of the Holy Quran	Copying the Qur'an	2	twelveth
Share And attendance	throw lecture And discussion	Sciences of the Holy Quran	Mecca and Medina	2	Thirteenth
the audience And writing a report	lecture And discussion	Sciences of the Holy Quran	The importance of knowing Mecca and Medina	2	fourteenth

And attendance	Written exam	Sciences of the Holy Quran	Objectives illuminated by the Holy Qur'an (with the first semester test)	2	Fifteenth
Share And attendance And writing a report	lecture And discussion	Sciences of the Holy Quran	etiquette of recitation	2	sixteen
Share And attendance	throw lecture And discussion	Sciences of the Holy Quran	Quranic readings	2	seventeenth
Share And attendance And writing a report	lecture And discussion	Sciences of the Holy Quran	The reason for the multiplicity of readings and hadiths of the seven letters	2	eighteen
Share And attendance	throw lecture And discussion	Sciences of the Holy Quran	reading schools	2	nineteenth
Share And attendance	lecture And discussion	Sciences of the Holy Quran	Reading the Qur'an in the era of the Rightly Guided Caliphate	2	The twentieth
Share And attendance	throw lecture And discussion	Sciences of the Holy Quran	The seven reciters and the principles of their readings	2	21st
Share And attendance And writing a report	lecture And discussion	Sciences of the Holy Quran	Correct reading and incorrect reading	2	twenty tow
Share And attendance	throw lecture And the discussion Safi	Sciences of the Holy Quran	Approval of the font of the Qur'an	2	twenty third
Share And attendance	lecture And discussion	Sciences of the Holy Quran	Quranic readings at the present time	2	twenty fourth
Share And attendance	throw lecture And the discussion Safi	Sciences of the Holy Quran	Tajweed science	2	25th
writing a report	throw lecture And the discussion Safi	Sciences of the Holy Quran	Interpretation of the Koran	2	twenty-sixth
Share And attendance	lecture And discussion	Sciences of the Holy Quran	The emergence of the science of interpretation	2	27th
the audience	throw lecture And the discussion Safi	Sciences of the Holy Quran	Answers to Nafi' ibn al-Azraq's questions	2	Twenty-eighth
Share And attendance	throw lecture And the discussion Safi	Sciences of the Holy Quran	Interpretation in the era of prophecy	2	XXIX
Share And attendance	lecture And discussion	Sciences of the Holy Quran	A brief study of the most famous ancient interpretations (with a second semester test)	2	Thirty

### 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, written exams, reports, etc.

12-Resources of education and teaching	
Required textbooks (methodology, if any)	Lectures on the Sciences of the Holy Qur'an: Dr. Ghanem Qaddouri, praise be to him Mastery in the Sciences of the
Main references (sources)	Qur'an by Imam Jalal al-Din al-Suyuti
Mainstream recommended books and references (scientific journals, reports ... )	The proof in the sciences of the Qur'an by Imam Al-Zarkashi
Internet sites	1-Journal of the Imam Shatibi Institute for Qur'anic Studies

## Course Description Form

<b>1- Course Name</b>	
Hadith Terminology	
<b>2-CourseCode</b>	
<b>3-semester/ year</b>	
2024/2025	
<b>4-The date of preparing this description</b>	
18 / 3 /2025	
<b>5-Available forms of attendance</b>	
Daily attendance is mandatory	
<b>6. Number of study hours (total) / number of units (total)</b>	
60 Study hour	
<b>7. Name of the course administrator (if more than one name is mentioned)</b>	
Name : aihmad eabd allatif abarahim	
Email:	
<b>8. Course Objectives</b>	
<b>Objectives of the course :</b>	<p><b>A- Knowledge Objectives</b>  A- Knowledge Objectives</p> <p>A1-The concept of the term hadith books is defined</p> <p>A2-Enumerates the types of Hadith books</p> <p>A3- He knows the types of indexes in the Hadith books</p> <p>A4- Distinguish between the concept of sources and references</p> <p>A5- Know the characteristics of modern books and dive deep into them</p> <p>A6- Shows the steps of preparing a research paper for the subject</p> <p><b>B- Marathi Objectives</b>  B1-He learns how to use indexes in Hadith books</p> <p>B2 - Uses multiple sources in preparing research in Hadith books</p> <p>B3- He learns how to prepare a solid research</p> <p>B4- Investigates ancient and modern Islamic texts</p> <p><b>C- Emotional and value objectives</b>  C1- Encouraging students to visit and learn about libraries.</p> <p>C2- Students develop a love of reading and reading information sources.</p>

C3–The student earns the scientific habit of scientific research.

A4– The student knows the value of the manuscripts and their achievement.

## TEACHING AND LEARNING STRATEGIES

### The National

- A. Using the blackboard and the color pencil as an illustrative means of teaching
- B. Presentation of electronic lectures accompanied by drawings and diagram
- C. Asking students to visit libraries and how to prepare scientific reports
- d. Assigning students to prepare scientific research on a specific Islamic topic
- C. Encouraging students to participate in lectures by discussing and explaining the scientific material

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Module Name and Subject	Learning method	Valuation Method
First	2	The student's definition of the linguistic and terminological meaning in the term Hadith	A brief history of the origins of the terminology and the phases that it has passed through	Explanation and Discussion	Written quizzes and discussion
Second	2	The most famous works in the science of terminology	Types of workbooks	Explanation and Discussion	Written quizzes and discussion
Third	2	Preliminary Definitions	Types of definitions in the term Hadith and Hadith types	Explanation and Discussion	Written quizzes and discussion
Fourth	2	News	News Splits	Explanation and Discussion	
Fifth	2	Akhbar Al-Ahad Al-Sharif	Between Accepted and Returned	Explanation and Discussion	Written quizzes and discussion
Sixth	2	Split Sunday News	The number of its methods is three	Explanation and Discussion	Written quizzes and discussion
7	2	Dividing the news of Sunday in relation to its	Accepted News and Accepted Sections	Explanation and	Written quizzes and discussion

		strength and weaknesses		Discussion	
Eighth	2	The correct language and terminology	Statement of the correct with all its details	Explanation and Discussion	Written quizzes and discussion
Ninth	2	al-Ḥadīth al-Ḥas	Statement of all its details	Explanation and Discussion	Written quizzes and discussion
Tenth	2	Sahih hadith	Statement of all its details	Explanation and Discussion	Written quizzes and discussion
Eleventh	2	Sunday News	Statement of all its details	Explanation and Discussion	Written quizzes and discussion
Twelveth	2	Dividing the accepted news into applicable or not applicable	Statement of all its details	Explanation and Discussion	Written quizzes and discussion
Thirteen	2	Hadith transcriber and transcriber	Statement of all its details	Explanation and Discussion	Written quizzes and discussion
fourteenth	2	The returned news and the reasons for its dismissal	With all its details	Explanation and Discussion	Written quizzes and discussion
Fifteenth	2	UNTRANSLATED_CONTENT_START    لامتحان الفصلي   UNTRANSLATED_CONTENT_END		Explanation and Discussion	Written quizzes and discussion
Sixteenth	2	The returned news and the reasons for its dismissal	With all its details	Explanation and Discussion	Written quizzes and discussion
seventeenth	2	Weak talk	With all its details	Explanation and Discussion	Written quizzes and discussion

				n	
Eighteenth	2	Hadith returned due to a fall from attribution	With all its details	Explanation and Discussion	Written quizzes and discussion
nineteenth	2	sent	With all its details	Explanation and Discussion	Written quizzes and discussion
Twentieth	2	Dilemma and Discontinuous	With all its details	Explanation and Discussion	Written quizzes and discussion
Twenty-one	2	Al Mudalas	With all its details	Explanation and Discussion	Written quizzes and discussion
Twenty-second	2	Invisible Sender and Attenuators	with all their details	Explanation and Discussion	Written quizzes and discussion
Twenty third	2	Return for a reason of appeal in the narrator	With all its details	Explanation and Discussion	Written quizzes and discussion
Twenty Fourth	2	Subject and Abandoned	With all its details	Explanation and Discussion	Written quizzes and discussion
Twenty-fifth floor.	2	The Evil and the Known	with all their details	Explanation and Discussion	Written quizzes and discussion
twenty-sixth	2	The malfunctioning, the runaway and the troubled	With all the details for each one	Explanation and Discussion	Written quizzes and discussion
Twenty-seventh	2	Qur 'an and heresy	with all their details	Explanation and Discussion	Written quizzes and discussion
Twenty-eighth	2	Hadith Qudsi, Hadith Raised and Suspended	with all their details	Explanation and Discussion	Written quizzes and discussion
twenty nine	2	Lump, Datum and Connected	with all their details	Explanation and Disc	Written quizzes and discussion

				ussion	
Thirty	2	End of second semester exam			

### Course Evaluation

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

<b>12-Sources of education and teaching</b>	
<b>Required textbooks (methodology if any)</b>	<b>The Book of Facilitating the Hadith Term by Dr. Mahmoud Al-Tahan</b>
<b>Key References (Sources)</b>	<b>The History of Baghdad by Al-Khatib Al-Baghdadi</b> <b>Approximation to the nucleus, with the explanation of the training</b>
<b>Prevailing books and references that are recommended (scientific journals, reports .....</b>	<b>Sahih Al-Bukhari with his commentary Fath Al-Bari</b> <b>SAHIH OF MOSLEM</b> <b>'Ulūm al-Ḥadīth li-l</b>
<b>Internet sites</b>	<b>Islamic Network/ Alouka / Web Site</b> <b>IslamWeb / Website</b>

## Course description form

<b>1- Course Name</b>	
madkhal shariea	
<b>2- Course Code</b>	
<b>3- Semester/year</b>	
2024-2025	
<b>4- The date this description was prepared</b>	
3/ 3 /2025	
<b>5- Available attendance forms</b>	
Is mandatory	
<b>6- Number of study hours (total) / number of units (total)</b>	
(60) hours	
<b>7- Name of the course administrator (if more than one name is mentioned)</b>	
<p><b>the name :</b> bakr mahmud ealu</p> <p><b>Email:</b></p>	
<b>8- Course objectives</b>	
<p><b>Objectives of the study material:</b></p> <ul style="list-style-type: none"> <li>-Knowing the social situation of the Arabs before Islam.</li> <li>-Knowing the legal status of the Arabs and the family before Islam.</li> <li>-Knowing the social situation of Arabs and the family after Islam.</li> </ul> <p><b>Defining Islamic law and jurisprudence and explaining</b></p>	<p><b>A- Cognitive objectives</b></p> <p><b>A1-</b> The student should know the condition of the Arabs before and after Islam.</p> <p><b>A2-</b> The student should know Sharia and jurisprudence, the difference between them, and the characteristics of each of them.</p> <p><b>A3-</b> That the student knows the sources of jurisprudence.</p> <p><b>A4-</b> That the student knows the roles of jurisprudence.</p> <p><b>A5-</b> That the student knows the scholars of jurisprudence.</p> <p><b>A6-</b> That the student knows some jurisprudential rules and their applications.</p> <p><b>B- Skills goals</b></p> <p><b>B1 -</b> That the student describes the condition of the Arabs well before and after</p>

<p>their characteristics. -Knowing the sources of jurisprudence, and the roles of jurisprudence. -Introducing some jurists and jurisprudential rules.</p>	<p>Islam. B2 - That the student improves his definition of Sharia and jurisprudence and the difference between them. B3 - The student must be proficient in knowing the sources of jurisprudence. B4- That the student can apply examples to some jurisprudential rules. C- Emotional and value goals C1- That the student is eager to study the subject of jurisprudence in depth and specialize in it. C2- The student must have faith in the idea of respecting jurisprudential schools of thought and their differences. C3- The student develops a favorable idea for the subject of Islamic jurisprudence.</p>
---	--

## 10- Teaching and learning strategies

The strategy:

-By using the method of lecture, discussion, and sometimes interrogation.

Evaluation methods:

-True and false questions.

- Fill in the blank questions.

-Questions mentioning Qur'anic evidence/Hadith of the Prophet.

-Explanation questions.

## Course structure

the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	The student should know the situation of the Arabs before and after Islam	The social condition of the Arabs and the law	lecture	homework
2	2	The student should know the situation of the Arabs before and after Islam	The social condition of the Arabs and the law	lecture	homework
3	2	The student should define Islamic law and enumerate its characteristics	Introducing Islamic law and explaining its characteristics	lecture	Questions during the lecture
4	2	The student should define Islamic law and enumerate its	Introducing Islamic law and explaining its characteristics	lecture	Questions during the lecture

		<b>characteristics</b>			
<b>5</b>	<b>2</b>	<b>The student should define Islamic jurisprudence and explain its characteristics</b>	<b>Introducing Islamic jurisprudence and explaining its characteristics.</b>	<b>lecture</b>	<b>Questions during the lecture</b>
<b>6</b>	<b>2</b>	<b>The student should define Islamic jurisprudence and explain its characteristics</b>	<b>Introducing Islamic jurisprudence and explaining its characteristics.</b>	<b>lecture</b>	<b>Questions during the lecture</b>
<b>7</b>	<b>2</b>	<b>The student should know the relationship of Islamic law to previous laws</b>	<b>The relationship of Islamic law to previous laws.</b>	<b>lecture</b>	<b>Questions during the lecture</b>
<b>8</b>	<b>2</b>	<b>The student should know the relationship of Islamic law to previous laws</b>	<b>The relationship of Islamic law to previous laws.</b>	<b>Discussion</b>	<b>Questions during the lecture</b>
<b>9</b>	<b>2</b>	<b>The student should know the relationship of Islamic law to previous laws</b>	<b>The relationship of Islamic law to previous laws.</b>	<b>Discussion</b>	<b>Questions during the lecture</b>
<b>10</b>	<b>2</b>	<b>The student should know the relationship of Islamic law to previous laws</b>	<b>The relationship of Islamic law to previous laws.</b>	<b>Discussion</b>	<b>Questions during the lecture</b>
<b>11</b>	<b>2</b>	<b>The student should know some jurisprudential rules and their applications.</b>	<b>Some jurisprudential rules and their applications.</b>	<b>Lecture and discussion</b>	<b>Questions during the lecture</b>
<b>12</b>	<b>2</b>	<b>The student should know some jurisprudential rules and their applications.</b>	<b>Some jurisprudential rules and their applications.</b>	<b>Lecture and discussion</b>	<b>Questions during the lecture</b>
<b>13</b>	<b>2</b>	<b>The student should know some jurisprudential rules and their applications.</b>	<b>Some jurisprudential rules and their applications.</b>	<b>Lecture and discussion</b>	<b>Questions during the lecture</b>
<b>14</b>	<b>2</b>	<b>The student should know some</b>	<b>Some jurisprudential rules and their</b>	<b>Lecture and discussion</b>	<b>Questions during the</b>

		<b>jurisprudential rules and their applications.</b>	<b>applications.</b>		<b>lecture</b>
<b>15</b>	<b>2</b>	<b>The student should know some jurisprudential rules and their applications.</b>	<b>Some jurisprudential rules and their applications.</b>	<b>Lecture and discussion</b>	<b>Questions during the lecture</b>
<b>16</b>	<b>2</b>	<b>Introducing the roles of jurisprudence</b>	<b>the roles of jurisprudence</b>	<b>Participation and homework</b>	<b>Participation and homework</b>
<b>17</b>	<b>2</b>	<b>Introducing the roles of jurisprudence</b>	<b>the roles of jurisprudence</b>	<b>Participation and homework</b>	<b>Participation and homework</b>
<b>18</b>	<b>2</b>	<b>Introducing the roles of jurisprudence</b>	<b>the roles of jurisprudence</b>	<b>Participation and homework</b>	<b>Participation and homework</b>
<b>19</b>	<b>2</b>	<b>Introducing the roles of jurisprudence</b>	<b>the roles of jurisprudence</b>	<b>Participation and homework</b>	<b>Participation and homework</b>
<b>20</b>	<b>2</b>	<b>Introduction to men of jurisprudence</b>	<b>Introducing some diligent scholars and their doctrines</b>	<b>Participation and homework</b>	<b>Simple report</b>
<b>21</b>	<b>2</b>	<b>Introduction to men of jurisprudence</b>	<b>Introducing some diligent scholars and their doctrines</b>	<b>Participation and homework</b>	<b>Simple report</b>
<b>22</b>	<b>2</b>	<b>Introduction to the sources of jurisprudence</b>	<b>Sources of jurisprudence</b>	<b>lecture</b>	<b>Simple report</b>
<b>23</b>	<b>2</b>	<b>Introduction to the sources of jurisprudence</b>	<b>Sources of jurisprudence</b>	<b>lecture</b>	<b>Simple report</b>
<b>24</b>	<b>2</b>	<b>Introduction to the sources of jurisprudence</b>	<b>Sources of jurisprudence</b>	<b>lecture</b>	<b>Simple report</b>
<b>25</b>	<b>2</b>	<b>Introduction to the sources of jurisprudence</b>	<b>Sources of jurisprudence</b>	<b>lecture</b>	<b>Simple report</b>

### **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, written exams, reports, etc.**

<b>12- Education and teaching resources</b>	
<b>Required textbooks (methodology, if any)</b>	<p><b>Introduction to the study of Islamic law</b></p> <p><b>Dr.. Abdul Karim Zidane.</b></p>
<b>Main references (sources)</b>	<p><b>Al-Wajeez fi Usul al-Fiqh - Dr. Abdul Karim Zidane</b></p> <p><b>Introduction to Islamic Jurisprudence - Muhammad Mustafa Shalabi</b></p> <p><b>Introduction to Islamic jurisprudence - Muhammad Salam Madkour</b></p>
<b>Mainstream recommended books and references (scientific journals, reports.....)</b>	<p><b>-Book of Comparative Jurisprudence, Dr. Hashem Jameel.</b></p> <p><b>-The principles of rulings, Sheikh Hamad Obaid Al-Kubaisi</b></p>
<b>Internet sites</b>	<p><b>-Islam website.</b></p> <p><b>- Islam Question and Answer.</b></p> <p><b>- Ahl al-Hadith Forum website</b></p>

## Course description form

<b>1- Course Name</b>	
Arabic grammar	
<b>2- Course Code</b>	
<b>3- Semester/year</b>	
2024 – 2025	
<b>4- The date this description was prepared</b>	
29 / 2 / 2025	
<b>5- Available attendance forms</b>	
Is mandatory	
<b>6- Number of study hours (total) / number of units (total)</b>	
60 hours	
<b>7- Name of the course administrator (if more than one name is mentioned)</b>	
the name : hanadi muhamad tawfiq Email:	
<b>8- Course objectives</b>	
<p>Objectives of the study material: The objectives of the subject matter are to give students a cognitive skill And knowing the meaning for the purpose of understanding Meanings of the Holy Quran</p>	<p><b>A– Cognitive objectives</b>  <b>A1-To classify the relationship between concepts and terms and their terms</b>  <b>A2 - to analyze grammatical structures and their functions</b>  <b>A3 - to know the details of the basic Arabic rules the syntax sentences</b>  <b>Students understand the concepts and grammatical terms</b>  <b>A4- Assess and apply the regular text of grammatical structures</b>  <b>B- Skills goals</b>  <b>B1 - correct reading</b>  <b>B2 - correct writing</b>  <b>B 3 Acquire knowledge of the organization of ideas and improve their formulation in sound and eloquent compositions</b>  <b>B4 - Improve the font and proper character drawing</b>  <b>C- Emotional and value goals</b>  <b>C1 - loves grammatical matter</b>  <b>C2 - He loves to know the rules of Arabism</b>  <b>C3- Searching for meaning in the language</b>  <b>C4 - Inculcating moral and educational alienation in the students by choosing the witness</b>  <b>Grammar that includes these values .</b></p>

## 10- Teaching and learning strategies

The strategy:

1: Lecturing Method

2: Interrogatory

3: Implementing education

4: Oral and editorial questions

### Course structure

the week	Hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1-2	4	He knows what grammar is, what they are, who the founders of grammar, and how the beginning of grammar was	Definition of grammar and the genesis of grammar	Meeting and questioning	Oral test
3-4-5	6	He distinguishes between sections of speech and knows .every part of it	Speech and its spoil	Meeting and questioning	Oral test
6-7-8-9-10	10	Graduate knows names and arcade .verbs	Building and Arabization	Meeting and questioning	Oral test
11-12-13-14	8	He distinguishes between knowing and not knowing	Definition and disguise	Meeting and questioning	Editorial test
15-16	4	He knows what Knowledge is, what Knowledge is	Knowledge	Meeting and questioning	Editorial test
17-18-19-20	10	It defines the pronouns that are visible, hidden, separate, and	Conscience	Meeting and questioning	Oral test

		conjunctive			
21-22- 23-24- 25	10	He knows the parts and components of a .noun sentence	Beginning	Meeting and questioning	Oral test
26-27- 28-29- 30	10	He knew what she and her sisters had done, and what they had to do, and what they had to do	She and her sisters	Meeting and questioning	Oral test
31-32			Final exams		Final exams

#### 11- Course evaluation

توزع الدرجة من 100 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفهية والشهرية والتحريرية والتقارير.... الخ

12- Education and teaching resources	
Required textbooks (methodology, if any)	Ibn Aqeel explained to a thousand sons of Malik, Qatar explained Al Nadi and Pulbul Echoes to Ibn Hisham, collecting Arabic lessons for Mustafa Fallini, meaning grammar For Fadil Samurai.
Main references (sources)	A Sepe Book. Brief for the coolant. Equity in Matters of Disputes by Lanbari's Son, Sibuye, an excerpt for the refrigerator. Equity in matters of disagreement by Ibn al-Anbari.
Mainstream recommended books and references (scientific journals, reports.....)	A Sepe Book. Brief for the coolant. Equity in Matters of Disputes by Lanbari's Son, Sibuye, an excerpt for

	the refrigerator. Equity in matters of disagreement by Ibn al-Anbari, and explanation of ridhi on al-Kaffa
Internet sites	College and University website

## Course description form

1- Course Name	
Logic	
2- Course Code	
3- Semester/year	
Academic year 2024-2025	
4- The date this description was prepared	
18 / 3 /2025	
5- Available attendance forms	
Mandatory daily attendance	
6- Number of study hours (total) / number of units (total)	
60 academic hours	
7- Name of the course administrator (if more than one name is mentioned)	
the name : Taha Khaled Muhammad Arab Email: <a href="mailto:taha.kh@uosamarra.edu.iq">taha.kh@uosamarra.edu.iq</a>	
8- Course objectives	
Objectives of the study material:	A- Cognitive objectives A1- Introducing the student to the science of logic and its development. A2 - Introducing the student to the concepts of logic in a way that is consistent with the ideas and culture of society. A3- Identifying the laws that are consistent with social and human development. A4- Enabling students to obtain knowledge and understanding to diagnose some of the problems facing the individual and society, and how to solve them. B- Skills goals B1 - Means of clarification. B2 - Many examples. B3 - Comparing the topics of the prescribed book with other supporting sources to produce constructive enrichment material. C- Emotional and value goals C1- The student's ability to think and differentiate. C2- Developing critical thinking. C3- Developing the spirit of teamwork.
10- Teaching and learning strategies	
The strategy: Follow the brainstorming strategy during the lecture, which is characterized by stimulating the student's thinking, which facilitates the process of understanding the academic material.	

Course structure					
the week	Hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	Theoretical	History of Greek and Islamic logic	Explanation and discussion	Tests and classroom interaction
2	2	Theoretical	Logic and daily life	Explanation and discussion	Tests and classroom interaction
3	2	Theoretical	The legal ruling on learning Greek and Islamic logic	Explanation and discussion	Tests and classroom interaction
4	2	Theoretical	Definition of Greek and Islamic logic	Explanation and discussion	Tests and classroom interaction
5	2	Theoretical	The subject of logic and its benefits	Explanation and discussion	Tests and classroom interaction
6	2	Theoretical	Levels and types of knowledge	Explanation and discussion	Tests and classroom interaction
7	2	Theoretical	Meaning and its parts	Explanation and discussion	Tests and classroom interaction
8	2	Theoretical	Situational verbal meaning and its sections	Explanation and discussion	Tests and classroom interaction
9	2	Theoretical	Natural verbal connotation mental verbal meaning	Explanation and discussion	Tests and classroom interaction
10	2	Theoretical	Word topics	Explanation and discussion	Tests and classroom interaction
11	2	Theoretical	The five faculties and the importance of knowing them	Explanation and discussion	Tests and classroom interaction
12	2	Theoretical	Departments of the five colleges	Explanation and discussion	Tests and classroom interaction
13	2	Theoretical	Sex and gender	Explanation and discussion	Tests and classroom interaction
14	2	Theoretical	Chapter and private	Explanation and discussion	Tests and classroom interaction
15	2	First semester test			
16	2	Theoretical	Public display Transverse Sections	Explanation and discussion	Tests and classroom interaction
17	2	theoretical	Rankings of genera, species, and classes	Explanation and discussion	Tests and classroom

					interaction
18	2	theoretical	Definition sections	Explanation and discussion	Tests and classroom interaction
19	2	theoretical	Definition of the limit Introduction to drawing	Explanation and discussion	Tests and classroom interaction
20	2	theoretical	Cases and their sections	Explanation and discussion	Tests and classroom interaction
21	2	theoretical	Case names And its sections	Explanation and discussion	Tests and classroom interaction
22	2	theoretical	The five industries	Explanation and discussion	Tests and classroom interaction
23	2	theoretical	the proof	Explanation and discussion	Tests and classroom interaction
24	2	theoretical	Sections of certainties	Explanation and discussion	Tests and classroom interaction
25	2	Theoretical	Protozoa Views	Explanation and discussion	Tests and classroom interaction
26	2	theoretical	Tried Conjectures	Explanation and discussion	Tests and classroom interaction
27	2	theoretical	Frequent occurrences and issues of measurement with them	Explanation and discussion	Tests and classroom interaction
28	2	theoretical	Controversy	Explanation and discussion	Tests and classroom interaction
29	2	theoretical	public speaking	Explanation and discussion	Tests and classroom interaction
30	2	<b>Second semester test</b>			

### 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, written exams, reports, etc.

<b>12- Education and teaching resources</b>	
<b>Required textbooks (methodology, if any)</b>	<b>The book “The Foundation of Logic” by Sheikh Atheer al-Din al-Abhari</b>
<b>Main references (sources)</b>	<b>Explanation of Tahtheeb Logic by Al-Khabisi</b>
<b>Mainstream recommended books and references (scientific journals, reports.....)</b>	<b>The book of logic by Professor Dr. Muhammad Ramadan Abdullah, and the book of logical principles by Al-Fayumi</b>
<b>Internet sites</b>	<b>All websites that talk about logic</b>

## Course description form

<b>Course Name -2</b>		
Foundations of education		
<b>Course Code -2</b>		
<b>Semester/year-3</b>		
2024-2025		
<b>The date this description was prepared -4</b>		
7/3/2025		
<b>Available attendance forms -5</b>		
Is mandatory		
<b>Number of study hours (total) / number of units (total) -6</b>		
study hours 60		
<b>Name of the course administrator (if more than one name is mentioned) -7</b>		
haydar eabd alfataah jaefar : name :email		
<b>Course objectives-8</b>		
<table style="width: 100%; border: none;"> <tr> <td style="width: 65%; padding: 5px;"> <p style="text-align: right; margin: 0;">Cognitive goals -أ</p> <p style="text-align: right; margin: 0;">Definition of education in language and terminology -1أ</p> <p style="text-align: right; margin: 0;">How it started in ancient times-2أ</p> <p style="text-align: right; margin: 0;">How has it evolved over the ages? -3أ</p> <p style="margin: 0;">The student gets to know the relationship of education with philosophy, -4أ</p> <p style="text-align: right; margin: 0;">sociology, and other humanities</p> <p style="margin: 0;">The student should know the necessity and importance of education for the -5أ</p> <p style="text-align: right; margin: 0;">individual and society</p> <p style="margin: 0;">The student should know the importance of education and its main role in the 6أ</p> <p style="text-align: right; margin: 0;">learning process</p> <p style="text-align: right; margin: 0;">Skills goals -ب</p> <p style="margin: 0;">B1 - To be proficient in dealing with learners and taking into account their inclinations</p> <p style="margin: 0;">B2 - To master the process of progression in education</p> <p style="margin: 0;">B3 - Applying leading educational theories</p> <p style="margin: 0;">B4- Strengthening religious faith and human values, and urging the preservation of the human heritage of any society</p> <p style="text-align: right; margin: 0;">Emotional and value goals -ج</p> <p style="margin: 0;">C1- Creating a desire to understand education and how it has developed throughout the human ages</p> <p style="margin: 0;">C2- Developing feelings of love and appreciation for the educator's profession</p> <p style="margin: 0;">C3- Instilling the ethics of the teaching profession in students</p> </td> <td style="width: 35%; padding: 5px; vertical-align: top;"> <p style="text-align: right; margin: 0;"><b>Objectives of the study</b></p> <p style="text-align: right; margin: 0;">:subject</p> </td> </tr> </table>	<p style="text-align: right; margin: 0;">Cognitive goals -أ</p> <p style="text-align: right; margin: 0;">Definition of education in language and terminology -1أ</p> <p style="text-align: right; margin: 0;">How it started in ancient times-2أ</p> <p style="text-align: right; margin: 0;">How has it evolved over the ages? -3أ</p> <p style="margin: 0;">The student gets to know the relationship of education with philosophy, -4أ</p> <p style="text-align: right; margin: 0;">sociology, and other humanities</p> <p style="margin: 0;">The student should know the necessity and importance of education for the -5أ</p> <p style="text-align: right; margin: 0;">individual and society</p> <p style="margin: 0;">The student should know the importance of education and its main role in the 6أ</p> <p style="text-align: right; margin: 0;">learning process</p> <p style="text-align: right; margin: 0;">Skills goals -ب</p> <p style="margin: 0;">B1 - To be proficient in dealing with learners and taking into account their inclinations</p> <p style="margin: 0;">B2 - To master the process of progression in education</p> <p style="margin: 0;">B3 - Applying leading educational theories</p> <p style="margin: 0;">B4- Strengthening religious faith and human values, and urging the preservation of the human heritage of any society</p> <p style="text-align: right; margin: 0;">Emotional and value goals -ج</p> <p style="margin: 0;">C1- Creating a desire to understand education and how it has developed throughout the human ages</p> <p style="margin: 0;">C2- Developing feelings of love and appreciation for the educator's profession</p> <p style="margin: 0;">C3- Instilling the ethics of the teaching profession in students</p>	<p style="text-align: right; margin: 0;"><b>Objectives of the study</b></p> <p style="text-align: right; margin: 0;">:subject</p>
<p style="text-align: right; margin: 0;">Cognitive goals -أ</p> <p style="text-align: right; margin: 0;">Definition of education in language and terminology -1أ</p> <p style="text-align: right; margin: 0;">How it started in ancient times-2أ</p> <p style="text-align: right; margin: 0;">How has it evolved over the ages? -3أ</p> <p style="margin: 0;">The student gets to know the relationship of education with philosophy, -4أ</p> <p style="text-align: right; margin: 0;">sociology, and other humanities</p> <p style="margin: 0;">The student should know the necessity and importance of education for the -5أ</p> <p style="text-align: right; margin: 0;">individual and society</p> <p style="margin: 0;">The student should know the importance of education and its main role in the 6أ</p> <p style="text-align: right; margin: 0;">learning process</p> <p style="text-align: right; margin: 0;">Skills goals -ب</p> <p style="margin: 0;">B1 - To be proficient in dealing with learners and taking into account their inclinations</p> <p style="margin: 0;">B2 - To master the process of progression in education</p> <p style="margin: 0;">B3 - Applying leading educational theories</p> <p style="margin: 0;">B4- Strengthening religious faith and human values, and urging the preservation of the human heritage of any society</p> <p style="text-align: right; margin: 0;">Emotional and value goals -ج</p> <p style="margin: 0;">C1- Creating a desire to understand education and how it has developed throughout the human ages</p> <p style="margin: 0;">C2- Developing feelings of love and appreciation for the educator's profession</p> <p style="margin: 0;">C3- Instilling the ethics of the teaching profession in students</p>	<p style="text-align: right; margin: 0;"><b>Objectives of the study</b></p> <p style="text-align: right; margin: 0;">:subject</p>	
<b>Teaching and learning strategies -9</b>		
Strategy: Brainstorming, explanation, and examples from reality and linking them to the vocabulary of the subject		

Course structure -10					
Evaluation method	Learning method	Unit name and topic	Required educational outcomes	hours	Weeks
Oral	discussion	Foundations of education	Defining the foundations of education linguistically and terminologically	2	the first
Oral	discussion	Foundations of education	Education and its broad concept	2	the second
Oral	Lecture and interrogation	Foundations of education	Characteristics and features of education	2	the third
Oral	Lecture and interrogation	Foundations of education	The necessity of education	2	the fourth
Oral	Brainstorming	Foundations of education	Modern methods in education	2	Fifth
Oral	throw	Foundations of education	Philosophical foundations of education	2	VI
Oral	interrogation	Foundations of education	Educational philosophies	2	Seventh
Oral	throw	Foundations of education	Types of progressive philosophies	2	VIII
Oral	throw	Foundations of education	Islamic philosophy and its applications	2	Ninth
Oral	Lecture	Foundations of education	Learning process	2	The tenth
Oral	throw	Foundations of education	Human needs for the learning process and Maslow's pyramid	2	eleventh
Oral	throw	Foundations of education	Cognitive needs and aesthetic needs	2	Twelveth
Oral	discussion	Foundations of education	Self-actualization or higher motivation stage	2	Thirteenth
Oral	discussion	Foundations of education	needs	2	Fourteenth
اختبار تحريري		Foundations of education	First semester test	2	Fifteenth
Oral	Lecture	Foundations of education	The nature of the learner and his growth factors	2	sixteen
Oral	Lecture	Foundations of education	The nature of the learner and his growth factors	2	Seventeenth
Oral	discussion	Foundations of education	Learning conditions	2	Eighteen
Oral	throw	Foundations of	Education outcomes	2	nineteenth

		education			
Oral	throw	Foundations of education	Types of education	2	The twentieth
Oral	discussion	Foundations of education	Education and teaching and the difference between them	2	21 <sup>st</sup>
Oral	discussion	Foundations of education	Media and educational methods	2	22 <sup>st</sup>
Oral	discussion	Foundations of education	Family, school and cooperation between them	2	23 <sup>st</sup>
Oral	throw	Foundations of education	Educational means	2	24 <sup>st</sup>
Oral	discussion	Foundations of education	Technical aspects and teaching methods	2	25 <sup>st</sup>
Oral	discussion	Foundations of education	Curricula and the principles of their preparation	2	26 <sup>st</sup>
Oral	discussion	Foundations of education	school book	2	27 <sup>st</sup>
Oral	discussion	Foundations of education	Calendar and exams	2	28 <sup>st</sup>
Oral	discussion	Foundations of education	Forms of society	2	29 <sup>st</sup>
A written test		Foundations of education	Second semester test	2	thirty

**Course evaluation-11**

Oral tests are pre- and post-tests, and paper tests are at the end of each semester

Education and teaching resources-12	
A book on the foundations of education and lectures on the foundations of education	Required textbooks (methodology, if any)
	Main references (sources)
Fundamentals of Education / written by Abdel-Ghani Ismail Al-Omrani	Mainstream recommended books and references (scientific journals, reports.....)
All websites that publish articles or video lectures explaining and discussing educational theories	Internet sites

## Course Description Form

<b>3- Course Name</b>	
psychology (educational)	
<b>2-CourseCode</b>	
<b>3-semester/ year</b>	
2024/2025	
<b>4-The date of preparing this description</b>	
18/ 3 /2025	
<b>5-Available forms of attendance</b>	
Daily attendance is mandatory	
<b>6. Number of study hours (total) / number of units (total)</b>	
60 Study hour	
<b>7. Name of the course administrator (if more than one name is mentioned)</b>	
Name : rua raed jamal	
Email:	
<b>8. Course Objectives</b>	
<b>Objectives of the course :</b>	<b>A- Knowledge Objectives</b> <b>A1-Defines the concept of the book of psychology</b> <b>A2-Enumerates the types of Hadidi books</b> <b>A3- He knows the types of indexes in the Hadith books</b> <b>A4- Distinguish between the concept of sources and references</b> <b>A5- Know the characteristics of modern books and dive deep into them</b> <b>A6- Shows the steps of preparing a research paper for the subject</b> <b>B- Marathi Objectives</b> <b>B1-He learns how to use indexes in Hadith books</b> <b>B2 - Uses multiple sources in preparing research in Hadith books</b> <b>B3- He learns how to prepare a solid research</b>

	<p><b>B4- Investigates ancient and modern Islamic texts</b></p> <p><b>C- Emotional and value objectives</b></p> <p><b>C1- Encouraging students to visit and learn about libraries.</b></p> <p><b>C2- Students develop a love of reading and reading information sources.</b></p> <p><b>C3-The student earns the scientific habit of scientific research.</b></p> <p><b>A4- The student knows the value of the manuscripts and their achievement.</b></p>
--	--

## TEACHING AND LEARNING STRATEGIES

### The National

A. Using the blackboard and the color pencil as an illustrative means of teaching

B. Presentation of electronic lectures accompanied by drawings and diagram

C. Asking students to visit libraries and how to prepare scientific reports

d. Assigning students to prepare scientific research on a specific Islamic topic

C. Encouraging students to participate in lectures by discussing and explaining the scientific material

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Module Name and Subject	Learning method	Valuation Method
1	2	Student definition of the concept of psychology with an introduction to general psychology	Introducing it	Explanation and Discussion	Written quizzes and discussion
2	2	History of psychology	Natural science	Explanation and Discussion	Written quizzes and discussion
3	2	Preliminary Definitions	Types of definitions in psychology	Explanation and Discussion	Written quizzes and discussion
4	2	Psychology	Statement of its objectives and explanation of its content	Explanation and Discussion	Written quizzes and discussion
5	2	Contemporary Schools of Psychology	Indicate the types of behavioral schools in it	Explanation and Discussion	Written quizzes and discussion

6	2	The Role of Arab and Muslim Scholars in Psychology	Saying what? That your client, in her current state of mind,	Explanation and Discussion	Written quizzes and discussion
7	2	Overall View of Behavior	Statement of its content	Explanation and Discussion	Written quizzes and discussion
8	2	Attention and Sensory Perception	Explain how to apply it effectively	Explanation and Discussion	Written quizzes and discussion
9	2	Factors Affecting Attention	Show how to avoid mind wandering	Explanation and Discussion	Written quizzes and discussion
10	2	Motivation in learning	Statement of motivation functions and identification of key points	Explanation and Discussion	Written quizzes and discussion
11	2	Types of Motives	Statement of its divisions	Explanation and Discussion	Written quizzes and discussion
12	2	The most important methods to be used in the six years of the child	Steps to be taken	Explanation and Discussion	Written quizzes and discussion
13	2	Stage after six to twelve years	Optimal Orientation Statement	Explanation and Discussion	Written quizzes and discussion
14	2	Factors Affecting the Strength of Motivation	With all its details	Explanation and Discussion	Written quizzes and discussion
15	2	<b>First semester test</b>			
16	2	Recall and Memory	Explain the difference between memory and recall	Explanation and Discussion	Written quizzes and discussion
17	2	The five senses	How to employ them in intellectual fields	Explanation and Discussion	Written quizzes and discussion
18	2	Verbal Memory	With all its details	Explanation and Discussion	Written quizzes and discussion

19	2	Voluntary and Involuntary Memory	Statement of Short-Term and Long-Term Memory Splits	Explanation and Discussion	Written quizzes and discussion
20	2	Stages and Steps of Memory	With an indication of the factors affecting recall	Explanation and Discussion	Written quizzes and discussion
21	2	Oblivion.	With all its details	Explanation and Discussion	Written quizzes and discussion
22	2	Transition and Approach	Educational applications statement	Explanation and Discussion	Written quizzes and discussion
23	2	Transition of learning impact	With all its details	Explanation and Discussion	Written quizzes and discussion
24	2	Feedback	With all its details	Explanation and Discussion	Written quizzes and discussion
25	2	Feedback	with all their details	Explanation and Discussion	Written quizzes and discussion
26	2	Reflection and types of learning	With a statement of the negatives and positives	Explanation and Discussion	Written quizzes and discussion
27	2	Associative Theories and Balove's Conditional Theory	The role of conditioning in learning	Explanation and Discussion	Written quizzes and discussion
28	2	The learning theories of	with all their details	Explanation and Discussion	Written quizzes and discussion
29	2	Learning educational, scientific and academic concepts	A statement of the individual differences of the stages from the primary to the end of the university stage	Explanation and Discussion	Written quizzes and discussion

### Course Evaluation

The grade of 100 is distributed according to the tasks assigned to the student such as daily

preparation, daily, oral, monthly and written examinations and reports.... etc.

<b>12-Sources of education and teaching</b>	
<b>Required textbooks (methodology if any)</b>	psychology
<b>Key References (Sources)</b>	<ol style="list-style-type: none"><li>1. Childhood and Adolescence Disorders and their Treatment</li><li>2. Psychological Guidance and Counseling Book</li><li>3. The Individual Differences of Intelligence</li></ol>
<b>Prevailing books and references that are recommended (scientific journals, reports .....</b>	<ol style="list-style-type: none"><li>1. Psychology by Dr. Hamed Abdel Salam Zahran</li><li>2. Educational Psychology Book by Dr. Mahmoud Abdel Halim Mansi</li></ol>
<b>Internet sites</b>	<p>: Modern Psychotherapy Methods and Applications <a href="http://www.rameztaha.net/tadreat%20al%20seha%20al%20nafsia.htm">http://www.rameztaha.net/tadreat % 20al % 20seha % 20al % 20nafsia.htm</a></p> <p>2: Electronic Papers(Arabic Encyclopedia of Counseling and Psychotherapy) <a href="http://www.eawraq.com/news.php?action=view&amp;id=69">http://www.eawraq.com/news.php?action=view&amp;id=69</a></p> <p>3: Journal of Psychological Counseling: <a href="http://www.cocegypt.8m.com/page2.htm">http://www.cocegypt.8m.com/page2.htm</a></p> <p>4: Psychological Counseling Center: <a href="http://www.cocegypt.8m.com/">http://www.cocegypt.8m.com/</a></p> <p>5: Effat Indian Center for Electronic Guidance:</p>

## Course description form

<b>1- Course Name</b>	
human rights	
<b>2- Course Code</b>	
<b>3- Semester/year</b>	
2024-2025	
<b>4- The date this description was prepared</b>	
28 / 2 /2025	
<b>5- Available attendance forms</b>	
Mandatory daily attendance	
<b>6- Number of study hours (total) / number of units (total)</b>	
60 academic hours	
<b>7- Name of the course administrator (if more than one name is mentioned)</b>	
the name : eabd allah abarahim Email:	
<b>8- Course objectives</b>	
Objectives of the study material:	<p>A- Cognitive objectives</p> <p>A1- Introducing human rights and their development.</p> <p>A2 - Introducing the concepts of democracy in a way that is consistent with the ideas and culture of society.</p> <p>A3- Identifying the laws that are consistent with social and human development.</p> <p>A4- Enabling students to obtain knowledge and understanding in working to solve realistic problems.</p> <p>B- Skills goals</p> <p>B1 - Identify the characteristics of democracy and their direct impact on the structure of the individual and society.</p> <p>B2- Identify the features and strategies of democracy.</p> <p>B3- Identify the rights of the individual and what he has and what he owes.</p> <p>B4- Understand and teach the student to apply the acquired knowledge and skills.</p> <p>C- Emotional and value goals</p> <p>C1- The student's ability to think and differentiate.</p> <p>C2- Developing critical thinking.</p> <p>C3- Benefit from external sources related to human rights, such as local and international reports related to the reality of human rights and democratic transformation in Iraq.</p> <p>C4- Collect information from reality about human rights violations, discuss them in a scientific manner, and find solutions to the problems facing democratic practice in Iraq.</p> <p>C5- Developing the spirit of teamwork.</p>

## 10- Teaching and learning strategies

### The strategy:

Follow the brainstorming strategy, which aims to stimulate thinking in all directions and all possibilities, in order to stimulate the interaction process among students.

### Course structure

the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	Familiarity with the concept of human rights and the definitions related to it, and discussing, dismantling and criticizing them in a scientific manner in order to reach the most accurate and objective ones.	Introducing the concept of human rights and related concepts	Explanation and discussion	Daily preparation, daily test, general discussion
2	2	Identifying the historical development of the concept of human rights and the most important contributions of human civilizations such as Mesopotamia civilization, Greek civilization, Western Christianity, and Islamic civilization	Historical framework for the development of the concept of human rights	Explanation and discussion	Daily preparation, daily test, general discussion
3	2	Human rights in ancient Greek and Egyptian civilizations	Human rights in civilizations	Explanation and discussion	Daily preparation, daily test, general discussion
4	2	Human rights in the ancient civilizations of Iraq	Human rights in ancient civilizations	Explanation and discussion	Daily preparation, daily test, general discussion
5	2	Human rights in the Christian and Jewish religions	Human rights in laws and religions	Explanation and discussion	Daily preparation, daily test, general discussion
6	2	Human rights in Islam	Human rights in laws and religions	Explanation and discussion	Daily preparation, daily test, general discussion
7	2	International sources	human rights sources	Explanation and discussion	Daily preparation, daily test, general discussion

8	2	Universal Declaration of Human Rights	human rights sources	Explanation and discussion	Daily preparation, daily test, general discussion
9	2	The two international covenants on human rights	human rights sources	Explanation and discussion	Daily preparation, daily test, general discussion
10	2	French constitutions and declarations on human rights	national sources	Explanation and discussion	Daily preparation, daily test, general discussion
11	2	Constitution of the Republic of Iraq 2005	national sources	Explanation and discussion	Daily preparation, daily test, general discussion
12	2	Human rights guarantees at the internal level	Human rights guarantees	Explanation and discussion	Daily preparation, daily test, general discussion
13	2	Human rights guarantees in Islam	Human rights guarantees	Explanation and discussion	Daily preparation, daily test, general discussion
14	2	Charter of the United Nations and the General Assembly	Human rights guarantees at the international level	Explanation and discussion	Daily preparation, daily test, general discussion
15	2	First semester exam			
16	2	European and American human rights conventions	The role of regional organizations in protecting human rights	Explanation and discussion	Daily preparation, daily test, general discussion
17	2	The Arab and African Charter on Human Rights	The role of regional organizations in protecting human rights	Explanation and discussion	Daily preparation, daily test, general discussion
18	2	Recognizing the importance of awareness and respect for children's rights	human rights	Explanation and discussion	Daily preparation, daily test, general discussion
19	2	The emergence and development of child rights	human rights	Explanation and	Daily preparation,

		rules, defining the meaning of the child, and the historical development of children's rights		discussion	daily test, general discussion
20	2	Children's rights in ancient nations and civilizations	The emergence and development of child rights rules	Explanation and discussion	Daily preparation, daily test, general discussion
21	2	Children's rights in Judaism and Christianity	Children's rights in religions	Explanation and discussion	Daily preparation, daily test, general discussion
22	2	child's rights in Islam	Children's rights in religions	Explanation and discussion	Daily preparation, daily test, general discussion
23	2	Introducing the student to a new topic related to the previous topic, which is democracy and its general principles. The linguistic and terminological concept of the concept of democracy and the concepts related to it will be identified	Introduction to democracy	Explanation and discussion	Daily preparation, daily test, general discussion
24	2	Introducing the student to the most important principles of democratic practice, such as the rule of law, popular participation, equality, political tolerance, accountability, and transparency	The basic features of the concept of democracy	Explanation and discussion	Daily preparation, daily test, general discussion
25	2	This lecture complements the previous lecture to cover features and principles that were not covered in the previous lecture, such as controlling abuse of power, constitutionalism, and acceptance of election (results	The basic features of the concept of democracy	Explanation and discussion	Daily preparation, daily test, general discussion
26	2	Introducing the student to the types of democratic governments, their effectiveness and philosophy	Democratic governments	Explanation and discussion	Daily preparation, daily test, general discussion

27	2	In this lecture, the importance of political parties in promoting active citizen participation in the process of building the state and its institutions will be highlighted	The role of the parties of power and the political opposition in the political process	Explanation and discussion	Daily preparation, daily test, general discussion
28	2	European and American human rights conventions	The role of regional organizations in protecting human rights	Explanation and discussion	Daily preparation, daily test, general discussion
29	2	The Arab and African Charter on Human Rights	The role of regional organizations in protecting human rights	Explanation and discussion	Daily preparation, daily test, general discussion
30	2	First semester exam			

### 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, written exams, reports, etc.

12- Education and teaching resources	
Required textbooks (methodology, if any)	Book on human rights, children and democracy.
Main references (sources)	The Universal Declaration of Human Rights, the Islamic Declaration of Human Rights, human rights diplomacy, and a book for a contemporary reading of the human rights issue.
Mainstream recommended books and references (scientific journals, reports.....)	All books and magazines dealing with any human rights topic.
Internet sites	All websites that fall under the title Human Rights.

## Course description form

<b>1- Course Name</b>	
Calculators	
<b>2- Course Code</b>	
<b>3- Semester/year</b>	
2024-2025	
<b>4- The date this description was prepared</b>	
3/ 3 /2025	
<b>5- Available attendance forms</b>	
Mandatory attendance	
<b>6- Number of study hours (total) / number of units (total)</b>	
Grammar: Hours: (60 hours) Units: (120 units)	
<b>7- Name of the course administrator (if more than one name is mentioned)</b>	
the name : yasir karam eabd eali Email:	
<b>8- Course objectives</b>	
<b>Objectives of the study material:</b> 1- Encouraging students to work on the computer and learn .about it 2- It develops in students a love of developing skills and .software 3- The student knows the value of the calculator and develops .his skills with it 4- Recognizing the importance of printing and typesetting .research	<b>A- Cognitive objectives</b> A1- Training the student to use the computer A2- Acquiring computer technical concepts, skills and trends A3- Gaining the ability to use technical innovations and various means. A4- The student's familiarity with computer component <b>B- Skills goals</b> B1 - Acquiring computer technical concepts, skills and trends B2 - Developing the student's ability to think scientifically through the use of computers B3 - Preparing the student to live in the age of knowledge and information and mastering their tools B4- Acquaintance with global cultures within the framework of the needs of teachers and learners. <b>C- Emotional and value goals</b> C1- Contacting and interacting with its people, within the framework of the principles of the democratic approach C2- Acquiring self-learning skills and training in continuous learning. C3- Developing the ability to deal with diverse sources of information. C4- Using various computer technologies to research, investigate and study various fields.
<b>10- Teaching and learning strategies</b>	
<b>The strategy:</b> Follow the strategy of methods of lecture, delivery, discussion, dialogue, brainstorming, etc., all of which aim to stimulate thinking in all directions and all possibilities, in order to stimulate the interaction process among students	

Course structure					
the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	1	Theoretical	Physical components	Discussion and presentation	Written or oral exams
	2	Practical			
2	1	Theoretical	Physical components	Discussion and presentation	Written or oral exams
	2	Practical			
3	1	Theoretical	Physical components	Discussion and presentation	Written or oral exams
	2	practical			
4	1	theoretical	Physical components	Discussion and presentation	Written or oral exams
	2	practical			
5	1	theoretical	Physical components	Discussion and presentation	Written or oral exams
	2	practical			
6	1	theoretical	Features And desktop prompts	Discussion and presentation	Written or oral exams
	2	practical			
7	1	theoretical	Features And desktop prompts	Discussion and presentation	Written or oral exams
	2	practical			
8	1	theoretical	Features And desktop prompts	Discussion and presentation	Written or oral exams
	2	practical			
9	1	theoretical	Features And desktop prompts	Discussion and presentation	Written or oral exams
	2	practical			
10	1	theoretical	Features And desktop prompts	Discussion and presentation	Written or oral exams
	2	practical			
11	1	theoretical	Features And desktop prompts	Discussion and presentation	Written or oral exams
	2	practical			
12	1	theoretical	Features And desktop prompts	Discussion and presentation	Written or oral exams
	2	practical			
13	1	theoretical	Teaching program	Discussion and presentation	Written or oral exams
	2	practical			

			Word 2010 in detail		
14	1	theoretical	Teaching program Word 2010 in detail	Discussion and presentation	Written or oral exams
	2	practical			
15	1	theoretical	Teaching program Word 2010 in detail	Discussion and presentation	Written or oral exams
	2	practical			
16	1	theoretical	Teaching program Word 2010 in detail	Discussion and presentation	Written or oral exams
	2	practical			
17	1	theoretical	Teaching program Word 2010 in detail	Discussion and presentation	Written or oral exams
	2	practical			
18	1	theoretical	Teaching program Word 2010 in detail	Discussion and presentation	Written or oral exams
	2	practical			
19	1	theoretical	Teaching program Power Point 2010	Discussion and presentation	Written or oral exams
	2	practical			
20	1	theoretical	Teaching program Power Point 2010	Discussion and presentation	Written or oral exams
	2	practical			
21	1	theoretical	Teaching program Power Point 2010	Discussion and presentation	Written or oral exams
	2	practical			
22	1	theoretical	Teaching program Power Point 2010	Discussion and presentation	Written or oral exams
	2	practical			
23	1	theoretical	Teaching program Power Point 2010	Discussion and presentation	Written or oral exams
	2	practical			
24	1	theoretical	Teaching program Power Point 2010	Discussion and presentation	Written or oral exams
	2	practical			
25	1	theoretical	Principles of Internet science	Discussion and presentation	Written or oral exams
	2	practical			
26	1	theoretical	Principles of Internet science	Discussion and presentation	Written or oral exams
	2	practical			
27	1	theoretical	Principles of	Discussion and	Written or

	2	practical	Internet science	presentation	oral exams
28	1	theoretical	Principles of Internet science	Discussion and presentation	Written or oral exams
	2	practical			
29	1	theoretical	Principles of Internet science	Discussion and presentation	Written or oral exams
	2	practical			
30	1	theoretical	Principles of Internet science	Discussion and presentation	Written or oral exams
	2	practical			

#### 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, written exams, reports, etc.

12- Education and teaching resources	
Required textbooks (methodology, if any)	OSSU Curriculum
Main references (sources)	Computer laboratories and computer work
Mainstream recommended books and references (scientific journals, reports.....)	Programming platforms like GitHub, Stack Overflow, etc.
Internet sites	Online education sites like Coursera, edX, Udacity, etc.

## **Courses for the second stage**

## Course description form

<b>1- Course Name</b>	
Recitation and memorization	
<b>2- Course Code</b>	
<b>3- Semester/year</b>	
2024-2025	
<b>4- The date this description was prepared</b>	
29 / 2 / 2025	
<b>5- Available attendance forms</b>	
Mandatory daily attendance	
<b>6- Number of study hours (total) / number of units (total)</b>	
(90)academic hours	
<b>7- Name of the course administrator (if more than one name is mentioned)</b>	
the name : Star Nazih Ahmed Email:	
<b>8- Course objectives</b>	
Objectives of the study material:	<p>A- Cognitive objectives</p> <p>A1- Memorizing Juz' Tabarak, and understanding the general meanings of the surahs of this juz.</p> <p>A2- To know the origins of the letters and their names.</p> <p>A3: To know the amplification, thinness, and other provisions related to recitation.</p> <p style="padding-left: 20px;">A4- To know the characteristics and types of letters.</p> <p>B- Skills goals</p> <p>B1 - Brainstorming skill within the classroom.</p> <p>B2 - The skill of creating mini research projects.</p> <p>B3 - Provide examples and applications to enhance understanding.</p> <p style="padding-left: 20px;">B4- To apply the provisions to memorize it.</p> <p>C- Emotional and value goals</p> <p>C1- That the student loves the subject of recitation and memorization.</p> <p>C2- He applies what the verses indicate regarding the virtues of Islam and good morals.</p> <p>C3- He tastes the sweetness of reciting verses of dhikr in light of his knowledge of the rules of recitation.</p> <p>C4- That the student relates to the Holy Qur'an, its rulings, its miracles, and humility when hearing the verses.</p>

## 10- Teaching and learning strategies

### The strategy:

Follow the strategy of lecture, discussion, question and answer, and communicate in a way that breaks the deadlock and barrier that prevents communication and cooperative education through competing groups of students.

### Course structure

the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	3	Reciting the first half of Surat Al-Mulk, and introducing the letters in general	Letter exits	Presentation and discussion	Question and answer, theoretical test and practical application
2	3	Memorizing the first half of Surat Al-Mulk, and explaining the detailed exits of the letters	Sections of letter exits .Al-Jawf -1 .Throat -2	Presentation and discussion	Question and answer, theoretical test and practical application
3	3	Recitation and application of Surah Al-Mulk, and an explanation of the other sections of the letters	Sections of the letters' .exits 3- The tongue .The lips -2 .The gills -4	Presentation and discussion	Question and answer, theoretical test and practical application
4	3	Memorizing the second half of Surah Al-Mulk, and explaining the names of the letters	The sub-letters, the velar, the vegetal, the tree, the dhaliq, the natā', the asālī, the gingival, and the .oral letters	Presentation and discussion	Question and answer, theoretical test and practical application
5	3	Memorizing the first half of Surat Al-Qalam, and explaining the characteristics of the letters and the benefit of studying them	.Characteristics of letters Sections on the characteristics of letters .and their numbers	Presentation and discussion	Question and answer, theoretical test and practical application
6	3	Recitation and application of Surat Al-Qalam	Characteristics of letters	Presentation and discussion	Question and answer, theoretical test and practical application
7	3	Memorizing the second half of Surat Al-Qalam, and explaining Al-Saffad with opposite	Adjectives with opposites	Presentation and discussion	Question and answer, theoretical test and practical application
8	3	Memorizing the first half of	Adjectives that have no	Presentation	Question and

		Surat Al-Haqqa, and explaining the attributes that have no opposite	.opposites	and discussion	answer, theoretical test and practical application
9	3	Recitation and application of Surah Al-Haqqa, complementing the attributes that have no opposite	Adjectives that have no opposites	Presentation and discussion	Question and answer, theoretical test and practical application
10	3	A test			
11	3	Memorizing the second half of Surat Al-Haqqa, and explaining the other attributes and how to extract the attributes of the //letter	Other traits, strong and .weak traits	Presentation and discussion	Question and answer, theoretical test and practical application
12	3	Memorizing the first half of Surat Al-Ma'arij, and introducing the amplification and punctuation and the divisions of letters in terms of amplification and //punctuation	Augmentation and .thinning Always voluminous letters, always laminated letters, and letters in between	Presentation and discussion	Question and answer, theoretical test and practical application
13	3	Memorizing the second half of Surat Al-Ma'arij, explaining the letters that are sometimes punctuated and sometimes pronounced at other times	The amplification and thinning of the lam of the word Jalala, and the amplification and thinning of the alif	Presentation and discussion	Question and answer, theoretical test and practical application
14	3	Recitation and application of Surah Al-Ma'arij and explanation of the provisions contained	Amplification and thinning	Presentation and discussion	Question and answer, theoretical test and practical application
15	3	Memorizing Surat Nuh, and explaining the provisions of the Ra	.Provisions of the r Amplification and thinning	Presentation and discussion	Question and answer, theoretical test and practical application
16	3	Recitation and application, Surat Nuh	Rulings of Raa', Tafqhim 'and Ra'qa	Presentation and discussion	Question and answer, theoretical test and practical application
17	3	Memorizing half of Surah Al-	Rulings of the silent lam	Presentation	Question and

		Jinn, and explaining the rulings on the silent lam		and discussion	answer, theoretical test and practical application
18	3	Memorizing the second half of Surat Al-Jinn, and explaining the diphthongs	The syllables	Presentation and discussion	Question and answer, theoretical test and practical application
19	3	A test			
20	3	Reciting Surat Al-Jinn and applying the provisions contained therein	Application of the provisions that have been studied	Presentation and discussion	Question and answer, theoretical test and practical application
21	3	Memorizing half of Surat Al-Muzzammil, the identical diphthongs	Homonymous diphthongs	Presentation and discussion	Question and answer, theoretical test and practical application
22	3	Memorizing the second half of Surat Al-Muzzammil, the homophones	Homophones	Presentation and discussion	Question and answer, theoretical test and practical application
23	3	Memorizing the first half of Surat Al-Muddaththir, and explaining the similar digrams	Convergent diphthongs	Presentation and discussion	Question and answer, theoretical test and practical application
24	3	Memorizing the second half of Surat Al-Muddaththir, and explaining the different diphthongs	Differenced diphthongs	Presentation and discussion	Question and answer, theoretical test and practical application
25	3	Memorizing Surat Al-Qiyamah, and explaining the provisions that have been studied	Application of provisions	Presentation and discussion	Question and answer, theoretical test and practical application
26	3	Memorizing the first half of Surat Al-Insan	Application and review	Presentation and discussion	Question and answer, theoretical

					test and practical application
27	3	Memorizing the second half of Surat Al-Insan	Application and review	Presentation and discussion	Question and answer, theoretical test and practical application
28	3	Memorizing the first half of Surat Al-Mursalat	Application and review	Presentation and discussion	Question and answer, theoretical test and practical application
29	3	Memorizing the second half of Surat Al-Mursalat	Application and review	Presentation and discussion	Question and answer, theoretical test and practical application
30	3				A 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, written exams, reports, etc.

### 12- Education and teaching resources

Required textbooks (methodology, if any)	Al-Munir fi Ahkam Tajweed, written by (a group of scholars
Main references (sources)	Guiding the beneficiary in the provisions of Tajweed (Abu Raymah), the science of Tajweed (Dr. Yahya Abd al-Razzaq al-Ghutani), the (science of Tajweed (Mudar al-Sahhaf
Mainstream recommended books and references (scientific journals, reports.....)	The purpose of the disciple in the science of Tajweed, the rulings on Tajweed and recitation by Faraj Tawfiq, the science of Tajweed by Mudar Al-Sahhaf
Internet sites	Mudkir website, and all the websites that work with this science

## Course description form

<b>1- Course Name</b>					
Investigations in the science of interpretation					
<b>2- Course Code</b>					
<b>3- Semester/year</b>					
2024-2025					
<b>4- The date this description was prepared</b>					
4 / 3 / 2025					
<b>5- Available attendance forms</b>					
Mandatory daily attendance					
<b>6- Number of study hours (total) / number of units (total)</b>					
60 hours					
<b>7- Name of the course administrator (if more than one name is mentioned)</b>					
the name :thara taha yaseen Email: <a href="mailto:tharaa.taha@uosamarra.edu.iq">tharaa.taha@uosamarra.edu.iq</a>					
<b>8- Course objectives</b>					
Objectives of the study material:		<p>A- Cognitive objectives</p> <p>A1-That the student knows the meaning of interpretation and interpretation in the Qur'an</p> <p>A2-The student should differentiate between interpretation and interpretation.</p> <p>A3-That the student knows some of the interpretation of the verses of monotheism, rulings, and morals.</p> <p>A4-That the student knows the methods of interpretation</p> <p>B- Skills goals</p> <p>B1-Graduating religiously and culturally qualified teachers to teach the subject of interpretation</p> <p>B2-Graduating teachers capable of positive interaction in society</p> <p>B3-Graduating teachers who have a spirit of harmony with their colleagues</p> <p>B4-Graduating a generation that defends the religion of God and His book</p> <p>C- Emotional and value goals</p> <p>C1-Cultivating the love of faith in the souls of students</p> <p>C2-To call for understanding and interpreting the Book of God Almighty</p> <p>C3-To love the science of interpretation and be interested in it</p> <p>C4-Reviving the concept of responsibility towards the Book of God</p>			
<b>10- Teaching and learning strategies</b>					
The strategy: Strategy: Brainstorming/lecture/whiteboard/discussion					
<b>Course structure</b>					
the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method

1	2	Definition of interpretation and interpretation and the difference between them	Principles of interpretation	Lecture/discussion	Oral exam and Daily sharing
2	2	The importance of interpretation	Principles of interpretation	Lecture/discussion	Written exam
3	2	Sections of interpretation and the most important reasons for weakness in the hadith	Principles of interpretation	Lecture/ class discussion	Daily sharing
4	2	Interpretation by opinion and the difference of scholars regarding the permissibility of opinion	Principles of interpretation	Lecture/discussion	Written exam
5	2	Etiquette of psychological interpretation	Principles of interpretation	Lecture/discussion	Oral exam
6	2	Etiquette of artistic interpretation	Principles of interpretation	Lecture/discussion	Oral exam
7	2	The genesis of interpretation	Principles of interpretation	Lecture/discussion	Oral exam
8	2	Advantages of interpretation during the era of the Companions	Principles of interpretation	Lecture/discussion	Written exam
9	2	Advantages of interpretation during the era of the Successors	Principles of interpretation	Lecture/discussion	Oral exam
10	2	Rooting stage	Principles of interpretation	Lecture/discussion	Oral exam
11	2	The stage of renewal in the modern era	Principles of interpretation	Lecture/ class discussion/questioning	Oral exam
12	2	Source of translational interpretation	Principles of interpretation	Lecture/discussion	Oral exam
13	2	Mental source	Principles of interpretation	Lecture/discussion	Oral exam
14	2	Linguistic source	Principles of interpretation	Lecture/discussion	Oral exam
15	2	Archaeological approach	Principles of interpretation	Lecture/discussion	Written exam
16	2	The jurisprudential approach	Principles of interpretation	Lecture/discussion	Daily sharing
17	2	Graphical approach	Principles of interpretation	Lecture/discussion	Oral exam
18	2	scientific method	Principles of interpretation	Lecture/discussion	Daily sharing
19	2	Objective approach	Principles of interpretation	Lecture/discussion	Oral exam
20	2	Interpretation of Ayat Al-Kursi	Principles of interpretation	Lecture/discussion	Daily sharing
21	2	Interpretation of verses from Surat An-Naml	Principles of interpretation	Lecture/discussion	Daily sharing
22	2	Interpretation of verses from Surat Al-Hashr	Principles of interpretation	Lecture/discussion	Daily sharing

23	2	Interpretation of verses from Surat An-Nisa in Al-Ihsan	Principles of interpretation	Lecture/discussion	Daily sharing
24	2	Interpretation of verses from Surat An-Nisa in Justice	Principles of interpretation	Lecture/discussion	Oral exam
25	2	Interpretation of verses from Surat Al-Qasas	Principles of interpretation	Lecture/discussion	Oral exam
26	2	Interpretation of verses from Surat Al-Rum	Principles of interpretation	Lecture/discussion	Oral exam
27	2	Interpretation of verses from Surat An-Nisa regarding the prohibition of women with husbands	Principles of interpretation	Lecture/discussion	Oral exam
28	2	Interpretation of verses in Surat An-Nisa prohibiting inheritance from women and their virtue	Principles of interpretation	Lecture/discussion	Written exam
29	2	Interpretation of the second verse of Surat An-Nisa	Principles of interpretation	Lecture/discussion	Oral exam
30	2	Interpretation of the second verse of Surat Al-Ma'idah	Principles of interpretation	Lecture/discussion	Oral exam

### 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, written exams, reports, etc.

### 12- Education and teaching resources

Required textbooks (methodology, if any)	Investigations in Psychology/Abdul Sattar Ahmed
Main references (sources)	Editing in the principles of interpretation
Mainstream recommended books and references (scientific journals, reports.....)	Interpretation of Imam al-Tabari, Tafsir al-Tahrir wa al-Tanwir by Ibn Ashour, and Tafsir Ibn Katheer
Internet sites	Forum of people of interpretation

### Course description form

<b>1- Course Name</b>					
Doctrine					
<b>2- Course Code</b>					
<b>3- Semester/year</b>					
2024 – 2025					
<b>4- The date this description was prepared</b>					
15 / 3 / 2025					
<b>5- Available attendance forms</b>					
Mandatory daily attendance					
<b>6- Number of study hours (total) / number of units (total)</b>					
(60) academic hours					
<b>7- Name of the course administrator (if more than one name is mentioned)</b>					
the name : tah khalid muhamad earab Email:					
<b>8- Course objectives</b>					
Objectives of the study material:		A- Tourism objectives A1- Working to attract students, including the Islamic faith A2- To familiarize the student with the most important issues in Congress A4- That the student recognizes the importance of belief in life, and that he has knowledge of methods of reasoning and theory B- Technical goals B1 - Employing requirements B2 - Asking exploratory questions to students B3 - Brainstorming skill B4- Evidence of issues related to sound and hearing C- Emotional and value goals C1- Cultivating the love of knowledge in the hearts of students C2- Instilling faith in the Creator of this universe C3- The comprehensive and intellectual illustrative images contained in the Islamic religion C4- Reviving religion and that it is the basis of life in the souls of students			
<b>10- Teaching and learning strategies</b>					
<b>The strategy:</b> Follow the strategy of lecture, discussion, question and answer, and communicate in a way that breaks the deadlock and barrier that prevents communication and cooperative education through competing groups.					
<b>Course structure</b>					
the week	hours	Required educational	Unit name and topic	Learning	Evaluation

		outcomes		method	method
1	2	Definitions of the fundamentals of religion,	introductory research,	presentation and explanation of	oral and written tests
2	2	The names of this science	are introductory research,	delivery and explanation of	oral and written tests
3	2	delivering and explaining oral and written tests	Its definition is introductory research,	delivering and explaining	oral and written tests
4	2	History of the science of the principles of religion,	introductory research,	presentation and explanation of	oral and written tests
5	2	Fundamentals of the Islamic religion,	introductory research,	delivery and explanation of	oral and written tests
6	2	The existence of God	Almighty and the Divine	Delivering and explaining the	oral and written tests
7	2	His divine attributes are	The divine	giving and explaining	oral and written tests
8	2	What results from belief in the divine attributes?	The divine	Giving and explaining	oral and written tests
9	2	It is permissible for God Almighty	The divine	deliver and explain giving and explaining	oral and written tests
10	2	Evidence of occurrence	Divine attributes	giving and explaining	oral and written tests
11	2	Evidence of obligatio	Divine attributes	giving and explaining	oral and written tests
12	2	Care and Invention Guide	Divine attributes	giving and explaining	oral and written tests
13	2	Existential evidence	Divine attributes	giving and explaining	oral and written tests
14	2	Ethical evidence Coincidence	Divine attributes	giving and explaining	oral and written tests
15	2	<b>First semester exams</b>			
16	2	Psychological characteristic Negative traits	Divine attributes	giving and explaining	oral and written tests
17	2	Recipes meanings	Divine attributes	giving and explaining	oral and written tests
18	2	What is impossible for God Almighty	What results from belief in divine attributes	giving and explaining	oral and written tests
19	2	What is permissible in His right, God Almighty	What results from belief in divine attributes	giving and explaining	oral and written tests
20	2	Seeing God Almighty	What results from belief in divine attributes	giving and explaining	oral and written tests
21	2	His evidence is from the narrated	What results from belief in divine attributes	giving and explaining	oral and written tests
22	2	His evidence is reasonable	What results from belief in divine attributes	giving and explaining	oral and written tests

23	2	Seeing God Almighty in this world	What results from belief in divine attributes	giving and explaining	oral and written tests
24	2	Fate and destiny	What results from belief in divine attributes	giving and explaining	oral and written tests
25	2	Belief in predestination and destiny and their relationship to reparation	What results from belief in divine attributes	giving and explaining	oral and written tests
26	2	Taking reasons	What results from belief in divine attributes	giving and explaining	oral and written tests
27	2	The emergence of the problem of predestination	Fate and destiny	giving and explaining	oral and written tests
28	2	The emergence of the problem of predestination	Fate and destiny	giving and explaining	oral and written tests
29	2	The emergence of the problem of predestination	Fate and destiny	giving and explaining	oral and written tests
30	2	<b>Second semester xams</b>			

### 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, written exams, reports, etc.

### 12- Education and teaching resources

Required textbooks (methodology, if any)	Fundamentals of the Islamic Religion ((Dr. Rushdi Alian and Dr. Qahtan Al-Douri))
Main references (sources)	Revival of Religious Sciences by Abu Hamid Al-Ghazali, Explanation of Al-Nasafiyyah by Saad al-Din al-Taftazani, and Tahdheeb al-Sanusiya by Saeed Fouda.
Mainstream recommended books and references (scientific journals, reports.....)	1- Tahdheeb al-Sanusiya by Saeed Fouda 2- Prophecies and related matters by Al-Razi 3- Al-Tahawi's Creed by Al-Tahawi 4- The Muslim Creed by Al-Ghazali
Internet sites	<a href="https://www.iasj.net/iasj/download/42d7a87940f527f8">https://www.iasj.net/iasj/download/42d7a87940f527f8</a>

## Course description form

1- Course Name: Methodological jurisprudence on the doctrine of Imam al-Shafi 'i	
2- Course Code	
3- Semester/year : 2024-2025	
4- The date this description was prepared : 3 /3/2025	
5- Available attendance forms : Mandatory	
6- Number of study hours (total) / number of units (total) : 60	
7- Name of the course administrator (if more than one name is mentioned) the name : shahid eabd alkarim husayn Email:	
8- Course objectives	
Objectives of the study material:	<p>A– Cognitive objectives</p> <p>A1- That students become acquainted with the subject of Islamic jurisprudence.</p> <p>A2- That students become acquainted with the methods of teaching jurisprudence.</p> <p>A4- A brief statement of the jurisprudence’s differences, along with a statement of the preponderant opinion.</p> <p>B- Skills goals</p> <p>B1 - That students be able to apply jurisprudential issues as the wise lawmaker intended.</p> <p>B2 - Keeping up with emerging issues and catastrophes in the Islamic world.</p> <p>B3 - Explanation of jurisprudence in ways</p> <p>C- Emotional and value goals</p> <p>C1- Getting closer to God by applying the Sharia rulings.</p> <p>C2- Cultivating the love of knowledge and working with it in the souls of students</p> <p>. C3- Certainty of the importance of Sharia knowledge because it is specific to the acts of worship that it applies</p>
10- Teaching and learning strategies	

1. Delivering, lecturing, and acting out some jurisprudential issues
2. Role-playing
3. Practical application
4. Brainstorming
5. Discussion

#### Course structure

the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	Identifying the subject of Islamic jurisprudence and jurisprudence	Introduction to jurisprudence, language and idiom	Lecture	Tests
2	2	Distinguish misnomer	Preface to the Study of Jurisprudence	Lecture	Tests
3	2	Knowing how to be clean in accordance with the Code	THE DOOR OF CHARACTERISTICS AND ITS CONNECTS	Lecture	Tests
4	2	To know what water is used for light than for .others	Water, kinds of water, and what's good for light or .not	Lecture	Tests
5	2	Knowing about all the regulations, regulations, disincentives, and deprecations of the light	Light tightness	Lecture with Acting	Tests
6	2	=====	=====	Lecture with Acting	Tests
7	2	Statement on the	THE PRAYER	Lecture	Tests

		meaning, importance and etiquetness of prayer	BOOK AND ITS CONCLUSIONS	with Acting	
8	2	State the terms, Spaces and duties of prayer	=====	Lecture	Tests
9	2	=====	.Parks of prayer	Lecture	Tests
10	2	=====	The terms of prayer	Lecture	Tests
11	2	=====	Prayer .abominations	Lecture	Tests
12	2	=====	Congregation Prayer Judgments	Lecture	Tests
13	2	Statement of the meaning of zakat	Book of Zakat	Lecture	Tests
14	2	Money collected at zakat	Role, terms and requirements	Lecture	Tests
15	2	Test	test	test	Test
16	2	Money collected at zakat	Trade offerings	Lecture	Tests
17	2	=====	Zakat metal and ore	Lecture	Tests
18	2	Items due for zakat	Zakat banks	Lecture	Tests
19	2	=====	Eligibility conditions for zakat	Lecture	Tests
20	2	Differentiate zakat from charity of mushrooms	.Mushroom charity	Lecture	Tests
21	2	DEFINITION OF LENT	.The book of fasting	Lecture	Tests
22	2	Keeping Lent From Corruption	Conditions of Validity of Lent	Lecture	Tests

23	2	.Lenten	Fasting Etiquette and Hates	Lecture	Tests
24	2	Unprescribed Fasting Types	Volunteer fasting	Lecture	Tests
25	2	Definition of retreat	.Retreat tight	Lecture	Tests
26	2	DEFINITION OF HAJJ	THE PILGRIMAGE BOOK	Lecture	Tests
27	2	Hajj provisions	.Park and terms	Lecture	Tests
28	2	=====	Hajj duties	Lecture	Tests
29	2	=====	The age of pilgrimage	Lecture	Tests
30	2	Tests	Tests	Tests	Tests

#### 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, written exams, reports, etc.

#### 12- Education and teaching resources

Required textbooks (methodology, if any)	JUDGES
Main references (sources)	Islamic jurisprudence and its application (d. Wahba Al-Zahili, Methodological Jurisprudence .Mustafa Alkhan
Mainstream recommended books and references (scientific journals, reports.....)	Juridical encyclopedias such as Kuwaiti Juridical Encyclopedia
Internet sites	The official website of the Comprehensive Library, the All-Network, Islam Web website

### Course description form

1- Course Name	
Grammar	
2- Course Code	
3- Semester/year	
2024-2025	
4- The date this description was prepared	
2 / 3 / 2025	
5- Available attendance forms	
Daily attendance	
6- Number of study hours (total) / number of units (total)	
90 study hours	
7- Name of the course administrator (if more than one name is mentioned)	
the name : Hanadi Muhammad Tawfiq Email: <a href="mailto:hanadealbadre@gmail.com">hanadealbadre@gmail.com</a>	
8- Course objectives	
<p>Objectives of the study material:</p> <p>1- Graduating teachers who are religiously, culturally and linguistically qualified to teach Arabic grammar</p> <p>2- Instilling love for God, observing Him, and love of the country in the souls of students</p> <p>3- The student acquires a cognitive skill about linguistic concepts and the development of linguistic thought</p> <p>4- Providing the student with information about the functions of the linguistic system</p>	<p>A- Cognitive objectives</p> <p>A1- That the student understands grammatical and morphological concepts and terminology</p> <p>A2- To classify the relationship between concepts, terms, etc</p> <p>A3- To analyze grammatical structures and explain their meaning</p> <p>A4- To evaluate and apply texts organizing grammatical structures and morphological structure</p> <p>B- Skills goals</p> <p>B1 - Correct reading</p> <p>B2 - Correct writing</p> <p>B3 - Improving calligraphy and drawing letters</p> <p>B4- To acquire the organization of ideas and formulate them well in sound and eloquent structures</p> <p>C- Emotional and value goals</p> <p>C1- Activating the spirit of interaction and cooperation with students and instilling a love of faith in the students' souls</p> <p>C2- To call for understanding the Book of God Almighty, its interpretation and parsing</p> <p>C3- He should love the science of grammar and be interested in it</p>
10- Teaching and learning strategies	

The strategy:

Brainstorming/induction/dialogue and discussion/oral questions

Course structure

the week	Hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2		And her sisters Sources of standard and non-standard nouns	Discussion/delivery	Written test
2	2		Anne and her sisters Sources of three-, four-, five- and six-point nouns and more than each of them	Discussion/delivery	Written test
3	2		solving exercises	Discussion/delivery	Written test
4	2	Nominative chapter	the subject The solid and derivative noun	Discussion/delivery	Written test
5	2		Subject/Solve the exercises	Discussion/delivery	Written test
6	2		the subject Derived nouns: active participle	Discussion/delivery	Written test
7	2		Deputy actor The active participle, the doubtful adjective, and the exaggerated form	Discussion/delivery	Written test
8	2		Deputy actor Make preference name time place	Discussion/delivery	Written test
9	2	Chapter on Mansūbat	Activated by it Name of the instrument and solution to the exercises	Discussion/delivery	Written test
10	2		Object	Discussion/delivery	Written test
11	2		An intransitive verb into one object, two objects, and three	Discussion/delivery	Written test
12	2		Effect for its sake The noun in terms of masculine and feminine	Discussion/delivery	Written test
13	2		Effect for its sake The name in terms of	Discussion/delivery	Written test

			individuals and duality		
14	2	Replay of previous lectures		Discussion/delivery	Written test
15	2	Monthly exam			
16	2		Absolute effect Condensation of names	Discussion/delivery	Written test
17	2		Absolute effect Sound masculine plural	Discussion/delivery	Written test
18	2		The effect is with him The sound feminine plural	Discussion/delivery	Written test
19	2		The effect in it Collecting the crushing Collecting the few	Discussion/delivery	Written test
20	2		The effect in it Plural	Discussion/delivery	Written test
21	2		Exception finite plural forms	Discussion/delivery	Written test
22	2		Exception Plural noun and plural gender noun	Discussion/delivery	Written test
23	2		Exception	Discussion/delivery	Written test
24	2		The diminutive case	Discussion/delivery	Written test
25	2		Condition ya lineage	Discussion/delivery	Written test
26	2		Adverb	Discussion/delivery	Written test
27	2		The exam is monthly	Discussion/delivery	Written test
28	2		Discrimination	Discussion/delivery	Written test
29	2		Discrimination	Discussion/delivery	Written test
30	2	Monthly exam			

### 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, written exams, reports, etc.

### 12- Education and teaching resources

Required textbooks (methodology, if any)	explain Alfi of Malik son
Main references (sources)	Clear grammar - meanings of grammar -

	Arabic morphology, rulings and meanings
Mainstream recommended books and references (scientific journals, reports.....)	Journals and research at the University of Samarra, Baghdad, and Al-Mustansiriya
Internet sites	Aloka website - comprehensive library

**Course description form**

<b>1- Course Name</b>					
Rhetoric					
<b>2- Course Code</b>					
<b>3- Semester/year</b>					
2024-2025					
<b>4- The date this description was prepared</b>					
5/3/ 2025					
<b>5- Available attendance forms</b>					
Daily attendance					
<b>6- Number of study hours (total) / number of units (total)</b>					
60 study hours / number of units per week 4					
<b>7- Name of the course administrator (if more than one name is mentioned)</b>					
the name : faruq shakir Email:					
<b>8- Course objectives</b>					
<b>Objectives of the study material:</b> 1- Enabling students to understand Quranic texts 2- Understanding the scientific and systematic miracle of the Holy Qur'an 3- Applying the science of rhetoric to reality through poetic, literary and Qur'anic texts		<b>A- Cognitive objectives</b> A1-Knowing the rhetorical aspect of the style of the Holy Qur'an A2- Extracting the rhetorical and aesthetic aspects in literary texts A3- Realizing the miracle of the Holy Qur'an A4- Correct understanding of the legal verses <b>B- Skills goals</b> B1 - Improving the level of presentation B2 - Improving the level of perception, understanding and activity B3 - Improving the level of students' writing style <b>C- Emotional and value goals</b> C1- Activating the spirit of interaction and cooperation with students C2- Activating the spiritual side of students C3- Encouragement to learn the Qur'an and understand its texts and rulings			
<b>10- Teaching and learning strategies</b>					
<b>The strategy:</b> Brainstorming/induction/dialogue and discussion/oral questions					
<b>Course structure</b>					
the week	hours	Required educational	Unit name and topic	Learning	Evaluation

		outcomes		method	method
1	2	Adjusting the style of rhetoric	An introduction to the science of rhetoric, its founders, and its beginnings	Discussion/delivery	Written test
2	2		They are the works that studied the science of rhetoric and the distinction between its chapters and the most important schools of rhetoric	Discussion/delivery	Written test
3	2		Style, rhetoric, statement and the difference between them	Discussion/delivery	Written test
4	2	Learn about another style of rhetoric	The relationship of rhetoric to the Qur'anic miracle	Discussion/delivery	Written test
5	2		systems theory	Discussion/delivery	Written test
6	2	Learn about another style of rhetoric	Introduction to semantics	Discussion/delivery	Written test
7	2		The declarative and constructional sentence	Discussion/delivery	Written test
8	2		Adverbs of the Musnad	Discussion/delivery	Written test
9	2		Conditions of the assignee	Discussion/delivery	Written test
10	2		Structural sentence	Discussion/delivery	Written test
11	2		Command	Discussion/delivery	Written test
12	2		forbid	Discussion/delivery	Written test
13	2		Interrogative	Discussion/delivery	Written test
14	2		Wish	Discussion/delivery	Written test
15	2	Monthly exam			
16	2		Call	Discussion/delivery	Written test
17	2		Solving exercises	Discussion/delivery	Written test
18	2		Written exam	Discussion/delivery	Written test

19	2		Advance and delay	Discussion/delivery	Written test
20	2		solving exercises	Discussion/delivery	Written test
21	2		Brevity, redundancy, and equality	Discussion/delivery	Written test
22	2		solving exercises	Discussion/delivery	Written test
23	2		monthly exam	Discussion/delivery	Written test
24	2		Separation and connection	Discussion/delivery	Written test
25	2		solving exercises	Discussion/delivery	Written test
26	2		Palace style	Discussion/delivery	Written test
27	2			Discussion/delivery	Written test
28	2	Solve exercises/share daily			
29	2	A quick review of previous lectures			
30	2	Monthly exam			
<b>11- Course evaluation</b>					
The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.					

<b>12- Education and teaching resources</b>	
Required textbooks (methodology, if any)	Clear eloquence Dr. Ahmed Matloob Dr. Hassan Al-Basir
Main references (sources)	Jewels of Rhetoric in Meanings, Statements, and Badi' Dr. Ahmed Al-Hashemi
Mainstream recommended books and references (scientific journals, reports.....)	Written by Abdul Qaher Al-Jarjani
Internet sites	Aloka Network - and the Interpretation Forum

## Course description form

<b>1- Course Name</b>	
Biography of the Prophet	
<b>2- Course Code</b>	
<b>3- Semester/year</b>	
2024-2025	
<b>4- The date this description was prepared</b>	
3 / 3 /2025	
<b>5- Available attendance forms</b>	
Mandatory daily attendance	
<b>6- Number of study hours (total) / number of units (total)</b>	
60 academic hours	
<b>7- Name of the course administrator (if more than one name is mentioned)</b>	
the name : haydar eabd alfataah jaefar Email:	
<b>8- Course objectives</b>	
Objectives of the study material:	<p><b>A- Cognitive objectives</b></p> <p><b>A1- It explains the events of the biography in the Meccan era (the island community before the mission - the birth of the Prophet, may God bless him and grant him peace - his upbringing - his mission, the stages of the call to Mecca - the migration to Abyssinia - the siege - the first and second sales of Aqaba.</b></p> <p><b>A2- Identifies the most prominent misconceptions about the biography of the Messenger, may God bless him and his family and grant them peace.</b></p> <p><b>A3- Linking what was taken in the theoretical study from the biography to the current reality of the Islamic nation.</b></p> <p style="padding-left: 20px;"><b>A4- He makes a comparison between the situation of the Arabs before and after the Prophet's message.</b></p> <p><b>B- Skills goals</b></p> <p><b>B1 - The student should value his religion in the perfection of its sources of legislation, belief, and worship.</b></p> <p><b>B2- That the student prepares to defend his Prophet, given that the Prophet's Sunnah is the second source of legislation.</b></p> <p><b>B3- That the student discovers the plans of the enemies of Islam to harm him.</b></p> <p><b>B4- For the student to draw comparative tables in other religions, and differentiate between pagans and People of the Book.</b></p> <p><b>C- Emotional and value goals</b></p> <p><b>C1- The student must accept different points of view regarding the legitimacy of multiple sources.</b></p> <p><b>C2- That the student appreciates the efforts of Muslim scholars in the Prophet's biography.</b></p> <p><b>C3- The student should contemplate the sweetness of the Qur'anic verses in light of his study of the Prophet's biography.</b></p>

**C4- The student must be enthusiastic about defending his religion and refuting suspicions about it.**

## 10- Teaching and learning strategies

### The strategy:

Follow all strategies for learning and teaching, such as lecture, brainstorming, cooperative learning, dialogue and discussion.

### Course structure

the week	Hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	Getting to know the course, its teacher, and the learning plan	Defining the biography and stating its learning objectives	Recitation and blackboard	Discussion and daily and semester tests
2	2	The importance of studying it	The first to write about biography	Recitation and blackboard	Discussion and daily and semester tests
3	2	The Arabs, their location and people	Arab peoples	Recitation and blackboard	Discussion and daily and semester tests
4	2	Rule and Emirate in the Arabs	The political and social situation of the Arabs before Islam	Recitation and blackboard	Discussion and daily and semester tests
5	2	Islam is the final religion and its relationship with previous religions	Pre-Islamic times and the remnants of Hanafiism	Recitation and blackboard	Discussion and daily and semester tests
6	2	Arab Religions	Arab Religions	Recitation and blackboard	Discussion and daily and semester tests
7	2	Section Two: From Birth to Mission	His grandfather, father, uncle, peace be upon him	Recitation and blackboard	Discussion and daily and semester tests
8	2	His mother, lineage, birth, peace be upon him	His breastfeeding, his wet-nursing, and his breast-feeding brothers	Recitation and blackboard	Discussion and daily and semester tests
9	2	He split his chest ☞	His return to his mother and then her death	Recitation and blackboard	Discussion and daily and semester tests
10	2	His move from his grandfather's house to his uncle's house	Lake of the Monk, War of the Immoral, Halaf al-Fudul	Recitation and blackboard	Discussion and daily and semester tests

11	2	His marriage to Khadija, building the Kaaba and the arbitration issue	Overall biography before the mission	Recitation and blackboard	Discussion and daily and semester tests
12	2	Section Three: From Mission to Emigration	His retreat, peace be upon him, in the cave of Hira	Recitation and blackboard	Discussion and daily and semester tests
13	2	Signs of prophecy and true vision	The revelation and its types	Recitation and blackboard	Discussion and daily and semester tests
14	2	Replay of previous lectures			
15	2	First semester test			
16	2	Section Four: From the migration to his death	His permission for Muslims to migrate to (Medina (Yathrib	Recitation and blackboard	Discussion and daily and semester tests
17	2	Conspiring against the Prophet, may God bless him and grant him peace, to kill him	The first martyr, our master Ali bin Abi Talib, slept in the bed of the Messenger, may God bless him and grant him peace	Recitation and blackboard	Discussion and daily and semester tests
18	2	The departure of the Prophet, may God bless him and grant him peace, to migrate	The departure of the Prophet, may God bless him and grant him peace, and Abu Bakr al-Siddiq to migrate	Recitation and blackboard	Discussion and daily and semester tests
19	2	The departure of the Prophet, may God bless him and grant him peace, to migrate	Planning the migration route and hiding in the cave of Jabal Thawr	Recitation and blackboard	Discussion and daily and semester tests
20	2	The path of migration and the most important events they experienced on the way to their migration	Quba Mosque, and their arrival in Medina	Recitation and blackboard	Discussion and daily and semester tests
21	2	Foundations of the new society	Building the mosque, brotherhood between the immigrants and the Ansar	Recitation and blackboard	Discussion and daily and semester tests
22	2	Treaties	The treaty between Muslims and those who live with them in the city and its environs Badr, Uhud, Khandaq, the companies, and the expeditions between the raids	Recitation and blackboard	Discussion and daily and semester tests

23	2	Invasions	Umrah Al-Hudaybiyyah and its reform	Recitation and blackboard	Discussion and daily and semester tests
24	2	Invasions	The Battle of Khaybar and the conquest of Mecca	Recitation and blackboard	Discussion and daily and semester tests
25	2	Invasions	The Battle of Hunayn, the Farewell Pilgrimage	Recitation and blackboard	Discussion and daily and semester tests
26	2	Invasions	The events before the death of the Prophet, peace and blessings be upon him, and after his death	Recitation and blackboard	Discussion and daily and semester tests
27	2	The death of the Messenger, peace and blessings be upon him	Events before the death of the Prophet, may God bless him and grant him peace, and after his death	Recitation and blackboard	Discussion and daily and semester tests
28	2	Lessons and lessons from the biography of the Prophet		Recitation and blackboard	Discussion and daily and semester tests
29	2	Replay of previous lectures			
30	2	Second semester 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, written exams, reports, etc.

### 12- Education and teaching resources

Required textbooks (methodology, if any)	The sealed nectar of the blessed is immediate
Main references (sources)	The Biography of the Prophet by Ibn Hisham, The Light of Certainty in the Biography of the Master of the Messengers by Al-Khudari Bey
Mainstream recommended books and references (scientific journals, reports.....)	All books and scientific magazines that talk about the biography of the Prophet, may God bless him and grant him peace
Internet sites	All electronic references and websites that talk about the biography of the Prophet, may God bless him and grant him peace

## Course description form

1- Course Name	
Developmental psychology	
2- Course Code	
3- Semester/year	
2024-2025	
4- The date this description was prepared	
2025- 3 -2	
5- Available attendance forms	
Mandatory daily attendance	
6- Number of study hours (total) / number of units (total)	
60 study hours	
7- Name of the course administrator (if more than one name is mentioned)	
the name : ghufan asmaeil Khalil Email:	
8- Course objectives	
<p>Objectives of the study material:</p> <p>1-taerifaltulaab bibidiyaateilmnafs alnumuiwamubarirat zuhurih wamanahijih .</p> <p>2- tatwir maelumat altulaab fi almafahim al'asasiat lieilm nafs alnumui.</p> <p>3- taerif altaalibat biqawanin alnumui.</p> <p>4- taerif altulaab bimarahlil alnumui lil'iinsan wamutatalibat kuli marhala.</p> <p>5- taerif altulaab bialmushkilat alati yataearad laha almurahiqin watarayiq hali tilk almushkilat.</p>	<p>A- Cognitive objectives</p> <p>A1- aksab altulaab almaerifat aleilmiat li'ahamiyat eilm nafs alnumui fi almajal altarbawi.</p> <p>A2- aksab altulaab almaerifat aleilmiat bimarahlil alnumui lilansan wamutatalibat kuli marhalatin.</p> <p>A3- fahum altulaab kayfiat hali mushkilat alati qad yataearad almurahiqin waitikhadh alqararat alsaayibat bishaniha.</p> <p>A4- taeziz maqadirat wakafa'at altulaab liada' dawrihim altarbawii mustaqbala.</p> <p>B- Skills goals</p> <p>B1- taeziz fani altaeamul ladaa altulaab mstqblan mae tulaabiha wifqan lilmfuruq alfardiat fima baynahum.</p> <p>B2- taeziz dawr altulaab mustaqbalan liada' dawrihim altarbawii mustaqbalan.</p> <p>C- Emotional and value goals</p> <p>C1- asgha' wahtimam altulaab limadat eilam nafs alnumu.</p> <p>C2- musharakat altulaab fi alnashatat almutaealiqat bimadat .eilam nafs alnumu</p> <p>C3- fahum altulaab lilmarahil aleumuriat alati yamuru biha alansan.</p>

C4- fahum altulaab lilmarahil aleumuriat alati yamuru biha alansan.

## 10- Teaching and learning strategies

The strategy:

- 1- alaimtihanat alshahriati.
- 2- tasjil almusharakat likuli altulaabi.
- 3- taqdim taqdir min kuli altulaab ean ahid mawadie eilam nafs alnumu.

## Course structure

the week	Hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	an yataearaf altaalib ealaa maenaa ealam nafs numuin wabayan ahimiatih	maenaa ealam nafs alnumui wahimiatuh	alqa' almuhadara	aikhtibarat nazaria
2	2	an yataearaf altaalib ealaa mubadaa aleamat lilnumui	mabadi aleamat lilnumui	alqa' almuhadara	aikhtibarat nazaria
3	2	an yataearaf altaalib ealaa marahil alati yamuru biha alansan	marahil alnumui	alqa' almuhadara	aikhtibarat nazaria
4	2	an yataearaf altaalib ealaa muathirat numuin	aleawamil almuathira fi alnumui	alqa' almuhadara	aikhtibarat nazaria
5	2	an yataearaf altaalib ealaa turuq lijame almaelumat	asalib jame ' almaelumat	alqa' almuhadara	aikhtibarat nazaria
6	2	an yataearaf altaalib ealaa albuqhuth altuwliat wahimiatih	albuqhuth altuwliat walmustaerida	alqa' almuhadara	aikhtibarat nazaria
7	2	an yataearaf altaalib	marhalat altufulat	alqa' almuhadara	aikhtibarat

		ealaa marhalat altufulat wabayan ahimiat dirasatiha	taerifuh wahimiatuha		nazaria
8	2	an yataearaf altaalib ealaa almarahil tufulatan wamahi almutatalabat alnumuu fiha	marahil altufulat wamutatalibat alnumui fiha	alqa' almuhadara	aikhtibarat nazaria
9	2	an yataearaf altaalib ealaa almuwasasat alati laha dawrufay hayaat altifl	dawralmuwasasat fi altanshiat aliajtimaeia aliajtimaeiat liltifl	alqa' almuhadara	aikhtibarat nazaria
10	2	an yataearaf altaalib ealaa dawr alasirat walmadrasat fi marhalat altufula	dawr alasira waduralmadrasa	alqa' almuhadara	aikhtibarat nazaria
11	2	an yataearaf altaalib ealaa almushkilat altufulat wasbabuhaweilajuha	mushkilat altufula	alqa' almuhadara	aikhtibarat nazaria
12	2	an yataearaf altaalib ealaa almushkilat altufulat wasbabuhaweilajuha	mushkilat altufula	alqa' almuhadara	aikhtibarat nazaria
13	2	an yataearaf ealaa maenaa almurahaqat wahimiatuha	taerif almurahaqa wahimiatuha	alqa' almuhadara	aikhtibarat nazaria
14	2	an yataearaf altaalib ealaa marahil almurahaqa	marahil almurahaqa	alqa' almuhadara	aikhtibarat nazaria

15	2	an yataearaf altaalib ealaa mazahir alnumufii marhalat almurahaqa	alnumuu aljismiu waleaqliu walmaerifiu waliajtimaeiu	alqa' almuhadara	aikhtibarat nazaria
16	2	–	amtihan	–	aikhtibarat mawdueiat wamaqalia
17	2	an yataearaf altaalib ealaa mazahir alnumui fi marhalat almurahaqa	alnamwalianfiealiu waltatawur al'akhlaqiu	alqa' almuhadara	aikhtibarat nazaria
18	2	an yataearaf altaalib almujtamae watathiruh ealaa almarahiq	almurahiq walmujtamae	alqa' almuhadara	aikhtibarat nazaria
19	2	an yataearaf altaalib ealaa alasirat watathiriha ealaa almurahiq	alasilat walmarahiq	alqa' almuhadara	aikhtibarat nazaria
20	2	an yataearaf altaalib ealaa almadrasat watathirih ealaa almurahiq	almadrasat walmarahiq	alqa' almuhadara	aikhtibarat nazaria
21	2	an yataearaf altaalib ealaa alaqaran watathiriha ealaa almurahiq	almurahiq walaqiran	alqa' almuhadara	aikhtibarat nazaria
22	2	an yataearaf altaalib ealaa almihnat watathiriha ealaa almurahiq	almurahiq walmihana	alqa' almuhadara	aikhtibarat nazaria
23	2	an yataearaf altaalib	aitijahat almurahiqin	alqa' almuhadara	aikhtibarat

		ealaa aitijahat almurahiqa wamuyulatihim	wamuyuluhum		nazaria
24	2	an yataearaf altaalib ealaa masadir taelim waliatihahat walmuyul walqiam	masadir aiktisab almuyul waliatihahat	alqa' almuhadara	aikhtibarat nazaria
25	2	an yataearaf altaalib ealaa mushkilat almurahiqa fi marhalat althaanawia	mushkilat almurahiqa walta'akhur aldirasiu	alqa' almuhadara	aikhtibarat nazaria
26	2	an yataearaf altaalib ealaa marhalat alrushd wamumayazatiha	taerif marhalat alrushd wamumayazatuha	alqa' almuhadara	aikhtibarat nazaria
27	2	an yataearaf altaalib ealaa mahiat ass marhalat alrushd wamahi abriz khasayisuha	asis marhalat alrushd wakhasayisuha	alqa' almuhadara	aikhtibarat nazaria
28	2	an yataearaf altaalib ealaa alshaykhukhat wamahi mutatalibat almarhala	maenaa alshaykhukhat wamutatalabatih	alqa' almuhadara	aikhtibarat nazaria
29	2	an yataearaf altaalib ealaa amrad alshaykhukha	alshaykhukhat wa'amraduha	alqa' almuhadara	aikhtibarat nazaria
30	2	–	Amtihan	–	aikhtibarat mawdueiat wamaqalia

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, written exams, reports, etc.

12- Education and teaching resources	
Required textbooks (methodology, if any)	ealam nafs alnumui (altufulat walmurahaqati) /Ilduktur hamid eabd alsalam zahran
Main references (sources)	1-ealam nafs altufulat walmurahaqat ,jamal aldiyn alalusii. 2- eilm alnafs altatawurii ,sami earifj. 3- muqadimat fi eilm alnafs aliartiqayiyi ,fadiat eulwan. 4- saykulujiatualnumu,hnan eabd alhamid aleanani. 5- ealam nafs alnumui amtithal zayn aldiyn altufaylii.
Mainstream recommended books and references (scientific journals, reports.....)	Layujad
Internet sites	Layujad

## Course description form

<b>1- Course Name</b>	
high school education	
<b>2- Course Code</b>	
<b>3- Semester/year</b>	
2024-2025	
<b>4- The date this description was prepared</b>	
17 / 3 / 2025	
<b>5- Available attendance forms</b>	
Daily attendance	
<b>6- Number of study hours (total) / number of units (total)</b>	
60 study hours	
<b>7- Name of the course administrator (if more than one name is mentioned)</b>	
the name : hana' tarid krid Email:	
<b>8- Course objectives</b>	
<p><b>Objectives of the study material:</b></p> <ol style="list-style-type: none"> <li>1. taerif altalabat ealaa altatawur altaarikhii lil'iidarati.</li> <li>2. taerif altalabat mafhum alaidarat altaelimiati wakhasayisuha ,mayadin aladarat altaelimiati, wazayif alaidarat altaelimiati ,aladarat alsafiat wal'iidarar altarbawiat wal'iidarar almadrasiati.</li> <li>3. tuerif altalabat ealaa altakhtit alastiratijii w astiratijjaat altakhtit fi aladarat altaelimiati.</li> <li>4. tuerif altalabat ealaa altanzim waltanzim alfaeali.</li> <li>5. tuerif altalabat ealaa kayfiat aitikhadh alqarar fi aladarat almarkaziat wal'iidarar allaamarkaziati.</li> <li>6. tuerif altalabat ealaa alaitisal fi aladarat altaelimiati wama hi eanasir washurut alaitisal wama hi 'ahamu 'anwae alaitisal w muqaranatan bayn alaitisal alasmii walaitisal ghayr alasmii .</li> </ol>	<p><b>A- Cognitive objectives</b></p> <p>A1- tuerif altaalib ealaa nushu' w tatawur al'iidara</p> <p>A2- yastatie altaalib almuqaranat bayn ainawae aladarat aladarat aleamat wal'iidarar altaelimiati wal'iidarar altarbawiat wal'iidarar alsafiat wal'iidarar almadrasiati.</p> <p>A3- tamakan altaalib min maerifat altakhtit wanwae altakhtiti.</p> <p>A4- tamyiz altaalib bayn ainiwae alqiadat watufaruq bayn alqayid walmudiri.</p> <p><b>B- Skills goals</b></p> <p>B1- qudrat altalabat ealaa altamayuz bayn ainiwae aladarati.</p> <p>B2- tanmiat qudrat altalabat ealaa altakhtit waltanzim .</p> <p>B3- yutqin altalabat aliastikhdam alfaeal liwasayil atisalin.</p> <p>B4- tanmiat qudrat altalabat walqudrat ealaa aitikhadh alqarar.</p> <p><b>C- Emotional and value goals</b></p> <p>C1- alalmam bialmadat aldirasiati.</p> <p>C2- tanmiat qudrat altalabat ealaa aleamal altarbawii wal'iidari.</p> <p>C3- almayl nahw astikhdam al'asalib aleilmiati fi hali almushkilat watikhadh alqarari.</p>

<p>7. tuerif altalabat ealaa alhawafiz fi aladarat altaelimia</p> <p>8. tuerif altalabat ealaa anmat alqiadat al'iidariati.</p> <p>9. tuerif altalabat ealaa aladarat almadrasiat , waealaa aliakhtibarat almadrasiati, waealaa al'ashraf altarbawii wa'ahdafuh anuae khasayis almushraf altarbawii.</p>	
--	--

## 10- Teaching and learning strategies

The strategy:

alaliqa' walmuhadaratu, altamthil bial'adwari, altatbiq aleamaliu, aleasf aldihniyu , walmunaqashatu.

### Course structure

the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	aladarat waltaerif altaerif bial'iidarati wanishawiha	aladarat nash'ataha watatawuruha altaarikhiu	sharh almuhadara	alaikhtibarat
2	2	altaearuf ealaa ainwae aladara waealaqatuha bial'iidarati aleama	aladarat aleamat waealaqatuha bial'iidara altarbawiat wal'iidarati altaelimia wal'iidarati alsafiat wal'iidarati almadrasia	sharh almuhadara	alaikhtibarat
3	2	altaearuf ealaa aladarati altaelimiat w khasayisuha wamayadinuha	khasayis mayadin aladara altaelimia	sharh almuhadara	alaikhtibarat
4	2	altakhtit altaelimiu	wazayif aladarati altaelimiat : altakhtit ahdaf altakhtit altaelimi 'anwae altakhtit	sharh almuhadara	alaikhtibarat
5	2	altakhtit altaelimiu	mueawiqat altakhtit altaelimii aistiratijaat altakhtit altaelimii mumayizat aistiratijaat altakhtit altaelimiu	sharh almuhadara	alaikhtibarat
6	2	Alaimtihan	Alaimtihan	alaimtihan	alaimtihan
7	2	Altanzim	altanzim mabadi altanzim khasayis altanzim alfaeal	sharh almuhadara	alaikhtibarat
8	2	almarkaziat wallaa markazia	almarkaziat wallaa markaziat fi aladarati altaelimia	sharh almuhadara	alaikhtibarat
9	2	aitikhadh alqarar	aitikhadh alqarar anawae alqararati khatuat	sharh almuhadara	alaikhtibarat

			eamaliat aitikhadh alqarar		
10	2	aitikhadh alqarar	al'umur alwajib muraeaatiha eind aitikhadh alqarar	sharh almuhadara	alaikhtibarat
11	2	alqiadat al'iidaria	alqiadat altarbawiat ,mabadi alqiada , 'arkan alqiada	sharh almuhadara	alaikhtibarat
12	2	muqaranat bayn alqayid al'iidarii	alfuruq alfuruq bayn aladara walqiadat ,masadir quat alqiada khasayis alqaeidat altarbawia	sharh almuhadara	alaikhtibarat
13	2	Alaitisal	alaitisal fi aleamal al'iidarii wa'ahamiyatuh ,eanasir eamalia alaitisal , 'asalib alaitisal	sharh almuhadara	alaikhtibarat
14	2	Alaitisal	mayadin aliatisal , 'anwae alaitisal	sharh almuhadara	alaikhtibarat
15	2	Alaimtihan	Alaimtihan	alaimtihan	Alaimtihan
16	2	alhawafiz mubariratuha bialnisba lilmuealimin w bialnisbat liltalaba	alhawafiz fi aladarat altaelimia wa'ahamiyatuh , 'anwae alhawafiz	sharh almuhadara	alaikhtibarat
17	2	al'iidarat almadrasia	al'iidarat almadrasiat ,almafhum ,al'ahamiya	sharh almuhadara	alaikhtibarat
18	2	altaearuf ealaa mahami aladara almadrasiat tijah almujtamae watijah almabnaa almadrasiu w tajahu, almanahiji, aldirasia	mahamu wamaswuwliaat aladara almadrasia	sharh almuhadara	alaikhtibarat
19	2	aliakhtibarat almadrasiat wakayfia aedadaha	aliaikhtibarat almadrasiat, almafhum wal'ahdaf	sharh almuhadara	alaikhtibarat
20	2	al'ashraf altarbawiu	al'ashraf altarbawii: almafhum al'ahamiyat walmabadi	sharh almuhadara	alaikhtibarat
21	2	al'ashraf altarbawiu	'anwae al'iishraf altarbawii mumayizat wamasawi kuli nawe	sharh almuhadara	alaikhtibarat
22	2	Alaimtihan	Alaimtihan	alaimtihan	alaimtihan
23	2	al'ashraf altarbawiu	altakhtit lil'iishraf altarbawii	sharh almuhadara	alaikhtibarat
24	2	al'ashraf altarbawiu	alijatijahat alhadithat al'ashraf altarbawiu	sharh almuhadara	alaikhtibarat

25	2	almusharaf altarbawiu	kifayat wamaharat almishraf altarbawiu	sharh almuhadara	alaikhtibarat
26	2	almusharaf altarbawiu	sulutat almusharaf altarbawii	sharh almuhadara	alaikhtibarat
27	2	altaearuf ealaa kayfiat tanzim altaelim althaanawii	almarhalat althaanawia	sharh almuhadara	alaikhtibarat
28	2	tanzim altaelim althaanawii fi aleiraq	almarhalat althaanawiat fi aleiraq	sharh almuhadara	alaikhtibarat
29	2	Alaimtihan	alaimtihan	alaimtihan	alaimtihan
30	2	murajaeat eama	murajaeat eama	sharh almuhadara	alaikhtibarat

### 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, written exams, reports, etc.

### 12- Education and teaching resources

Required textbooks (methodology, if any)	muhadarat fi madat altaelim althaanawii hasb mufradat almanhaj
Main references (sources)	1. altakhtit altarbawiu :d.ryad sitrak . 2. altakhtit altarbwi:du. eabd allah eabd aldaaym
Mainstream recommended books and references (scientific journals, reports.....)	majalat aladarat aleama kitab al'iidarat waltakhtit altarbawii
Internet sites	<a href="http://www.noor-book.com">www.noor-book.com</a> www. Al3loom/p=4435

## Course description form

1- Course Name

Calculators					
2- Course Code					
3- Semester/year					
2024-2025					
4- The date this description was prepared					
1 / 3 /2025					
5- Available attendance forms					
Mandatory attendance					
6- Number of study hours (total) / number of units (total)					
Grammar: Hours: (60 hours) Units: (120 units)					
7- Name of the course administrator (if more than one name is mentioned)					
the name : yasir karam eabd eali					
Email:					
8- Course objectives					
<p>Objectives of the study material:</p> <p>1- Encouraging students to work on the computer and learn .about it</p> <p>2- It develops in students a love of developing skills and .software</p> <p>3- The student knows the value of the calculator and develops .his skills with it</p> <p>4- Recognizing the importance of printing and typesetting .research</p>		<p>A- Cognitive objectives</p> <p>A1- Training the student to use the computer</p> <p>A2- Acquiring computer technical concepts, skills and trends</p> <p>A3- Gaining the ability to use technical innovations and various means.</p> <p>A4- The student's familiarity with computer component</p> <p>B- Skills goals</p> <p>B1 - Acquiring computer technical concepts, skills and trends</p> <p>B2 - Developing the student's ability to think scientifically through the use of computers</p> <p>B3 - Preparing the student to live in the age of knowledge and information and mastering their tools</p> <p>B4- Acquaintance with global cultures within the framework of the needs of teachers and learners.</p> <p>C- Emotional and value goals</p> <p>C1- Contacting and interacting with its people, within the framework of the principles of the democratic approach</p> <p>C2- Acquiring self-learning skills and training in continuous learning.</p> <p>C3- Developing the ability to deal with diverse sources of information.</p> <p>C4- Using various computer technologies to research, investigate and study various fields.</p>			
10- Teaching and learning strategies					
<p>The strategy:</p> <p>Follow the strategy of methods of lecture, delivery, discussion, dialogue, brainstorming, etc., all of which aim to stimulate thinking in all directions and all possibilities, in order to stimulate the interaction process among students</p>					
Course structure					
the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method

1	1	Theoretical	Physical components	Discussion and presentation	Written or oral exams
	2	Practical			
2	1	Theoretical	Physical components	Discussion and presentation	Written or oral exams
	2	Practical			
3	1	Theoretical	Physical components	Discussion and presentation	Written or oral exams
	2	practical			
4	1	theoretical	Physical components	Discussion and presentation	Written or oral exams
	2	practical			
5	1	theoretical	Physical components	Discussion and presentation	Written or oral exams
	2	practical			
6	1	theoretical	Features And desktop prompts	Discussion and presentation	Written or oral exams
	2	practical			
7	1	theoretical	Features And desktop prompts	Discussion and presentation	Written or oral exams
	2	practical			
8	1	theoretical	Features And desktop prompts	Discussion and presentation	Written or oral exams
	2	practical			
9	1	theoretical	Features And desktop prompts	Discussion and presentation	Written or oral exams
	2	practical			
10	1	theoretical	Features And desktop prompts	Discussion and presentation	Written or oral exams
	2	practical			
11	1	theoretical	Features And desktop prompts	Discussion and presentation	Written or oral exams
	2	practical			
12	1	theoretical	Features And desktop prompts	Discussion and presentation	Written or oral exams
	2	practical			
13	1	theoretical	Teaching program	Discussion and presentation	Written or oral exams
	2	practical	Word 2010 in detail		
14	1	theoretical	Teaching program	Discussion and	Written or

	2	practical	Word 2010 in detail	presentation	oral exams
15	1	theoretical	Teaching program Word 2010 in detail	Discussion and presentation	Written or oral exams
	2	practical			
16	1	theoretical	Teaching program Word 2010 in detail	Discussion and presentation	Written or oral exams
	2	practical			
17	1	theoretical	Teaching program Word 2010 in detail	Discussion and presentation	Written or oral exams
	2	practical			
18	1	theoretical	Teaching program Word 2010 in detail	Discussion and presentation	Written or oral exams
	2	practical			
19	1	theoretical	Teaching program Power Point 2010	Discussion and presentation	Written or oral exams
	2	practical			
20	1	theoretical	Teaching program Power Point 2010	Discussion and presentation	Written or oral exams
	2	practical			
21	1	theoretical	Teaching program Power Point 2010	Discussion and presentation	Written or oral exams
	2	practical			
22	1	theoretical	Teaching program Power Point 2010	Discussion and presentation	Written or oral exams
	2	practical			
23	1	theoretical	Teaching program Power Point 2010	Discussion and presentation	Written or oral exams
	2	practical			
24	1	theoretical	Teaching program Power Point 2010	Discussion and presentation	Written or oral exams
	2	practical			
25	1	theoretical	Principles of Internet science	Discussion and presentation	Written or oral exams
	2	practical			
26	1	theoretical	Principles of Internet science	Discussion and presentation	Written or oral exams
	2	practical			
27	1	theoretical	Principles of Internet science	Discussion and presentation	Written or oral exams
	2	practical			
28	1	theoretical	Principles of	Discussion and	Written or

	2	practical	Internet science	presentation	oral exams
29	1	theoretical	Principles of Internet science	Discussion and presentation	Written or oral exams
	2	practical			
30	1	theoretical	Principles of Internet science	Discussion and presentation	Written or oral exams
	2	practical			

### 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, written exams, reports, etc.

12- Education and teaching resources	
Required textbooks (methodology, if any)	OSSU Curriculum
Main references (sources)	Computer laboratories and computer work
Mainstream recommended books and references (scientific journals, reports.....)	Programming platforms like GitHub, Stack Overflow, etc.
Internet sites	Online education sites like Coursera, edX, Udacity, etc.

## **Courses for the third stage**

**Course description form**

1- Course Name	
Recitation and memorization	
2- Course Code	
3- Semester/year	
2024—2025	
4- The date this description was prepared	
15 - 3 -2025	
5- Available attendance forms	
Mandatory	
6- Number of study hours (total) / number of units (total)	
60 hours	
7- Name of the course administrator (if more than one name is mentioned)	
the name : Ahmed Lafta Ali Email: <a href="mailto:ahmed.l.ali@uosamarra.edu.iq">ahmed.l.ali@uosamarra.edu.iq</a>	
8- Course objectives	
Objectives of the study material:	A– Cognitive objectives
Content and its importance -	A1- -Understanding the issues related to the endowment and knowing the correct and incorrect endowment
Defining the endowment linguistically and terminologically, explaining its ruling, and knowing each section and its ruling -2	A2-Knowing ways to develop the skill to absorb the lessons
Explaining the types of voluntary moratoriums, their types, examples, rulings, and signs -3	A3- Understanding the most important factors that benefit from knowing the rulings on stopping and starting
The beginning and its types, and an explanation of how to stop correctly -4	A4-Understanding the most important conditions that must be met in the science of stopping and starting
Silence, its definition. -5	A5- Benefiting from knowing the details contained in this science
Silence in the places of Hafs on the authority of Asim. -6	A6- Students apply this information during the lesson and ask them to observe the conditions
Explanation of the	- B1 - Distinguishing between a valid stop or not
	B2 - Knowing when the endowment is valid, obligatory, good .and bad
	B3 - Knowing the initiation and its types
	B4- Knowing the ways to read some different words in the novel
	B- Skills goals
	B1- C1-Group preparation
	C2- Creating self-confidence in the student
	C3- Encouraging the student to give his best
	C4- Love of group participation

two hamzats of connection and separation, the ruling on starting with them, their examples, and their .ruling	C- Emotional and value goals
---	------------------------------

## 10- Teaching and learning strategies

The strategy:

Use the blackboard -1

Detailed explanation and repetition of the material until comprehension -2

Make the student a mainstay in the lecture by giving him the opportunity to participate -3

### Course structure

the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	Recitation of the first Surat Al-Mujadila, the stop and the start	The meaning of stopping and starting and their divisions	Delivering, explaining and reading	Question, answer and test
2	2	Recitation, types of moratorium		Delivering, explaining and reading	Question, answer and test
3	2	Recitation, silence, pieces	The complete cessation, the sufficient, the good, the ugly	Delivering, explaining and reading	Question, answer and test
4	2	Recitation, initiation	The difference between stopping and being silent, cutting	Delivering, explaining and reading	Question, answer and test
5	2	Recitation, starting with hamzat al-wasl	Definition of initiation and explaining its types	Delivering, explaining and reading	Question, answer and test
6	2	Recitation, combination of the hamzat al-wasl and qat`	How to start with hamzat al-wasl in nouns, letters, and verbs	Delivering, explaining and reading	Question, answer and test
7	2	Recitation, the hamza of the pieces that are for questions is preceded by the hamza of wasl	The hamzat al-wasl precedes the hamzat al-qat`	Delivering, explaining and reading	Question, answer and test
8	2	Recitation, aspects of endowment	In verbs and nouns	Delivering, explaining and reading	Question, answer and test
9	2	Recitation, pure stillness	Standing on the truth of the other	Delivering, explaining and reading	Question, answer and test
10	2	Recitation, types of words that are paused in multiple ways	Rum and cantaloupe	Delivering, explaining and reading	Question, answer and test

11	2	Recitation, the third type	Type I Type II	Delivering, explaining and reading	Question, answer and test
12	2	Recitation, fourth type	The last word must be vowelized	Delivering, explaining and reading	Question, answer and test
13	2	Recitation, fifth type	The last word should be Menuna	Delivering, explaining and reading	Question, answer and test
14	2	Recitation, type six	The end of the word should be a vowel hamza	Delivering, explaining and reading	Question, answer and test
15	2	Recitation, type seven	The end of the word must be a stressed letter	Delivering, explaining and reading	Question, answer and test
16	2	Recitation, type eight	The end of the word "ha" should be a metaphor	Delivering, explaining and reading	Question, answer and test
17	2	Recitation, type nine	The word must end with a feminine letter	Delivering, explaining and reading	Question, answer and test
18	2	Recitation, summary tables	The end of the word must be silent at all	Delivering, explaining and reading	Question, answer and test
19	2	Recitation, stopping at the other's problem	Tables of types of endowments on Sahih Al-Akhir	Delivering, explaining and reading	Question, answer and test
20	2	Recitation, rulings on pausing on a word, the end of which is waw	Rulings on pausing on a word whose ending is an alif	Delivering, explaining and reading	Question, answer and test
21	2	Recitation, rulings on the word, the last of which is Ya' Madiya	Proof of the Waw Medea	Delivering, explaining and reading	Question, answer and test
22	2	Recitation of the first Surat Al-Mujadila, the stop and the start	Proof of the tidal wave and waqf	Delivering, explaining and reading	Question, answer and test
23	2	Recitation, types of moratorium	Words that differ between parts and connections	Delivering, explaining and reading	Question, answer and test
24	2	Recitation, silence, pieces	They thought that there was no refuge from God except in Him	Delivering, explaining and reading	Question, answer and test
25	2	Recitation, initiation	From what was mentioned, it was cut off by agreement in two places	Delivering, explaining and reading	Question, answer and test
26	2	Recitation, starting with hamzat al-wasl	Everything mentioned is separated without disagreement in Surat Ibrahim	Delivering, explaining and reading	Question, answer and test
27	2	Recitation, combination of the hamzat al-wasl and qat`	If not, it is connected to an agreement in Hood	Delivering, explaining and	Question, answer and

				reading	test
28	2	Recitation, the hamza of the pieces that are for questions is preceded by the hamza of wasl	The genitive lam appears in four places	Delivering, explaining and reading	Question, answer and test
29	2	Recitation, aspects of endowment	If.....a mother's son	Delivering, explaining and reading	Question, answer and test
30	2	Recitation, pure stillness	The Qur'ans agreed to cut off what from what	Delivering, explaining and reading	Question, answer and 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, written exams, reports, etc.

### 12- Education and teaching resources

Required textbooks (methodology, if any)	Al-Mounir in the provisions of Tajweed. 2006 Written by a group of scholars.
Main references (sources)	The Science of Tajweed, Theoretical Provisions and Practical Notes, Level Two, Dr. Yahya Abdul Razzaq Al-Ghouthani
Mainstream recommended books and references (scientific journals, reports.....)	The aim of the disciple in the science of Tajweed, the rulings on Tajweed and recitation by Faraj Tawfiq, the science of Tajweed by Mudar Al-Sahhaf
Internet sites	Mudkir website, and all the websites that work with this science

## Course description form

<b>1- Course Name</b>	
Explanation	
<b>2- Course Code</b>	
<b>3- Semester/year</b>	
2024-2025	
<b>4- The date this description was prepared</b>	
2025/3/5	
<b>5- Available attendance forms:</b>	
Daily attendance is mandatory	
<b>6- Number of study hours (total) / number of units (total)</b>	
60 hours	
<b>7- Name of the course administrator (if more than one name is mentioned)</b>	
the name : aws nazim 'ahmad Email:	
<b>8- Course objectives</b>	
<b>Objectives of the study material:</b> <b>1-Shedding light on the public's opinions on the verses of the rulings so that the student can rely on them as a basis in his daily life</b> <b>2- Building a base based on the first source of legislation, which is the Holy Qur'an, in order to build an educated society according to religious frameworks</b> <b>3-Training students on the diverse use of scientific sources and references, especially books of interpretations</b> <b>4- Preparing students to teach this subject in the educational institutions in which they will work after graduation</b> <b>5-Linking the interpretation material to other subjects and considering it a link between the legal sciences</b>	<b>A- Cognitive objectives</b> <b>A1- A1- Trying to bring the meaning of the Qur'anic text closer to the student's .mind with easy words and a distinct style</b> <b>A2- Contemplate the Qur'anic text and extract the secrets, expressive connotations, and signs that lead the student to benefit from the gifts and .miracles of the Qur'an</b> <b>A3- Benefiting from the meanings of the Qur'anic text in correcting behaviors .and trying to correct the imbalance between individuals and groups</b> <b>A4- Highlighting the educational aspect as guided by the Qur'anic verses and explaining the Qur'anic approach to the education of the individual and the .group</b> <b>B- Skills goals</b> <b>B1- B1 - Being able to interpret verses of the Holy Qur'an systematically</b> <b>B2 - Quoting stories contained in Qur'anic surahs and linking them to today's events</b> <b>B3 - Developing the rhetorical and linguistic sense to savor the verses of the Holy Qur'an and enjoy their beauty</b> <b>C- Emotional and value goals</b> <b>C1- C1- That the student feels the sanctity of the Qur'anic meaning through interpretation methods and sources</b> <b>C2- Qualifying the student scientifically and emotionally in acquiring correct interpretation methods</b> <b>C3- For students to contemplate spiritually in the context of Qur'anic meanings</b> <b>C4- To feel the importance of the sources of interpretation and adopt them from their Qur'anic and narrative origins</b>
<b>10- Teaching and learning strategies</b>	

**The strategy: Teamwork and cooperative learning strategy****Discussion strategy****Reciprocal teaching strategy****Presentation strategy****Question and answer strategy****Blackboard use strategy****Course structure**

the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	A historical overview of interpretation and the most important interpretations: Knowing when interpretation of the verses of the Holy Qur'an began, whether during the lifetime of the Prophet or after his .death	Interpretation history	Discussion, and blackboard	Oral exam
2	2	You know the refuge and its interpretation as to whether it is included in the Qur'an or not Identify some linguistic meanings such as shattan, diet, and other meanings	Excuse me	elocution	A written test
3	2	Basmala, its definition and interpretation ?Is it part of the wall or not	Basmalah	Discussion, and blackboard	Oral exam
4	2	Knowing the names of Surah Al-Fatihah and whether it is permissible to pray without it	Interpretation of the verses of Surat Al-Fatiha	Discussion and presentation	Theoretical test A written test
5	2	Knowing the first kiss and why it changed the kiss later	Heading to the Kaaba	Question and answer	Theoretical test
6	2	Know the meaning of striving and why	Knowing the meaning of striving and why God designated Safa and Marwa In this position	Using the blackboard and illustrative diagrams of the migration of Our Lady Hagar between Egypt and the Levant and then to the Sacred House of God	A written test
7	2	Knowing the punishment and consequences of concealing knowledge	Hiding knowledge	Diction	Oral test
8	2	Enjoying all the good things that God has made lawful for people, including food and	Permissibility of good things	the blackboard	A written test

		drink			
9	2	Do not approach what God has forbidden in His Holy Book	Prohibition of evil things	Discussion method	Oral test
10	2	Knowing the daily usurious transactions that have become widespread in society without knowledge of their condition, in addition to explaining the general meaning of the verses related to usury	Prohibition of usury	Discussion and presentation method	A written test
11	2	Definition of the types of usury (usury of credit)	Prohibition of usury	Discussion, question and answer	Oral test
12	2	Definition of the types of usury (usury interest)	Prohibition of usury	Discussion, question and answer method	Oral test
13	2	The aesthetic meaning of the verse of religion in addition to the related provisions	Writing religion	Method of presentation, question and answer	A written test
14	2	Terms of the debt, conditions of the debt writer, and the benefits of writing the debt	Writing religion	Method of presentation, question and answer	Oral test
15	2	First semester exam			
16	2	Interpreting the verses related to the subject of tayammum and identifying the most important rulings related to it	Tayammum	Discussion method	Oral test
17	2	Is it obligatory for the person in a state of ritual impurity to enter the body of the body, and the most important sayings of the scholars regarding that, and what is meant by the Almighty's saying (Do not approach prayer while you are drunk) and what are the reasons that permit tayammum	Tayammum	Discussion method	Oral test
18	2	Interpretation of the verses about the prohibition of alcohol and mentioning the reason for the revelation and the purpose of legislating the prohibition of alcohol	Prohibition of alcohol	Discussion, question and answer method	Theoretical test

		And the provisions related to this topic			
19	2	Meanings of the verse words The reason for its descent The overall meaning The most important rulings related to the verse	Shorten the prayer	elocution	Oral test
20	2	Shortening the prayer while traveling is an obligation or a permit, and what the schools of thought say about that, and the evidence of the difference, and what are the places of travel in which prayer is shortened, and the views of the schools of thought on that, and the most important evidence contained on the differences between one school of thought and another	Shorten the prayer	elocution	Oral test
21	2	The fear prayer, its definition, conditions, opinions of the sects regarding it, and the most important evidence received from each sect	Shorten the prayer	elocution	Oral test
22	2	The meanings of the words are the reason for the revelation The general meaning of the aforementioned verses and the provisions related to these verses	Hydrolyzed foods	Discussion, question and answer method	Oral test
23	2	The meanings of the words are the reason for the revelation The general meaning of the aforementioned verses and the provisions related to these verses	Forbidden foods	Discussion, question and answer method	Oral test
24	2	What is meant by contracts and what is intended by them? The ruling on forbidden livestock referred to in the verse: What is zakat valid for	Forbidden foods	Discussion, question and answer method	Oral test
25	2	What is the ruling on what is caught by wild lions and prey? Is it considered forbidden meat? The	Forbidden foods	Discussion, question and answer method	Oral test

		opinions of the sects regarding it and the evidence .of each sect			
26	2	Ablution, its definition, its ruling and its conditions Is it valid to pray without him ?or not	Ablution	Discussion method	Discussion method
27	2	Meanings of words and special verses On the subject of ablution, the general meaning of the provisions related to the verses related to the subject	Ablution	Discussion method	Method
28	2	The meanings of the words mentioned in the topic, the overall meaning, the meanings of the verses, and the rulings related to the verses	The necessity of obeying God's command	Method of presentation and discussion	A written test
29	2	The meaning of the words contained in the verses The overall meaning, rulings related to the verses	Prohibition of alcohol and gambling	Method of presentation and discussion	Discussion method
30	2	End of semester 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, written exams, reports, etc.

### 12- Education and teaching resources

Required textbooks (methodology, if any)	Ahkam Al-Qur'an by Al-Jassas, Ahkam Al-Qur'an by Ibn Al-Arabi
Main references (sources)	The Holy Qur'an, the provisions of the Qur'an by Kia Al-Harasi, the treasure of knowledge
Mainstream recommended books and references (scientific journals, reports.....)	Al-Jami' al-Ahkam al-Qur'an, Tafsir al-Qurtubi, masterpieces of the statement in the interpretation of the verses of the rulings
Internet sites	/https://www.noor-book.com /https://shamela.ws

## Course description form

<b>1- Course Name</b>	
Jurisprudence of Transactions	
<b>2- Course Code-</b>	
<b>3- Semester/year</b>	
2024---2025	
<b>4- The date this description was prepared</b>	
4-3-2025	
<b>5- Available attendance forms Mandatory</b>	
<b>6- Number of study hours (total) / number of units (total) ) is</b>	
60 study hours	
<b>7- Name of the course administrator (if more than one name is mentioned) Ammar Abde Muhammad</b>	
the name :	Ammar abd mohammed
Email:	<a href="mailto:ammar.abd.m@uosamarra.edu.iq">ammar.abd.m@uosamarra.edu.iq</a>
<b>8- Course objectives</b>	
<p><b>Objectives of the study material:</b>  An introduction -  to the subject of Jurisprudence of Transactions, which includes a brief overview of this subject and .the extent of its importance  Defining selling in language -2  and terminology, explaining the definition, explaining its pillars, and the most important options .in it  Explaining what private sales -3  are in terms of the fact that they contain what is permissible and forbidden, not what is false and .false  Explaining usury, its most -4  important types, and the danger of usury dealing on the individual .and society  Explaining usury, its most -5  important types, and the danger of usury dealing on the individual and society</p>	<p><b>A- Cognitive objectives</b>  -A1- Understanding the issues related to sales and knowing what is correct from what is incorrect  A2- Knowing ways to develop the skill to absorb lessons  A3- Understanding the most important factors that benefit from creating and benefiting from contracts  A4- Understanding the most important conditions that must be met by both parties to the contract  A5- Benefiting from the knowledge of the prohibition of objectionable contracts to use them for the public interest  A6- Applying this knowledge in the student's life  <b>B- Skills goals</b>  -B1 - Distinguishing between permissible and necessary contracts  B2 - Knowing when the sale is complete and when there is no option  B3 - Knowing the necessary contract from the permissible contract  B4- Benefiting from disagreement on disputed issues. B  -  <b>C- Emotional and value goals</b>  C1- Group preparation  C2- Creating self-confidence in the student  C3- Encouraging the student to give his best  C4- Love of group participation</p>
<b>10- Teaching and learning strategies</b>	

**The strategy: 1- Question and answer**  
**Continuous preparation -2**  
**Short tests -3**  
**Monthly test -4**

Course structure					
the week	Hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	Exchange	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
2	2	Loan	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
3	2	The giveaway	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
4	2	Conditions for arrest in the gift	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
5	2	Rent	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
6	2	The prize	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
7	2	Reconciliation	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
8	2	Semester exam	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
9	2	Competition over common rights	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
10	2	Hawala	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
11	2	pre-emption	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
12	2	Musaqat	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
13	2	Farmer	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
14	2	Intelligence	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
15	2	Bare	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing

16	2	Company	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
17	2	Al-Anan Company	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
18	2	Al-Qidr	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
19	2	The shot	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
20	2	Mortgage	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
21	2	Provisions of the mortgage contract	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
22	2	Bail	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
23	2	Semester exam	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
24	2	Putting and selling options	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
25	2	Exchange	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
26	2	Loan	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
27	2	The giveaway	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
28	2	Conditions for arrest in the gift	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
29	2	Rent	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing
30	2	The prize	Explain it, including all its details	Lecture, discussion and questioning	Participation, attendance and testing

#### 11- Course evaluation

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

#### 12- Education and teaching resources

Required textbooks (methodology, if any)	Systematic jurisprudence according to the doctrine of Imam Al-Shafi'i
Main references (sources)	The text of purpose and approximation
Mainstream recommended books and references (scientific journals, reports.....)	Al-Bajuri's footnote, Persuasion in the solution of words, Abu Shuja', Mughni Al-Muhtaj, Islamic jurisprudence and its evidence, by Wahba Al-Zuhaili. Systematic jurisprudence according to the doctrine of Imam Al-Shafi'i
Internet sites	Islamic network. Aloka. website

## Course description form

<b>1- Course Name</b>					
Grammar					
<b>2- Course Code</b>					
<b>3- Semester/year</b>					
2024---2025					
<b>4- The date this description was prepared ---</b>					
4-3-2025					
<b>5- Available attendance forms</b>					
Mandatory					
<b>6- Number of study hours (total) / number of units (total)</b>					
Hours 60					
<b>7- Name of the course administrator (if more than one name is mentioned) Muhammad Raji Hassan</b>					
the name : hanadi muhamad tawfiq					
Email:					
<b>8- Course objectives</b>					
<b>Objectives of the study material:</b> <b>An introduction to -1 grammar, which includes a brief overview of this subject and the extent of its importance</b> <b>Definition of grammar, -2 language and terminology, and explanation of the definition</b> <b>Explain what are the most -3 important vocabulary words in grammar</b> <b>An explanation of what -4 speech consists of in the Arabic language</b> <b>Explaining the signs of -5 parsing</b>			<b>A– Cognitive objectives</b> <b>A1- - Understanding issues related to grammatical signs</b> <b>A2- Knowing ways to develop the skill to absorb lessons</b> <b>A3- Understanding the most important factors that benefit from distinguishing between exceptions</b> <b>A4- Understand the most important conditions that must be met in noun signs</b> <b>A5- Benefiting from knowing the differences between grammar scholars</b> <b>A6- Applying this knowledge in the student’s daily life</b> <b>B- Skills goals</b> <b>B1- B1 - Know critical thinking</b> <b>D2- Observation skills</b> <b>D3-Creative thinking</b> <b>C- Emotional and value goals</b> <b>B1 - Distinguish between letters, words, and sentences</b> <b>B2 - Knowing the signs of verbs</b> <b>B3 - Knowing the signs of nouns</b> <b>B4- Benefiting from disagreement on disputed issues -</b>		
<b>10- Teaching and learning strategies</b>					
<b>The strategy: - Use the blackboard</b> <b>Detailed explanation and repetition of the material until comprehension -2</b> <b>Make the student a mainstay in the lecture by giving him the opportunity to participate -3</b>					
<b>Course structure</b>					
the week	hours	Required educational	Unit name and topic	Learning	Evaluation

		outcomes		method	method
1	2	Exception	It is prohibited to exchange	It is prohibited to exchange	It is prohibited to exchange
2	2	Elements of exception	The reason forbidding exchange	The reason forbidding exchange	The reason forbidding exchange
3	2	Judgment	Feminization	Feminization	Feminization
4	2	Excluded from	The crowds are gone for two reasons	The crowds are gone for two reasons	The crowds are gone for two reasons
5	2	the tool	The name stamped with the elongated feminine alphabet	The name stamped with the elongated feminine alphabet	The name stamped with the elongated feminine alphabet
6	2	The excluded	The name stamped with the alphabet in the box	The name stamped with the alphabet in the box	The name stamped with the alphabet in the box
7	2	The letters	Science	Science	Science
8	2	Names	Verbal feminine	Verbal feminine	Verbal feminine
9	2	Actions	Significant feminine	Significant feminine	Significant feminine
10	2	Complete exception	Ajami	Ajami	Ajami
11	2	Lifting status	Mixed compound	Mixed compound	Mixed compound
12	2	accusative	Stamped with one thousand and one letter	Stamped with one thousand and one letter	Stamped with one thousand and one letter
13	2	Prepositional case	The weight of the verb	The weight of the verb	The weight of the verb
14	2	Interrupted exception	Return	Return	Return
15	2		Exam	Exam	Exam
16	2	The hollow exception	The adjective has the weight of two verbs	The adjective has the weight of two verbs	The adjective has the weight of two verbs
17	2	Increase in effectiveness	The adjective has the weight of a verb	The adjective has the weight of a verb	The adjective has the weight of a verb
18	2	Deputy actor	The adjective has the weight of do	The adjective has the weight of do	The adjective has the weight of do
19	2	Lifting to start	The adjective has an active meter	The adjective has an active	The adjective has an active

				meter	meter
20	2	Exception without exception	The call	The call	The call
21	2	Fixed exception	The crier	The crier	The crier
22	2	Negated exception	Types of call	Types of call	Types of call
23	2	The complete negative exception	The Arabized	The Arabized	The Arabized
24	2	Interrupted exception	The added herald	The added herald	The added herald
25	2	The situation and its provisions	Similar to the genitive	Similar to the genitive	Similar to the genitive
26	2	The owner of the situation	Indefinite noun	Indefinite noun	Indefinite noun
27	2	Multiple circumstances	Building	Building	Building
28	2	An adverb of adverb and adverb	Unintentional indefiniteness	Unintentional indefiniteness	Unintentional indefiniteness
29	2	An adverb and a verb phrase	It is prohibited to exchange	It is prohibited to exchange	It is prohibited to exchange
30	2	Semester exam	The reason forbidding exchange	The reason forbidding exchange	The reason forbidding exchange

#### 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, written exams, reports, etc.

#### 12- Education and teaching resources

Required textbooks (methodology, if any)	Explanation of Ibn Aqeel
Main references (sources)	Similarities and analogues in grammar
Mainstream recommended books and references (scientific journals, reports.....)	Al-Jamal by Al-Farahidi
Internet sites	Islamic network. Aloka. website

## Course description form

<b>1- Course Name</b>					
Rhetoric					
<b>2- Course Code</b>					
<b>3- Semester/year</b>					
2024-2025					
<b>4- The date this description was prepared</b>					
4/ 3 / 2025					
<b>5- Available attendance forms</b>					
Daily attendance					
<b>6- Number of study hours (total) / number of units (total)</b>					
60 study hours / number of units per week 4					
<b>7- Name of the course administrator (if more than one name is mentioned)</b>					
the name : Hanadi Muhammad Tawfiq Email: <a href="mailto:hanadealbadre@gmail.com">hanadealbadre@gmail.com</a>					
<b>8- Course objectives</b>					
<b>Objectives of the study material:</b> 1- Enabling students to understand Quranic texts 2- Understanding the scientific and systematic miracle of the Holy Qur'an 3- Applying the science of rhetoric to reality through poetic, literary and Qur'anic texts		<b>A- Cognitive objectives</b> A1-Knowing the rhetorical aspect of the style of the Holy Qur'an A2- Extracting the rhetorical and aesthetic aspects in literary texts A3- Realizing the miracle of the Holy Qur'an A4- Correct understanding of the legal verses <b>B- Skills goals</b> B1 - Improving the level of presentation B2 - Improving the level of perception, understanding and activity B3 - Improving the level of students' writing style <b>C- Emotional and value goals</b> C1- Activating the spirit of interaction and cooperation with students C2- Activating the spiritual side of students C3- Encouragement to learn the Qur'an and understand its texts and rulings			
<b>10- Teaching and learning strategies</b>					
<b>The strategy:</b> Brainstorming/induction/dialogue and discussion/oral questions					
<b>Course structure</b>					
the week	hours	Required educational	Unit name and topic	Learning	Evaluation

		outcomes		method	method
1	2		Introduction to the Science of Bayan/And what is the difference between this science and the sciences of Al-Badi' and Al-Ma'ani	Discussion/delivery	Written test
2	2		Simile, its pillars and types	Discussion/delivery	Written test
3	2		solving exercises	Discussion/delivery	Written test
4	2		representational simile	Discussion/delivery	Written test
5	2		solving exercises	Discussion/delivery	Written test
6	2		Inverted simile	Discussion/delivery	Written test
7	2		solving exercises	Discussion/delivery	Written test
8	2		Implicit simile	Discussion/delivery	Written test
9	2		solving exercises	Discussion/delivery	Written test
10	2	Monthly exam			
11	2		Truth and metaphor	Discussion/delivery	Written test
12	2		Linguistic metaphor	Discussion/delivery	Written test
13	2		solving exercises	Discussion/delivery	Written test
14	2		Metaphor	Discussion/delivery	Written test
15	2		The difference between metaphor and metaphor/solution of exercises	Discussion/delivery	Written test
16	2	Monthly exam			
17	2		The sent metaphor	Discussion/delivery	Written test
18	2		solving exercises	Discussion/delivery	Written test
19	2		Mental metaphor/solving exercises	Discussion/delivery	Written test
20	2		Metaphor/solution of exercises	Discussion/delivery	Written test
21	2	Monthly exam			

22	2		Badi science, its definition and sections	Discussion/delivery	Written test
23	2		Assonance/solution of its exercises	Discussion/delivery	Written test
24	2		Alliteration/Solve its exercises	Discussion/delivery	Written test
25	2		Pun/Solve his exercises	Discussion/delivery	Written test
26	2		Quote/Solution to its exercises	Discussion/delivery	Written test
27	2		Praise similar to disparagement/solution of its exercises	Discussion/delivery	Written test
28	2		counterpoint/solve its exercises	Discussion/delivery	Written test
29	2		Interview/exercise solution	Discussion/delivery	Written test
30	2				Monthly exam

#### 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, written exams, reports, etc.

#### 12- Education and teaching resources

Required textbooks (methodology, if any)	Clear eloquence Dr. Ahmed Matloob Dr. Hassan Al-Basir
Main references (sources)	Jewels of Rhetoric in Meanings, Statements, and Badi' Dr. Ahmed Al-Hashemi
Mainstream recommended books and references (scientific journals, reports.....)	Written by Abdul Qaher Al-Jarjani
Internet sites	Aloka Network - and the Interpretation Forum

### Course description form

1- Course Name	
Principles of jurisprudence	
2- Course Code	
3- Semester/year	
2024-2025	
4- The date this description was prepared	
2-3-2025	
5- Available attendance forms	
Is mandatory	
6- Number of study hours (total) / number of units (total)	
60 study hours	
7- Name of the course administrator (if more than one name is mentioned)	
the name : muhamad eabd alhalim eabd almajid Email:	
8- Course objectives	
Objectives of the study material:	<p>A- Cognitive objectives</p> <p>A1- Knowing the fundamental rules established by scholars to derive rulings</p> <p>A2-- To know that these fundamental rules are parallel to understanding the Arabic phrase, the correct interpretation of it, and knowing what is meant by it</p> <p>A3- Knowledge of deducing legal rulings from their legally recognized sources</p> <p>A4- Knowing that the science of the principles of jurisprudence is one of the Sharia sciences, and that this science is concerned with examining its sources, rulings, their authority, and their levels of</p> <p>B- Skills goals</p> <p>B1- To learn to derive legal rulings</p> <p>B2- To learn to apply general rules to emerging facts</p> <p>B3- To be able to distinguish between evidence</p> <p>B4 - To be able to convey this knowledge to students in the future</p> <p>C- Emotional and value goals</p> <p>C1- Helping students know the fundamental rules and evidence of rulings</p> <p>C2- Cultivating love and reverence for scholars who spared no effort in developing scholars</p>

C3-- Encouraging students to familiarize themselves with fundamental issues  
 C4- Reviving religion in the hearts of students

10- Teaching and learning strategies

The strategy:  
 1-lecture  
 2- Discussion  
 3-Brainstorming

Course structure

the week	Hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	Learn about the principles of jurisprudence	Definition of the principles of jurisprudence and its origins	lecture	Oral exams
2	2		An introduction to the study of governance issues	lecture	Objective questions
3	2		Governance and its sections	Discussion	Objective questions
4	2		Sections of the mandated ruling	lecture	Objective questions
5	2		the duty	Lecture	Oral exams
6	2		The delegate	Lecture	Objective questions
7	2		forbidden	Dialogue	Reports
8	2		The hated	lecture	Objective questions
9	2		Permissible	lecture	Oral exams
10	2		Sections of positive government	Lecture and discussion	Oral exams
11	2		the reason	Brainstorming	Oral exams
12	2		Preventing condition	Discussion	Oral exams
13	2		Validity and invalidity	lecture	Oral exams

14	2		the ruler	Discussion	Oral exams
15	2		Conduct an exam for the previous subject		
16	2		Convicted	Interrogation	Objective questions
17	2		Conditions of the convict	lecture	Objective questions
18	2		The ruling is based on the party to which it is added	Lecture	Objective questions
19	2		The convict	Cooperation	Oral exams
20	2		Eligibility and its types	lecture	Objective questions
21	2		Symptoms of eligibility	Cooperation	Objective questions
22	2		Types of symptoms	Interrogation	Oral exams
23	2		Acquired symptoms	Lecture	a report
24	2		Judgment evidence	Lecture	Objective questions
25	2		The Quran	Lecture	Oral exams
26	2		the year	Discussion	Objective questions
27	2		Measurement	Lecture	Objective questions
28	2		Approval and companionship	Cooperation	Oral exams
29	2		Set up a test and review	Cooperation	Oral exams
30	2		the material	Cooperation	Objective questions

#### 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, written exams, reports, etc.

#### 12- Education and teaching resources

Required textbooks (methodology, if any)	Al-Wajeez in the Principles of Jurisprudence, Dr. Abdul Karim Zidane
Main references (sources)	1-Principles of jurisprudence by Imam Al-Razi 2-Principles of jurisprudence by Imam Al-Sarkhasi
Mainstream recommended books and references (scientific journals, reports.....)	1-Mubtaath Library 2- Al-Ijtihad Magazine
Internet sites	1-Explanation of the book Al-Wajeez in the Principles of Jurisprudence, explained by its author, Dr. Abdul Karim Zaidan 2-Dr. Younis Al-Thalj also explained 3-It was explained by Dr. Fahd bin Ahmed Ali Al-Bahri 4-Everything related to the principles of jurisprudence on websites

### Course description form

1- Course Name
Religion

2- Course Code	
3- Semester/year	
2024-2025	
4- The date this description was prepared	
2/3/2025	
5- Available attendance forms	
Is mandatory	
6- Number of study hours (total) / number of units (total)	
60	
7- Name of the course administrator (if more than one name is mentioned)	
the name : wisam husayn salman Email:	
8- Course objectives	
<p><b>Objectives of the study material:</b></p> <p><b>Introducing students to the characteristics and advantages of the Islamic religion, and explaining the extent of its sublimity and exaltation, and explaining them to the students.</b></p> <p><b>Explaining the most important foundations and rules on which the science of religions is based, expanding students' understandings and enriching their religious knowledge about divine religions.</b></p> <p><b>Explaining the importance of scientific methodology in investigating the history of religions, showing the civilizational aspect of Islam as a doctrine and law, and clarifying suspicions and responding to them.</b></p> <p><b>. Identify the most important areas of knowledge 4 serving this science, and explain the connections between them.</b></p>	<p><b>A- Cognitive objectives</b></p> <p><b>A1- For students to become familiar with the subject .of comparative religions</b></p> <p><b>A2- Enabling students to obtain knowledge and the intellectual framework for the subject of comparative .religion</b></p> <p><b>A3- Students should have knowledge of the history of religions, their beliefs, and the Islamic religion's .opinion of them</b></p> <p><b>A4- That students recognize the similarities and .differences between religions</b></p> <p><b>A5- Preparing students psychologically and educationally for the profession of teaching .comparative religion</b></p> <p><b>. A6- Forming the mature Islamic mind of students</b></p> <p><b>B- Skills goals</b></p> <p><b>B1- For students to be able to trace the history of .religions</b></p> <p><b>B2 - That students value the role of religion science in .dialogue with adherents of other religions</b></p> <p><b>B3 - That students draw tables comparing religions in .beliefs, legislation, holidays, and sanctities</b></p> <p><b>B4- Enabling students with the mechanism of transferring theoretical knowledge to the applied .side</b></p> <p><b>C- Emotional and value goals</b></p> <p><b>C1- The student must accept different points of view .in the etiquette of dialogue among religions</b></p> <p><b>C 2- Instilling a love of knowledge in the hearts of .students</b></p> <p><b>C 3- That the student accepts different points of view</b></p>

.regarding the etiquette of dialogue among religions  
**C 4- The student should be enthusiastic about defending his religion and refuting suspicions about .it**

**9 - Teaching and learning strategies**

The strategy:  
 The lecture  
 Discussion  
 Brainstorming

**Course structure**

the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
First	2	is to become familiar with the science of religions	the concept of religion, language and terminology	lecture	oral exams
second	2	Identifying the sources of Jewish legislation	the Old Testament/its definition	lecture	written tests
Third	2	Identifying the sources of Jewish legislation	the hidden books of the Jews / the Torah and the history of recording its books	lecture	essay questions
Fourth	2	Identifying the sources of Jewish legislation	Identifying the sources of Jewish law, the Talmud	lecture	oral exams
Fifth	2	Identifying the sources of Jewish legislation	editions and importance of the Talmud / doctrines and laws of the Talmud	lecture	essay questions
Sixth	2	Identifying Jewish sects and groups	ancient sects	lecture	oral tests
seventh	2	Identifying Jewish sects and groups	contemporary groups	lecture	written tests
eightth	2	Identifying to know the beliefs of the Jews	the Jewish belief in God	lecture	oral tests
nineth	2	Identifying to know the beliefs of the Jews	Jewish worship	lecture	oral exams
Tenth	2	Identifying to know Jewish laws	Jewish worship	lecture	oral exams
eleven	2	Identifying to know Jewish laws	personal status among the Jews	lecture	oral exams
tweleve	2	Identifying to know Jewish laws	Examples of other Jewish laws/permissible and forbidden in food and drink.	lecture	Written tests
Thirteenth	2	Identifying to know the Jewish holidays	religious holidays	lecture	essay questions
Fourteenth	2	Identifying to know the Jewish holidays	agricultural holidays	lecture	written tests
fifteenth	2	exam	Exam	lecture	exam

Sixteenth	2	Identifying to know the Christian religion	the concept of Christianity and Christianity / an overview of the history of Christianity	lecture	oral tests
Seventeenth	2	Identifying the sources of Christianity	the Old Testament	lecture	essay questions
Eighteenth	2	Identifying the sources of Christianity	the New Testament	lecture	written tests
Nineteenth	2	Identifying the sources of Christianity	general collections	lecture	oral tests
Twenty	2	Identifying the sources of Christianity	special collections	lecture	essay questions
Twenty-one	2	Identifying the doctrines of Christianity	the doctrine of the Trinity and its origins	lecture	written tests
Twenty-two	2	Identifying the sources of Christianity	the divinity of Christ and the doctrine of the crucifixion	lecture	oral exams
Twenty-Three	2	Identifying the Day of Resurrection among Christians	Death and its relationship to sin in Christianity	lecture	Written tests
Twenty-Four	2	Identifying the Day of Resurrection among Christians	Account and Reward in Christianity / Heaven and Hell in Christianity	lecture	Oral Exams
Twenty-Five	2	Identifying the rituals and legislation of Christianity	Legislation in Christianity and its laws	lecture	Written tests
Twenty-sixth	2	Identifying Christian worship,	prayer,	lecture	oral tests
Twenty-seventh	2	Identifying Christian worship	Fasting	lecture	essay questions
Twenty-eighth	2	Identifying the Christian rituals	Hajj	lecture	written tests
Twenty-nine	2	Identifying the Christian worship	pictures of Christian legislation	lecture	oral exams
Thirty	2	Identifying the Christian worship,	types of churches	lecture	written tests

### 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, written exams, reports, etc.

### 12- Education and teaching resources

Required textbooks (methodology, if any)	History of the Jewish and Christian religions / Saadoun Mahmoud Al-Samouk, Rushdi Muhammad Alyan.
Main references (sources)	Comparative Religions / Ahmed Shalabi, Part 3 Jewish religious thought / Hassan Zaza

	Comparative religions/Ahmed Al-Khatib Translator of religions / Asaad Al-Samharani Religions and sects / Muhammad Awad Al- Hazaima
Mainstream recommended books and references (scientific journals, reports.....)	Comparative religions research and studies Dr. Muhammad Abdullah Al-Sharqawi Islam and religions, a comparative study, Dr. Mostafa Helmy Comparative religions and ancient religions Dr. Muhammad Abu Zahra Al-Ustad Magazine, Principle Magazine
Internet sites	There are many sites that a student can review, such as the Muslim Library, the Mishkat Islamic Network, and the Al-Muhtadin Islamic Library for Comparative Religions.

## Course description form

1- Course Name
Teaching methods

<b>2- Course Code</b>	
<b>3- Semester/year</b>	
2024-2025	
<b>4- The date this description was prepared</b>	
7/3/2025	
<b>5- Available attendance forms</b>	
Daily attendance	
<b>6- Number of study hours (total) / number of units (total)</b>	
60 study hours	
<b>7- Name of the course administrator (if more than one name is mentioned)</b>	
the name : haydar eabd alfataah jaefar Email:	
<b>8- Course objectives</b>	
<b>Objectives of the study material:</b> 1- Providing learners with planned educational experiences 2- Developing learners' ability to think scientifically through problem-solving methods 3- Developing learners' ability to work collaboratively or in groups 4- Spreading the spirit of cooperation among students and stimulating 5- the ability to motivate, think, and reason 6- Working on students' abilities to solve problems using modern and advanced methods	<b>A- Cognitive objectives</b> A1- To know the concept of teaching, teaching and learning A2- To know what the concept of strategy is, its methods, the method, and the difference between them A3- To know the educational goals and their types, general, specific and behavioral <b>B- A4- That the student learns about lesson planning and preparing plans</b> <b>Skills goals</b> B - The skills objectives of the course B1 - To be proficient in formulating behavioral objectives B2 - To be able to present a model lesson B3 - Being able to develop a daily plan for teaching a subject B4 - Being able to develop an achievement test to evaluate students <b>C- Emotional and value goals</b> C1- Creating a desire to learn teaching skills C2- Developing feelings of love and appreciation for the teaching profession C3- Instilling the ethics of the teaching profession in students C4 - Strengthening religious faith and human values
<b>10- Teaching and learning strategies</b>	
<b>The strategy:</b> Lecture, discussion, brainstorming and questioning	
<b>Course structure</b>	

the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	Teaching methods	Teaching, the concept of teaching and learning	Oral exams	lecture
2	2	Teaching methods	The importance of teaching method	Oral exams	a lecture
3	2	Teaching methods	General teaching methods	Editorial	Lecture and interrogation
4	2	Teaching methods	General teaching methods	Editorial	Lecture and interrogation
5	2	Teaching methods	General teaching methods	Editorial	Lecture and interrogation
6	2	Teaching methods	Teaching planning	Oral	throw
7	2	Teaching methods	Teaching implementation	Oral	Interrogation
8	2	Teaching methods	Teaching evaluation	Oral	Diction
9	2	Teaching methods	Objective tests	Oral	Lecturers and interrogations
10	2	Teaching methods	Essay test	Oral	lecture
11	2	Teaching methods	Elements of daily lesson planning	Editorial	lecture
12	2	Teaching methods	Class organization	Editorial	lecture
13	2	Teaching methods	Calendar tools	Oral	Interrogation
14	2	Teaching methods	Basics of using the calendar	Editorial	discussion
15	2	Teaching methods	First semester test	Editorial	
16	2	Teaching methods	How to prepare tests	Oral	Interrogation
17	2	Teaching methods	Good test specifications	Oral	Diction
18	2	Teaching methods	General objectives of teaching the Holy Quran	Oral	Discussion
19	2	Teaching methods	Tajweed and its importance	Oral	Discussion
20	2	Teaching methods	Recitation and its virtues	Editorial	Diction
21	2	Teaching methods	Objectives of teaching recitation	Oral	Diction
22	2	Teaching methods	Interpretation and its merits	Oral	Diction
23	2	Teaching methods	Objectives of teaching interpretation	Oral	Discussion
24	2	Teaching methods	Steps for teaching each branch of the Holy Quran and its sciences	Oral	Discussion

25	2	Teaching methods	Objectives of teaching the Prophet's biography	Oral	Diction
26	2	Teaching methods	Objectives of teaching the Prophet's Hadith	Oral	Discussion
27	2	Teaching methods	Objectives of teaching monotheism	Editorial	Diction
28	2	Teaching methods	The importance and virtue of memorizing the Holy Quran	Oral	Diction
29	2	Teaching methods	Objectives of teaching Islamic education	Oral	Diction
30	2	Teaching methods	Second semester test	A written 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, written exams, reports, etc.

#### 12- Education and teaching resources

Required textbooks (methodology, if any)	Methods of teaching the Holy Qur'an and Islamic education , written by Dr. Muhammad Abdullah Al-Hawri and Dr. Muhammad Sarhan Ali Qasim
Main references (sources)	General teaching methods by Dr. Ali Al-Husri, teaching strategy by Dr. Khadra Salem Abdel Hamid
Mainstream recommended books and references (scientific journals, reports.....)	Micro-teaching by Dr. Muhammad Reda, general teaching methods by Dr. Abdul Razzaq Al-Tashni
Internet sites	All websites that publish articles or video lectures explaining and discussing teaching methods and curricula

### Course description form

1- Course Name
Psychological and Educational Guidance Principles
2- Course Code

3- Semester/year					
2024/2025					
4- The date this description was prepared					
3 / 3 / 2025					
5- Available attendance forms					
Mandatory					
6- Number of study hours (total) / number of units (total)					
60 Hours					
7- Name of the course administrator (if more than one name is mentioned)					
the name : maryam muhamad salih Email:					
8- Course objectives					
<b>Objectives of the study material</b> <b>1- Acquiring the concepts of counseling and direction</b> <b>2- Understanding counseling theories</b> <b>3- Training in therapeutic methods</b> <b>4- Mastering the means of gathering information</b> <b>5- Mastering and implementing the counseling session</b> <b>6- Identifying educational, psychological and social problems and ways to deal with them:</b>		<b>A- Cognitive objectives</b> <b>A1- Understanding the concepts related to guidance, counselling, and psychological theories</b> <b>A2- Understanding the ability to explain human behavior according to theories</b> <b>A3- Understanding therapeutic methods and the possibility of application</b> <b>A4- Understanding the theoretical and practical aspects of each theory</b> <b>B- Skills goals</b> <b>B1- Mastering the skill of dialogue and implementing counseling sessions</b> <b>B2 - Mastering verbal and non-verbal communication skills</b> <b>B3 - Mastering the skill of collecting information</b> <b>B4 - Mastering the skill of filtering the information obtained</b> <b>C- Emotional and value goals</b> <b>C1 - Unconditional respect</b> <b>C2 – Acceptance</b> <b>C3 – Conformity</b> <b>C4 - Trust and confidentiality</b>			
10- Teaching and learning strategies					
The strategy: 1- Lectures 2- Brainstorming 3- Dialogue Discussio					
Course structure					
<b>the week</b>	<b>hours</b>	<b>Required educational outcomes</b>	<b>Unit name and topic</b>	<b>Learning method</b>	<b>Evaluation method</b>

1	2	Getting to know the areas of counseling according to the field	Counseling in the Arab-Islamic heritage	Lecture group discussion	Short Tests, Monthly Tests
2	2	Getting to know counseling theories	The goals of guidance and counselling		
3	2	Getting to know the general implications of existential theory	its justifications and objectives		
4	2	Training in methods of gathering information	The relationship between counseling and psychology		
5	2	Training in counseling interviews	religion, and psychotherapy Individual sociology		
6	2	Training in observation	sociology, religion, and psychotherapy		
7	2	Getting to know the personal and professional	Individual ,counselling		
8	2	Getting to know guidance and guidance in school	direct counselling		
9	2	councils and their role in educational guidance	indirect counselling		
10	2	Getting to know On school problems	General foundations of counselling		
11	2	Identifying the problem of academic delay	philosophical foundations		
12	2	Clarifying the meaning of mental health	Psychological foundations		
13	2	Identifying the concept of normality and non-balance	educational and social foundations Neurological ,foundations		
14	2	Identifying normal behavior and its characteristic	ethical foundations Fields		
15	2	Identifying the origins of counseling and guidance	Guidance according to the category that benefits from it		
16	2	Identifying the concept of guidance and counselling	Guidance for children		
17	2	Identifying the relationship of guidance to other sciences	Adolescents		
18	2	Identifying management methods	adults with disabilities		
19	2	Identifying the foundations on which psychological counseling is based	educational guidance		
20	2	Recognizing the psychological principles	,vocational guidance		

		and foundations derived from human nature			
21	2	Recognizing the areas of guidance and counseling	marital guidance		
22	2	Recognizing some disorders	family guidance		
23	2	Recognizing diagnostic criteria for phobia disorders	psychoanalytic theory, self-theory		
24	2	Recognizing diagnostic criteria for pathological fears	behavioral theory		
25	2	Recognizing post-traumatic stress disorder	existential theory		
26	2	Recognizing obsessive-compulsive disorder	rational emotive therapy		
27	2	Recognizing depression and its types	Treatment		
28	2	Recognizing the causes of suicide	Conditions		

#### 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, written exams, reports, etc.

#### 12- Education and teaching resources

Required textbooks (methodology, if any)	Psychological and Educational Guidance Principles
Main references (sources)	
Mainstream recommended books and references (scientific journals, reports.....)	
Internet sites	

### Course description form

1- Course Name

Library and research

2- Course Code

3- Semester/year	
2024–2025	
4- The date this description was prepared	
5/ 3 /2025	
5- Available attendance forms	
Mandatory daily attendance	
6- Number of study hours (total) / number of units (total)	
60 academic hours	
7- Name of the course administrator (if more than one name is mentioned)	
the name : bakr mahmud ealu Email:	
8- Course objectives	
<b>Objectives of the study material:</b>	<p><b>A– Cognitive objectives</b></p> <p>A1- Learn about the concept of the library and its types.</p> <p>A2- Knows the characteristics of research and good qualities of the researcher. He differentiates between the concept of sources and the concept of references.</p> <p>A3- Learn about scientific research methods, explain the steps of preparing scientific research and its components.</p> <p>A4- Learn how to verify ancient Islamic texts.</p> <p><b>B- Skills goals</b></p> <p>B1- Learn how to use the library catalogues.</p> <p>B2- Uses information sources in preparing scientific research.</p> <p>B3- Learn how to prepare comprehensive scientific research.</p> <p>B4- He investigates ancient Islamic texts.</p> <p><b>C- Emotional and value goals</b></p> <p>C1- Encouraging students to visit libraries and learn about them.</p> <p>C2- It develops in students a love of reading and reading information sources.</p> <p>C3- The student acquires the scientific habit of scientific research.</p> <p>C4- The student knows the value of manuscripts and their achievement.</p>
10- Teaching and learning strategies	
The strategy:	

Follow the strategy of methods of lecture, delivery, discussion, dialogue, brainstorming, etc., all of which aim to stimulate thinking in all directions and all possibilities, in order to stimulate the interaction process among students.

**Course structure**

the week	Hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	Introducing the student in the linguistic and terminological sense to the library and the units and divisions that make up the library	Introduction to defining libraries	Explanation and discussion	Written and oral tests
2	2	Explaining the types of libraries and their goals	Types of libraries	Explanation and discussion	Written and oral tests
3	2	Defining the concept of the index and explaining the types of indexes in libraries	Types of catalogs in libraries	Explanation and discussion	Written and oral tests
4	2	Introducing the student to the concept of sources and references and explaining the difference between them	Sources, references and basic concepts	Explanation and discussion	Written and oral tests
5	2	Introducing the student to the characteristics of good scientific research and the characteristics of a successful researcher	Search features Researcher recipes	Explanation and discussion	Written and oral tests
6	2	Introducing the student to the steps of preparing scientific research	The researcher's work (steps for preparing the (research	Explanation and discussion	Written and oral tests
7	2	Introducing the student to how to choose a research topic and how to formulate the research title or define the problem	Choose a topic Title wording	Explanation and discussion	Written and oral tests
8	2	Introducing the student to how to develop a research plan with the application	Research structure ((research plan	Explanation and discussion	Written and oral tests
9	2	Instructing the student to write the introductions that precede the elements that precede the introduction	Research supplements Elements that precede the introduction ((preliminaries	Explanation and discussion	Written and oral tests
10	2	Introducing the student to the components of the introduction and conclusion and writing them	the introduction Conclusion	Explanation and discussion	Written and oral tests
11	2	Introducing the student to the research supplements after the conclusion	Research supplements that come after the conclusion	Explanation and discussion	Written and oral tests

12	2	Introducing the student to traditional and computerized information collection tools, questionnaires, interviews, and observation	Collect scientific material	Explanation and discussion	Written and oral tests
13	2	Teaching the student methods of documenting information and how to document it on cards (folders) and sort it according to the research plan	Writing the material on cards	Explanation and discussion	Written and oral tests
14	2	Teaching the student how to formulate the material and begin writing it	Drafting the material and starting to write it	Explanation and discussion	Written and oral tests
15	2	<b>Second semester test</b>			
16	2	Teaching the student how to classify scientific material	Scientific subject tab	Explanation and discussion	Written and oral tests
17	2	Teaching the student how to write the material in the body, adding, commenting, types of information, and presenting it in the research	Writing the text	Explanation and discussion	Written and oral tests
18	2	Introducing the student to methods of documenting global sources	Documentation of footnotes (documentation (methods	Explanation and discussion	Written and oral tests
19	2	Teaching the student how to document sources of information in research (book, magazine, university thesis, electronic sources, (others	Documentation of footnotes (documentation of books, periodicals, letters, and (electronic sources	Explanation and discussion	Written and oral tests
20	2	Introducing the student to the concept of research methodology in language and terminology, and explaining its types and classification according to some Arab scholars	Scientific research methods: Definition of research method and its types	Explanation and discussion	Written and oral tests
21	2	Introducing the student to the historical research method, its steps, criticizing sources, evaluating the method, and examples of studies about it	Historical research method	Explanation and discussion	Written and oral tests
22	2	Introducing the student to the descriptive research method, its steps and methods, evaluating the method, and examples of	Descriptive research methodology	Explanation and discussion	Written and oral tests

		studies about it			
23	2	Introducing the student to the experimental research method, its steps, evaluating the method, and examples of studies about it	Experimental research methodology	Explanation and discussion	Written and oral tests
24	2	Introducing the student to the historical research method, its steps, data collection tools and applications, evaluating the method, and examples of studies about it	Comparative research methodology	Explanation and discussion	Written and oral tests
25	2	Introducing the student to the concept of investigation in language and terminology and identifying its elements	Editing manuscripts	Explanation and discussion	Written and oral tests
26	2	Introducing the student to the basic elements involved in the investigation of the investigator conducting the investigation, his qualities and skills	definition of ) (investigation Investigation elements	Explanation and discussion	Written and oral tests
27	2	Introducing the student to the controls for selecting manuscripts and the locations of manuscripts	Controls for selecting the manuscript	Explanation and discussion	Written and oral tests
28	2	Introducing the student to the steps of preparing a manuscript investigation with the application	Investigation steps	Explanation and discussion	Written and oral tests
29	2	Introducing the student to the graduation of Qur'anic verses and hadiths and how to explore them	Graduation of verses and hadiths of the Prophet	Explanation and discussion	Written and oral tests
30	2	Second semester 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, written exams, reports, etc.

Required textbooks (methodology, if any)	Lectures on scientific research methods and manuscript editing/Salem Saleh Al-Samarrai
Main references (sources)	1- Fundamentals of Research / Abdul Hadi Al-Fadhli. 2- The library and the principles of research / Mohi Hilal Al-Sarhan and Hamoudi Zein Al-Abidin
Mainstream recommended books and references (scientific journals, reports.....)	All scientific journals that talk about scientific research and libraries
Internet sites	All websites that talk about scientific research and libraries

## **Courses for the fourth stage**

### **Course description form**

1- Course Name

Qur'anic readings					
2- Course Code					
3- Semester/year					
2024-2025					
4- The date this description was prepared					
7/3/2025					
5- Available attendance forms					
Daily attendance is required					
6- Number of study hours (total) / number of units (total)					
60 study hours					
7- Name of the course administrator (if more than one name is mentioned)					
the name : Dr. Mahmoud Hassan Ali Email: <a href="mailto:Mahmood.hass.ali@uosamara.eud.iq">Mahmood.hass.ali@uosamara.eud.iq</a>					
8- Course objectives					
<b>Objectives of the study material:</b>		<b>A- Cognitive objectives</b> <b>A1- Knowledge of Qur'anic readings</b> <b>A2- Knowledge of Shatibiya and Tayyiba</b> <b>A3- Knowledge of narrators and methods</b> <b>A4- Knowing the Qur'anic drawing of dots and syllables</b> <b>B- Skills goals</b> <b>A1- Memorizing the surahs from part seventeen</b> <b>A2- Knowing the Quranic drawing in it</b> <b>A3- Knowing the readings in the surahs in application</b> <b>A4- Knowing the meanings of readings in different readings</b> <b>C- Emotional and value goals</b> <b>A1- He loves the subject and prepares well</b> <b>C2- Attend external courses for the subject to learn more</b> <b>A3- He invites students from outside the department to learn the subject for its benefit</b> <b>A4- He would like me to review the material for him to learn more about this knowledge</b>			
10- Teaching and learning strategies					
The strategy: Oral instruction and blackboard instruction.					
Course structure					
the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method

1	2	Introductions to readings		lecture	the test
2	2	Introductions to readings		lecture	the test
3	2	Introductions to general readings		lecture	the test
4	2	Introductions to general readings		lecture	the test
5	2	Supplies for introductions to readings		lecture	the test
6	2	Supplies for introductions to readings		lecture	the test
7	2	Points according to scholars		lecture	the test
8	2	Points according to scholars		lecture	the test
9	2	Points according to scholars		lecture	the test
10	2	Dictionary and parsing points		lecture	the test
11	2	Introductions to special readings		lecture	the test
12	2	Introductions to special readings		lecture	the test
13	2	Introductions to special readings		lecture	the test
14	2	Introduction to Shattabiya		lecture	the test
15	2	First semester exam			
16	2	Knowing the narration of Hafs		lecture	the test
17	2	Knowing the narration of Hafs		lecture	the test
18	2	Knowing the narration of Hafs		lecture	the test
19	2	save		lecture	the test
20	2	save		lecture	the test
21	2	save		lecture	the test
22	2	Application of readings		lecture	the test
23	2	Names of readers		lecture	the test
24	2	Narrators and methods		lecture	the test
25	2	Preservation		lecture	the test
26	2	Introducing the goodness of publishing		lecture	the test
27	2	save		lecture	the test

28	2	save		lecture	the test
29	2	save		lecture	the test
30	2	Second semester exam			

### 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, written exams, reports, etc.

### 12- Education and teaching resources

Required textbooks (methodology, if any)	Al-Munir's book on the provisions of Tajweed
Main references (sources)	Al-Shatibiyyah, Al-Tayyiba, Al-Nashr, and Al-Wajeez
Mainstream recommended books and references (scientific journals, reports.....)	Iraqi reciter magazine and reports of Iraqi reciter centers
Internet sites	Quranic readings website / interpretation website

## Course description form

<b>1- Course Name</b>	
Quranic miracle	
<b>2- Course Code</b>	
<b>3- Semester/year</b>	
2024/2025	
<b>4- The date this description was prepared</b>	
8 / 3 /2025	
<b>5- Available attendance forms</b>	
Is mandatory	
<b>6- Number of study hours (total) / number of units (total)</b>	
Two hours per week, at a rate of four units per week	
<b>7- Name of the course administrator (if more than one name is mentioned)</b>	
the name : ahisan tah yasin Email:	
<b>8- Course objectives</b>	
<b>Objectives of the study material:</b>	<p><b>A– Cognitive objectives</b></p> <p><b>A1-</b> An introduction to the subject of the Qur’anic miracle, which includes a brief overview of this subject and the extent of its importance</p> <p><b>A2-</b> Definition of the miracle in language and terminology, explaining the definition and explaining its conditions</p> <p><b>A3-</b> Explaining the difference between miracle and dignity, miracle and magic, and the stages of challenge mentioned in the Holy Qur’an</p> <p><b>A4-</b> The history of miracles includes: the role of signs, the role of messages, the role of books, hadith scholars and miracles: Al-Rafi’i, Muhammad Abdullah Daraz, Sayyid Qutb, Metwally Al-Shaarawi</p> <p><b>B- Skills goals</b></p> <p><b>B1-</b> Recognizing the Qur’anic miracle, through which the word of God Almighty is distinguished from others</p> <p><b>B2-</b> Certainty that the Book of God Almighty is the miracle that will remain until the Day of Judgment</p> <p><b>B3-</b> Distinguishing between the different aspects of the Qur’anic miracle</p> <p><b>B4-</b> Benefiting from what the ancients and moderns have written on issues of Quranic miracles</p> <p><b>C- Emotional and value goals</b></p> <p><b>C1-</b> Group preparation</p> <p><b>C2-</b> Create self-confidence in the student</p> <p><b>C3-</b> Encouraging the student to give his best</p> <p><b>C4-</b> Love group participation</p>
<b>10- Teaching and learning strategies</b>	

The strategy:

- 1 - Method of discussion with students
- 2 - Daily preparation
- 3 - Building bridges of trust between the student and the teacher
- 4 - Use the blackboard to explain issues
- 5 - Motivating the student through the principle of reward

Course structure

the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	The concept of miracle Definition of miracle in language and terminology	Introduction to the miracle	Lecture, discussion and question	Question and answer
2	2	Conditions for miracle	Explain it, including all its details	Lecture, discussion and question	Question and answer
3	2	The difference between miracle and dignity, miracle and magic	Explain it, including all its details	Lecture, discussion and question	Question and answer
4	2	The miracle of the Messenger, may God bless him and his family and grant them peace, remains	Explain it, including all its details	Lecture, discussion and question	Question and answer
5	2	Faces of miracles	Explain it, including all its details	Lecture, discussion and question	Question and answer
6	2	The challenge and its stages	Explain it, including all its details	Lecture, discussion and question	Question and answer
7	2	The first Door History of the miracle Chapter One: The efforts of the ancients	Explain it, including all its details	Lecture, discussion and question	Question and answer
8	2	The first role: the role of signals (Al-Nizam and Al-Jahiz)	Explain it, including all its details	Lecture, discussion and question	Question and answer

9	2	The second stage: The role of messages (Jokes in the Miracle of the Qur'an by Al-Rummani)	Explain it, including all its details	Lecture, discussion and question	Question and answer
10	2	Explanation of the Miracle of the Qur'an by Al-Khattabi (Proof of the Arabs' Inability, and His Faces of Miracles)	Explain it, including all its details	Lecture, discussion and question	Question and answer
11	2	The chosen approach, rejecting the objections directed to the words of the Qur'an	Explain it, including all its details	Lecture, discussion and question	Question and answer
12	2	The third floor: the role of books The miracle of the Qur'an by Al-Baqalani (faces of his miracles)	Explain it, including all its details	Lecture, discussion and question	Question and answer
13	2	The things that made the Qur'an a wonderful system	Explain it, including all its details	Lecture, discussion and question	Question and answer
14	2	Semester exam			
15	2	Systems theory according to Abdul Qahir Al-Jarjani	Explain it, including all its details	Lecture, discussion and question	Question and answer
16	2	The value of eloquence, elements of speech, meaning of systems	Explain it, including all its details	Lecture, discussion and question	Question and answer
17	2	The applied rules he mentioned as an explanation of systems theory	Explain it, including all its details	Lecture, discussion and question	Question and answer
18	2	His response to those who claim that virtue is due to words alone is the face of	Explain it, including all its details	Lecture, discussion and question	Question and answer

		the miracle in his view			
19	2	Chapter Two: Hadith scholars and miracles	Explain it, including all its details	Lecture, discussion and question	Question and answer
20	2	The faces of his miracles The style of the Qur'an Systems of the Qur'an	Explain it, including all its details	Lecture, discussion and question	Question and answer
21	2	Muhammad Abdullah Daraz and the great news Explaining the aspects of the miracles of the Qur'an	Explain it, including all its details	Lecture, discussion and question	Question and answer
22	2	Statement that the Qur'an is a linguistic miracle Nullification of the exchange	Explain it, including all its details	Lecture, discussion and question	Question and answer
23	2	The phonetic system in the Qur'an The Qur'an in piece by piece	Explain it, including all its details	Lecture, discussion and question	Question and answer
24	2	Characteristics of the style of the Qur'an Apply it to a piece of the Qur'an	Explain it, including all its details	Lecture, discussion and question	Question and answer
25	2	The Qur'anic miracle according to Sayyid Qutb The graphic miracle, the Quranic word	Explain it, including all its details	Lecture, discussion and question	Question and answer
26	2	Theory of artistic photography Imaging features	Explain it, including all its details	Lecture, discussion and question	Question and answer
27	2	The graphic miracle / The Beach Girl Rhetoricians and miracles	Explain it, including all its details	Lecture, discussion and question	Question and answer
28	2	Semester exam			

29	2	The secret of letters Her position on tandem	Explain it, including all its details	Lecture, discussion and question	Question and answer
30	2	Methods and secret of expression Her talk about rhyme	Explain it, including all its details	Lecture, discussion and question	Question and answer

#### 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, written exams, reports, etc.

#### 12- Education and teaching resources

Required textbooks (methodology, if any)	The Qur'anic Miracle / Fadl Hassan Abbas Investigations into the Miracles of the Qur'an, Dr. Mustafa Muslim
Main references (sources)	The statement in the miracle of the Qur'an, Dr. Salah Al-Khalidi Evidence of the Miraculous / Abdul Qahir Al-Jarjani
Mainstream recommended books and references (scientific journals, reports.....)	Artistic photography in the Holy Qur'an / Sayyid Qutb The graphic miracle in the Qur'an / Bint Al-Shati
Internet sites	Islamic network. Aloka. Website, Arabic Encyclopedia

### Course description form

1- Course Name

Analysis of the Quranic text	
2- Course Code	
3- Semester/year	
2024/2025	
4- The date this description was prepared	
10 / 3 /2025	
5- Available attendance forms	
Is mandatory	
6- Number of study hours (total) / number of units (total)	
Two hours a week at a rate of four units	
7- Name of the course administrator (if more than one name is mentioned)	
the name :Wisam Khadheir Dhari Email:wisaam.kh283@uosamaarra.edu.iq	
8- Course objectives	
<b>Objectives of the study material:</b>	<p><b>A– Cognitive objectives</b></p> <p><b>A1- An introduction to the subject of the Analytical Interpretation Method, which contains a brief overview of this subject and the extent of its importance</b></p> <p><b>A2- Informing students about how to benefit from studying this subject in analyzing the Qur’anic text</b></p> <p><b>A3- Learn about the various sciences that are the basis on which researchers rely using this approach</b></p> <p><b>A4- This approach leads to living within the Qur’anic atmosphere, and thanks to it, the accuracy of the Qur’anic expression is revealed, as well .as the interconnectedness of the context</b></p> <p><b>B- Skills goals</b></p> <p><b>B1- Distinguish between different interpretations</b></p> <p><b>B2-- Access to different sciences is one of the interpreter’s tools</b></p> <p><b>B3- Benefiting from the linguistic significance of Quranic words</b></p> <p><b>B4- Benefiting from analysis methods in scientific research in all fields</b></p> <p><b>C- Emotional and value goals</b></p> <p><b>C1- Group preparation</b></p> <p><b>C2- Group preparation</b></p> <p><b>C3- Encouraging the student to give his best</b></p> <p><b>C4- Love group participation</b></p>
10- Teaching and learning strategies	
The strategy:	

- 1- Use the blackboard
- 2- Detailed explanation and repetition of the material until comprehension
- 3- Make the student a mainstay in the lecture by giving him the opportunity to participate

**Course structure**

the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	Introduction to the analytical interpretation method	Introduction to text analysis	Lecture, discussion and questioning	Question and answer
2	2	Development of interpretive approaches	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
3	2	The importance of the analytical interpretation approach	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
4	2	Chapter one Controls for understanding the Qur'anic text	The first topic Transport assets	Lecture, discussion and questioning	Question and answer
5	2	The first requirement The Holy Quran	The second requirement The purified year	Lecture, discussion and questioning	Question and answer
6	2	The second topic Linguistic rules for understanding the Qur'anic text	The first requirement Putting the word to meaning Definition of private	Lecture, discussion and questioning	Question and answer
7	2	The absolute, the restricted Carrying the absolute on the restricted	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
8	2	The command Prohibition	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
9	2	General	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
10	2	Subscriber The interpreter	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
11	2	The second requirement Using the word in	the truth Metaphor	Lecture, discussion and questioning	Question and answer

		meaning			
12	2	The frank one Metonymy	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
13	2	The third requirement The meaning of the word	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
14	2	Clear significance It seems.Text	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
15	2	Interpreter arbitrator	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
16	2	Unclear meaning The hidden one The problem	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
17	2	Semester exam			
18	2	Overall Similar	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
19	2	The third topic Fundamental rules for understanding the Qur'anic text	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
20	2	The second requirement Conflict and ways to resolve it	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
21	2	Copy	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
22	2	Steps of the analytical interpretation approach	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
23	2	The second topic Reasons for going down	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
24	2	The third topic Suitable verses and surahs	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
25	2	The fourth section What is the benefit of the text?	Explain it, including all its details	Lecture, discussion and questioning	Question and answer

26	2	the fourth chapter Analysis of Surat Al-Nasr	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
27	2	The place where the Surah was revealed and its order in terms of revelation and the Qur'an	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
28	2	Reasons for the descent and its history	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
29	2	Rhetorical issues	Explain it, including all its details	Lecture, discussion and questioning	Question and answer
30	2	Semester exam			

#### 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, written exams, reports, etc.

#### 12- Education and teaching resources

Required textbooks (methodology, if any)	An analytical interpretation approach to the Qur'anic text, Surat Al-Nasr, as a model Dr.. Muhammad Saleh Al-Hamdani
Main references (sources)	Analysis of the Qur'anic text: Dr. Kasid Yasser Al-Zaidi
Mainstream recommended books and references (scientific journals, reports.....)	Linguistic interpretations, jurisprudential interpretations, books on the causes of revelation The books of the copyist and the abrogated
Internet sites	Islamic network. Aloka. Website, Arabic Encyclopedia

### Course description form

1- Course Name
Methods of interpreters

2- Course Code	
3- Semester/year	
2024–2025	
4- The date this description was prepared	
2025–3–5	
5- Available attendance forms	
Mandatory	
6- Number of study hours (total) / number of units (total)	
60	
7- Name of the course administrator (if more than one name is mentioned)	
the name : RABAB FADIL KHALAF MUHAMMED Email: rabab.f@uosamarra.edu.iq	
8- Course objectives	
<p><b>Objectives of the study material:</b> graduating religiously and culturally qualified male and female teachers to teach the subject of interpretation in the subject the middle and high schools in the Iraqi country</p> <p>2_installing a love for the book of god, knowledge of its signs in the souls of male and female.</p> <p>3_Graduating male and female students capable of positive interaction in society and influencing it</p> <p>4_Implanting Islamic values and concepts through knowledge of the meanings of the Holy Qur'an</p>	<p><b>A– Cognitive objectives</b></p> <p><b>A1-</b>Male and female students' knowledge of the importance of the science of interpretation</p> <p><b>A2-</b>Male and female students' knowledge of the types of interpretation</p> <p><b>A3-</b>Knowing the approach of the Prophet, may God's prayers and peace be upon him, in interpretation</p> <p><b>A4-</b>Knowing the approach of interpreting the Companions, may God be pleased with them</p> <p><b>A5-</b>Knowing the approach of the interpreters by tradition</p> <p><b>A6-</b>Knowing the approach of the interpreters based on opinion</p> <p><b>B- Skills goals</b></p> <p><b>B1-</b>Graduating male and female students who have the high competence to contemplate the Holy Qur'an and understand its meanings</p> <p><b>B2-</b>Introducing male and female students to the method of scholars interpreting the Holy Qur'an</p> <p><b>B3-</b>Teaching male and female students the importance of the science of interpretation and that it is the one that leads to what God Almighty wants from the Qur'an</p> <p><b>B4-</b>Introducing the student to his duty towards society</p> <p><b>C - Emotional and value-based goals</b></p> <p><b>C- Emotional and value goals</b></p> <p><b>C1-</b>Implanting love for the Book of God in the souls of male and female students</p> <p><b>C2-</b>Implanting Piety in the hearts of male and female students through</p>

**interpretation of the verses and what God wants from them**  
**C3-Reviving the concept of trustworthiness in teaching them the Holy Qur'an**  
**C4-Developing virtuous ethics among students in the light of the interpretation of verses that deal with decent ethics**

**10- Teaching and learning strategies**

The strategy:

- 1- Dialogue and discussion strategy through questions and answers.
- 2- Lecture strategy.
- 3- Brainstorming strategy

**Course structure**

the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	The mergence of the science of interpretation,	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
2	2	The Prophet's understanding of the Holy Qur'an, may God bless him and grant him peace	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
3	2	The Companions' understanding of the Qur'an	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
4	2	Some of the Companions were embarrassed to interpret the Qur'an and others were bold	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
5	2	Interpretation sections	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
6	2	School of interpretation by impact	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
7	2	Resources for interpretation by impact	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
8	2	Interpretation of the Holy Qur'an through the Qur'an	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance

9	2	Interpretation of the Qur'an according to the Sunnah of the Prophet	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
10	2	Interpretation of the Qur'an according to the Sunnah of the Prophet	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
11	2	Interpretation of the followers with goodness	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
12	2	Interpretation of the Holy Qur'an by Al-Thawri	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
13	2	Jami' Al-Bayan on Interpretation of the Qur'an by Al-Tabari	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
14	2	Interpretation of the Great Qur'an by Ibn Kathir	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
15	2	First semester exam	the methods of the interpreter	Written exam	Attendance
16	2	The situation in interpretation	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
17	2	The emergence of the situation in interpretation	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
18	2	Reasons for the emergence and spread of the situation	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
19	2	The most important person who is famous for the situation	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
20	2	Anwar al-Tanzeel and Asrar al-Tawil by Al-Baydawi	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
21	2	Alasarayiliaat and their meaning	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance

22	2	Alasarayiliaa Reasons for entry	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
23	2	The most important and famous interpretations In Alasarayiliaa	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
24	2	Interpretation of Muqatil bin Suleiman	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
25	2	The door to interpretation in the meanings of revelation by Al-Khazen	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
26	2	School of interpretation by opinion	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
27	2	Opinion interpretation resources	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
28	2	Sciences needed by the interpreter	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
29	2	Linguistic interpretations	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance
30	2	Jurisprudential interpretations	the methods of the interpreter	LECTURE AND DISCUSSION	Participation and attendance

#### 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, written exams, reports, etc.

#### 12- Education and teaching resources

Required textbooks (methodology, if any)

Methods of commentators by Dr. MUSAED Muslim Al Jaafar

Main references (sources)	The approaches of the commentators by Al-Dhahabi
Mainstream recommended books and references (scientific journals, reports.....)	Tafsir books: "Ahkam al-Qur'an by al-Qurtubi, Tafsir al-Tabari, Tafsir Ibn Katheer, Tafsir al-Razi, Tafsir al-Kashshaf
Internet sites	1-Interpretation People's Forum 2-Al-Durar Al-Sunni Library website for interpretation

### Course description form

1- Course Name
Principles of jurisprudence

2- Course Code					
3- Semester/year					
2024-2025					
4- The date this description was prepared					
4/3/2025					
5- Available attendance forms					
My day					
6- Number of study hours (total) / number of units (total)					
60 hours					
7- Name of the course administrator (if more than one name is mentioned)					
the name : Ibrahim Bashir Mahdi Email: <a href="mailto:ibrahim.b@uosamarra.edu.iq">ibrahim.b@uosamarra.edu.iq</a>					
8- Course objectives					
<b>Objectives of the study material:</b>		<b>A- Cognitive objectives</b> <b>A1- Identify the chapters on the principles of jurisprudence.</b> <b>A2- Recognizing the importance of the principles of jurisprudence for understanding and interpreting the Qur'an.</b> <b>A3- Identify methods of measurement and evaluation of methods and inference models.</b> <b>A4- The ability to formulate behavioral goals and employ legal texts to purify and educate oneself.</b> <b>B- Skills goals</b> <b>B1 - Communication skill and classroom communication in an eloquent Arabic style.</b> <b>B2 - The skill of inferring legal rulings through fundamental rules.</b> <b>B3 - Providing the student with the skill of arousing motivation.</b> <b>B4- Providing the student with the skill of cognitive research.</b> <b>C- Emotional and value goals</b> <b>C1- Understanding the text of the Qur'an and Hadith.</b> <b>C2- The ability to choose the effective method for fundamental reasoning from Sharia texts.</b> <b>C3- The ability to plan successfully to learn jurisprudence and its principles.</b>			
10- Teaching and learning strategies					
The strategy: Follow the strategies used in learning and teaching, such as brainstorming, question and answer, and others.					
Course structure					
the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	Introduction	Methods of deriving judgments and their rules	Explanation and discussion	Written and oral tests

2	2	Introduction	Linguistic fundamental rules	Explanation and discussion	Written and oral tests
3	2	Introduction: Pronunciation of the meaning (general, (specific, common	Rules related to texts and their benefit to meanings	Explanation and discussion	Written and oral tests
4	2	Special: its definition, validity, types and divisions	Rules related to texts and their benefit to meanings	Explanation and discussion	Written and oral tests
5	2	General: its definition, types, formula, and specification	Rules related to texts and their benefit to meanings	Explanation and discussion	Written and oral tests
6	2	Studying the basis of the lesson in general, not regarding the reason	Rules related to texts and their benefit to meanings	Explanation and discussion	Written and oral tests
7	2	Common: its definition, ruling, and what scholars say about it	Rules related to texts and their benefit to meanings	Explanation and discussion	Written and oral tests
8	2	Truth: its definition and rulings	Pronunciation considering the use of meaning	Explanation and discussion	Written and oral tests
9	2	Metaphor: its definition and provisions	Pronunciation considering the use of meaning	Explanation and discussion	Written and oral tests
10	2	Explicit, metaphorical, and their provisions	Pronunciation considering the use of meaning	Explanation and discussion	Written and oral tests
11	2	The clear meaning ((apparent, text	The meaning of the word	Explanation and discussion	Written and oral tests
12	2	The clear meaning ((interpreter, arbitrator	The meaning of the word	Explanation and discussion	Written and oral tests
13	2	The hidden and the problematic	The meaning of the word	Explanation and discussion	Written and oral tests
14	2	Overall and similar	The meaning of the word	Explanation and discussion	Written and oral tests
15	2	First semester exam			
16	2	Text phrase	How the word conveys the meaning	Explanation and discussion	Written and oral tests
17	2	Meaning of the text	How the word conveys the meaning	Explanation and discussion	Written and oral tests
18	2	Text reference	How the word conveys the meaning	Explanation and discussion	Written and oral tests
19	2	Require text	How the word conveys the meaning	Explanation and discussion	Written and oral tests
20	2	Necessities, improvements, and wants	General purposes	Explanation and discussion	Written and oral tests
21	2	The concept of the violation, its validity, types, and conditions for implementing	Violation	Explanation and discussion	Written and oral tests
22	2	Copying and related provisions Copying and conflicting evidence	Copy	Explanation and discussion	Written and oral tests

23	2	Conflict, weighting, and related methods of resolving conflict	Copy	Explanation and discussion	Written and oral tests
24	2	Introduction	Copy	Explanation and discussion	Written and oral tests
25	2	Definition of diligence and its conditions	Diligence	Explanation and discussion	Written and oral tests
26	2	Diligence, imitation and following	Diligence	Explanation and discussion	Written and oral tests
27	2	Rulings on what ijthad is permissible and what is not permissible	Diligence	Explanation and discussion	Written and oral tests
28	2	Fragmentation of Ijtihad	Diligence	Explanation and discussion	Written and oral tests
29	2	Second semester exam			
30	2	Fast and comprehensive replay of the material			

### 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, written exams, reports, etc.

### 12- Education and teaching resources

Required textbooks (methodology, if any)	Al-Wajeez in the Fundamentals of Jurisprudence - Dr. Abdul Karim Zaidan
Main references (sources)	
Mainstream recommended books and references (scientific journals, reports.....)	All sources, journals, scientific journals, and reports that talk about the subject of the principles of jurisprudence
Internet sites	All sites that contain in their publications talk about the fundamentals of jurisprudence

## Course description form

1- Course Name

Criminal jurisprudence

2- Course Code

3- Semester/year	
2024-2025	
4- The date this description was prepared	
3/3/2025	
5- Available attendance forms	
My day	
6- Number of study hours (total) / number of units (total)	
hours 60	
7- Name of the course administrator (if more than one name is mentioned)	
the name : shifa' dhiab eubayd Email:	
8- Course objectives	
Objectives of the study material:	<p>A- Cognitive objectives</p> <p>A1- Provide the student with jurisprudence relating to .criminology and boundaries</p> <p>A2- The student is identified with the most important scientific .resources in the field of specialization</p> <p>A3- The student has an accurate conception of the .jurisprudential issue</p> <p>A4- The student concludes the reasons for the difference between the jurists in the jurisdictional question</p> <p>.</p> <p>B- Skills goals</p> <p>B1- The student must demonstrate the ability to express his .opinion correctly, whether it is by speaking or by writing</p> <p>B2- Students benefit from modern technology by obtaining the .information they require in felonies</p> <p>B3- The student should become accustomed to making optimal .use of the electronic course resources</p> <p>C- Emotional and value goals</p> <p>C1- The student felt the need to participate actively in the .course</p> <p>C2- The student felt the need to participate actively in the .course</p> <p>C3- The student values the course, cherishes it, gives it a value .that is accepted and then adheres to</p> <p>C4- Develop and develop student emotions, values, beliefs, and inclinations</p>

## 10- Teaching and learning strategies

The strategy:

Raising dialogue issues and involving students in group discussions. - Encouraging students to express their opinions on scientific issues and giving them the opportunity to criticize each other. –Assigned

### Course structure

the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	Felony means and purpose of punishment in Islamic law	The language and idiom of the crime, its verdict and its .evidence	Lecture style	Tests
2	2	Sections of the crime: 1- Crime against oneself	A statement of the types of murder and that each type has its own truth and .judgment	Lecture style	Tests
3	2	Sections of the crime: 1- Crime against oneself	Participation of a – group in killing one person and blood heirs differing in pardoning. –The combination of directness and reason for killing, and an explanation of the meaning of reason and .directness	Lecture style	Tests
4	2	Sections of the crime: 2- Felony against oneself	Explaining the – types of crimes involving wounds,	Lecture style	Tests

			amputation of limbs, and invalidation of benefits. – Retribution in Al- Shajaj		
5	2	The introduction of qisas	Conditions for – retaliation against oneself – Conditions for retaliation against the parties – How to retaliate	Lecture style	Tests
6	2	Introduction to diyah	the amount of – blood in the soul, the organs, the limbs–The blood money for the woman, the fetus, the Magi, the dhimmi –The meaning of the bangs, the – government	Lecture style	Tests
7	2	Osmosis	The meaning of – ablution and an explanation of its rulings –The expiation for murder	Lecture style	Tests
8	2	The meaning of punishment and discretion and	The punishment – for adultery, its definition, its	Lecture style	Tests

		knowledge of the imposed limits	legitimacy, and the elements and conditions of the crime of adultery		
9	2		Evidence of adultery, confession of adultery by the man and denial of the woman	Lecture style	Tests
10	2		Punishment for adultery – whoever establishes the penalty and whoever attends it	Lecture style	Tests
11	2	.The ejaculation limit			Tests
12	2		Methods of proving – slander –Destination points for slander	Lecture style	Tests
13	2		Drinking alcohol is – the reason for the .prohibition .Drugs –		Tests
14	2	.Theft limit	Theft limit, – definition and sentence; theft presumptive amount	Lecture style	Tests
15	2		Conditions for establishing a limit on theft	Lecture style	Tests
16	2	Chapter 1 Exam			Tests

17	2	Mohareb alone	Limit of moharebeh (moharebeh) – definition and evidence	Lecture style	Tests
18	2	–	Moharebeh – departments – When will the Moharebeh limit fall	Lecture style	Tests
19	2	The Prostitutes and Their Judgments	The definition and ruling of the punishment for transgression	Lecture style	Tests
20	2		Conditions for – fighting rebels – Effects of fighting rebels	Lecture style	Tests
21	2	SEALING	The definition and – the reasons and the rule	Lecture style	Tests
22	2		Types of pests and – when should the ?pest be rejected	Lecture style	Tests
23	2		When is it permissible to return the blood of the one who squirted? When is the blood of the squirrel ?wasted	Lecture style	Tests
24	2	Apostasy	Regression	Lecture style	Tests

			tightening		
25	2	Implementation			Tests
26	2	Implementation			
27	2	Implementation			
28	2	Implementation			
29	2	Implementation			
30	2	Chapter 2 Exam			

#### 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, written exams, reports, etc.

#### 12- Education and teaching resources

<b>Required textbooks (methodology, if any)</b>	Sources and references in relation to the chosen subject, supplemented by other sources and references in other arts, such as speech books, language, secret translations, etc
<b>Main references (sources)</b>	Criminal Jurisprudence Dr. Abdullah Al-Jubouri - Jurisprudence according to the five schools of thought - Muhammad Jawad Mughniyeh - Systematic jurisprudence - Mustafa Bagha - Islamic criminal legislation compared to jurisprudence
<b>Mainstream recommended books and references (scientific journals, reports.....)</b>	Islamic jurisprudence and its evidence - Dr. - Wahba Al-Zuhaili - Journal of Islamic Research - Journal of the Islamic Jurisprudence Academy - Journal of Sharia Sciences - Journal of the Jurisprudence Society - C
<b>Internet sites</b>	.Time for Islamic fulfilment - .Time to get to the point - During the Al-Faqaqa al-Islami Assembly - hey 'Hey

### Course description form

**1- Course Name**

Grammar

**2- Course Code**

<b>3- Semester/year</b>					
2024-2025					
<b>4- The date this description was prepared</b>					
4-3-2025					
<b>5- Available attendance forms</b>					
Mandatory					
<b>6- Number of study hours (total) / number of units (total)</b>					
Hours 60					
<b>7- Name of the course administrator (if more than one name is mentioned) Muhammad Raji Hassan</b>					
the name : ghufuran eabd alsalam eabd alsataar					
Email:					
<b>8- Course objectives</b>					
<p><b>Objectives of the study material:</b>  <b>An introduction to -1 grammar, which includes a brief overview of this subject and the extent of its importance</b>  <b>Definition of grammar, -2 language and terminology, and explanation of the definition</b>  <b>Explain what are the most -3 important vocabulary words in grammar</b>  <b>An explanation of what -4 speech consists of in the Arabic language</b>  <b>Explaining the signs of -5 parsing</b></p>		<p><b>A– Cognitive objectives</b>  <b>A1- - Understanding issues related to grammatical signs</b>  <b>A2- Knowing ways to develop the skill to absorb lessons</b>  <b>A3- Understanding the most important factors that benefit from distinguishing between exceptions</b>  <b>A4- Understand the most important conditions that must be met in noun signs</b>  <b>A5- Benefiting from knowing the differences between grammar scholars</b>  <b>A6- Applying this knowledge in the student's daily life</b>  <b>B- Skills goals</b>  <b>B1- B1 - Know critical thinking</b>  <b>D2- Observation skills</b>  <b>D3-Creative thinking</b>  <b>C- Emotional and value goals</b>  <b>B1 - Distinguish between letters, words, and sentences</b>  <b>B2 - Knowing the signs of verbs</b>  <b>B3 - Knowing the signs of nouns</b>  <b>B4- Benefiting from disagreement on disputed issues -</b></p>			
<b>10- Teaching and learning strategies</b>					
<p><b>The strategy: - Use the blackboard</b>  <b>Detailed explanation and repetition of the material until comprehension -2</b>  <b>Make the student a mainstay in the lecture by giving him the opportunity to participate -3</b></p>					
<b>Course structure</b>					
the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
1	2	It is prohibited to exchange	It is prohibited to exchange	It is prohibited to exchange	It is prohibited to exchange

2	2	The reason forbidding exchange	The reason forbidding exchange	The reason forbidding exchange	The reason forbidding exchange
3	2	Feminization	Feminization	Feminization	Feminization
4	2	The crowds are gone for two reasons	The crowds are gone for two reasons	The crowds are gone for two reasons	The crowds are gone for two reasons
5	2	The name stamped with the elongated feminine alphabet	The name stamped with the elongated feminine alphabet	The name stamped with the elongated feminine alphabet	The name stamped with the elongated feminine alphabet
6	2	The name stamped with the alphabet in the box	The name stamped with the alphabet in the box	The name stamped with the alphabet in the box	The name stamped with the alphabet in the box
7	2	Science	Science	Science	Science
8	2	Verbal feminine	Verbal feminine	Verbal feminine	Verbal feminine
9	2	Significant feminine	Significant feminine	Significant feminine	Significant feminine
10	2	Ajami	Ajami	Ajami	Ajami
11	2	Mixed compound	Mixed compound	Mixed compound	Mixed compound
12	2	Stamped with one thousand and one letter	Stamped with one thousand and one letter	Stamped with one thousand and one letter	Stamped with one thousand and one letter
13	2	The weight of the verb	The weight of the verb	The weight of the verb	The weight of the verb
14	2	Return	Return	Return	Return
15	2	Exam	Exam	Exam	Exam
16	2	The adjective has the weight of two verbs	The adjective has the weight of two verbs	The adjective has the weight of two verbs	The adjective has the weight of two verbs
17	2	The adjective has the weight of a verb	The adjective has the weight of a verb	The adjective has the weight of a verb	The adjective has the weight of a verb
18	2	The adjective has the weight of do	The adjective has the weight of do	The adjective has the weight of do	The adjective has the weight of do
19	2	The adjective has an active meter	The adjective has an active meter	The adjective has an active meter	The adjective has an active meter
20	2	The call	The call	The call	The call

21	2	The crier	The crier	The crier	The crier
22	2	Types of call	Types of call	Types of call	Types of call
23	2	The Arabized	The Arabized	The Arabized	The Arabized
24	2	The added herald	The added herald	The added herald	The added herald
25	2	Similar to the genitive	Similar to the genitive	Similar to the genitive	Similar to the genitive
26	2	Indefinite noun	Indefinite noun	Indefinite noun	Indefinite noun
27	2	Building	Building	Building	Building
28	2	Unintentional indefiniteness	Unintentional indefiniteness	Unintentional indefiniteness	Unintentional indefiniteness
29	2	It is prohibited to exchange	It is prohibited to exchange	It is prohibited to exchange	It is prohibited to exchange
30	2	The reason forbidding exchange	The reason forbidding exchange	The reason forbidding exchange	The reason forbidding exchange

### 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, written exams, reports, etc.

### 12- Education and teaching resources

Required textbooks (methodology, if any)	Explanation of Ibn Aqeel
Main references (sources)	Similarities and analogues in grammar
Mainstream recommended books and references (scientific journals, reports.....)	Al-Jamal by Al-Farahidi
Internet sites	Islamic network. Aloka. website

## Course description form

1- Course Name

Measurement and evaluation

2- Course Code	
3- Semester/year	
2024-2025	
4- The date this description was prepared	
7/3/2025	
5- Available attendance forms	
Is mandatory	
6- Number of study hours (total) / number of units (total)	
60 hours / number of units 4	
7- Name of the course administrator (if more than one name is mentioned)	
the name : shahid manaf eabaas Email:	
8- Course objectives	
Objectives of the study material:	<p><b>A- Cognitive objectives</b>  <b>A1- Providing a general overview of measurement and evaluation in terms of its development over the ages</b>  <b>A2- Identify the concepts of measurement, evaluation, testing and the relationship between them</b>  <b>A3- Identify the educational objectives in terms of their importance and clarity</b>  <b>A4- Knowing the types of achievement tests, their characteristics, features, and how to formulate them</b>  <b>A5- Identify the specifications of a good test</b>  <b>A6- Knowing how to analyze test items</b></p> <p><b>B- Skills goals</b>  <b>B1 - Developing the student's abilities towards mastering the skill of measuring and evaluating the learner</b>  <b>B2 - Developing the student's skill in testing standards models, tests, and evaluation methods</b>  <b>B3 - Acquiring special skills in using statistical methods</b></p> <p><b>C- Emotional and value goals</b>  <b>C1- Providing students with the following concepts (measurement, evaluation, test map, achievement tests, statistical analysis, validity, reliability, assessment measures, cumulative records, social relationship measures, school card, intelligence test, and mental and .(personal abilities</b>  <b>C2- Providing students with information about: the historical origins of measurement and evaluation, the relationship between measurement and evaluation, its importance and types, the test map and its importance, fields and weights, types of achievement tests, .statistical analysis of test items</b>  <b>C3- Specifications of a good test, interpretation of test results, types of test evaluation methods, types of intelligence tests, how to .measure personality, and steps for constructing the test</b></p>
10- Teaching and learning strategies	
The strategy: Follow the strategy of methods of lecture, delivery, discussion, dialogue, brainstorming, etc., all of which aim to	

stimulate thinking in all directions and all possibilities, in order to stimulate the interaction process among students.

### Course structure

the week	hours	Required educational outcomes	Unit name and topic	Learning method	Evaluation method
2-1	2	The student learns about:	Calendar overview	lecture	Testing and collection
4-3	2	The student learns about:	test map	lecture	Testing and collection
5-8	2	The student learns about:	Achievement tests	lecture	Testing and collection
9-11	2	The student learns about:	Statistical analysis of the test	lecture	Testing and collection
12-17	2	The student learns about:	Test specifications and interpretation of results	lecture	Testing and collection
18-20	2	The student learns about:	Test assessment methods	lecture	Testing and collection
21-22	2	The student learns about:	IQ test	lecture	Testing and collection
23-25	2	The student learns about:	Personality measurement	lecture	Testing and collection
26-28	2	The student learns about:	Steps to build the test	lecture	Testing and collection

### 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, written exams, reports, etc.

### 12- Education and teaching resources

Required textbooks (methodology, if any)	Nothing
Main references (sources)	Measurement and evaluation in teaching science / Ahmed Suleiman Odeh
Mainstream recommended books and references (scientific journals, reports.....)	Use periodicals
Internet sites	Internet sites