



Ministry of Higher Education and
Scientific Research
Supervision and Scientific
Evaluation Device



Quality Assurance and Academic Accreditation Directorate
Accreditation Department

Guide to Academic Program and Course Description

Department of Arabic Language

2025–2026

Academic Program Description –Arabic Language Department
2025-2026

University Name: Wasit University

College/Institute: College Education for the Humanities

Scientific Department: Department Arabic

Name of the academic or professional program: Arabic

Final Certificate Name: Bachelor of Science in Arabic language and literature

Academic system: Annual

Date the description was prepared: 1/9/2025

Date the file was filled out: 1/10/2025



أ.د. نهلة عبدالله خلف الوائلي

Signature:

Department Head Name:

Prof. Dr. Nahla Abdullah Khalaf

Date: ٢٠٢٦/٦/١٨

Signature:

Scientific Assistant Name:

Prof. Dr. Nasser Wali Fraiah

Date: 19/6/2026

The file was reviewed by:

Quality Assurance and University Performance Division

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

The date:

The signature:

18/6/2026

Prof. Dr.
Mahmoud Hammoud Arrak Al-Quraishi
Dean of the College of Education
for Humanities

The Dean's approval

Prof. Dr. Mahmoud Hammoud Arrak

1. Program Vision
The department's vision is based on developing a scientific foundation for understanding language and literature in a way that is consistent with contemporary philosophies.,And guiding it in a way that reveals the unique characteristics of the Arabic language and its workings in the field of critical and stylistic studies, phonetics, grammar, modern linguistics and related fields. This vision assumes that these studies consolidate the values of virtue in society and broaden the intellectual horizons of the student.
2. Program message
The department qualifies an educated cadre who are aware of the importance of the Arabic language and its uniqueness among the world's languages, and opens avenues for interaction with society, conveying the noble values that the language carries, and consolidating the concepts of integration with scientific and humanistic disciplines.
3. Program objectives
1- Preparing a promising generation that is aware of the importance of educational, human and scientific values and their effective impact on building society. 2- Extending the means of cooperation between the College of Education for Human Sciences and the Directorates of Education and preparing Arabic language teachers scientifically and professionally. 3- Promoting the Arabic language as the language of the Holy Quran and working diligently to preserve it. 4- Demonstrating the humanistic scope of this language among contemporary world languages 5- Working to develop the student's linguistic and literary skills in a manner commensurate with the scope of the assigned task. To him.
4. Program accreditation
The Arabic Language Department is seeking program accreditation.
5. Other external influences
The department's output is based on the needs of public and private schools.

6. Program structure				
Program structure	Number of courses	Study unit	Percentage	comments *
Institutional requirements	4	12		essential
College requirements	4	16		essential
Department requirements	30	138		essential
Summer training	nothing			essential
Other	Practical education (Viewing and application)	4		essential

* The notes may include whether the course is core or elective..

7. Program Description				
Year / Level	Course code	Course name	Credit Hours	
			theoretical	practical
First stage	UWA26- CEH-ARB-101	Grammar	3	
First stage	UWA26- CEH-ARB-102	Disbursement	2	-
First stage	UWA26- CEH-ARB-103	Rhetoric (Expression and Figures of Speech))	2	-
First stage	UWA26- CEH-ARB-104	Pre-Islamic literature	3	-
First stage	UWA26- CEH-ARB-105	Arabic Dictionary and Library	1	1
First stage	UWA26- CEH-ARB-106	writing skills	1	1
First stage	UWA26- CEH-ARB-107	Quranic SciencesThe generousProphetic HadithThe Sharif	1	-
First stage	UWA26- CEH-ARB-108	The senseAnd	1	-
First stage	UWA26- CEH-ARB-109	English language	1	
First stage	UWA26- CEH-ARB-110	Democracyandhuman rights	1	2
First stage	UWA26- CEH-ARB-111	Principles of Education		
First stage	UWA26- CEH-ARB-112	Educational Psychologyand growth		

Phase Two	UWA26-CEH-ARB-201	Grammar	3	-
Phase Two	UWA26-CEH-ARB-202	Disbursement	2	-
Phase Two	UWA26-CEH-ARB-203	Rhetoric (Expression and Figures of Speech)	2	-
Phase Two	UWA26-CEH-ARB-204	Islamic literature	3	-
Phase Two	UWA26-CEH-ARB-205	Prosody and rhyme	2	-
Phase Two	UWA26-CEH-ARB-206	theTextstheold (The Old Book)	2	-
Phase Two	UWA26-CEH-ARB-207	computer	2	-
Phase Two	UWA26-CEH-ARB-208	English language	1	-
Phase Two	UWA26-CEH-ARB-209	crimesBa'athist regime in Iraq	1	-
Phase Two	UWA26-CEH-ARB-210	Foundations of Education, Administration, and Educational Supervision	2	-
Phase Two	UWA26-CEH-ARB-211	Arabic Lexicon and Phonetics	2	
Phase Three	UWA26-CEH-ARB-301	Grammar	3	-
Phase Three	UWA26-CEH-ARB-302	Ancient literary criticism	2	-
Phase Three	UWA26-CEH-ARB-303	Abbasid poetry	2	
Phase Three	UWA26-CEH-ARB-304	Abbasid prose	2	-
Phase Three	UWA26-CEH-ARB-305	Andalusian literature	2	-
Phase Three	UWA26-CEH-ARB-306	Linguistics	2	-
Phase Three	UWA26-CEH-ARB-307	Analysis of the Qur'anic text	2	-
Phase Three	UWA26-CEH-ARB-308	Curricula and teaching methods	2	-
Phase Three	UWA26-CEH-ARB-309	Educational Guidance and Mental Health	2	
Phase Three	UWA26-CEH-ARB-310	Methodology of research and text verification	2	
Phase Four	UWA26-CEH-ARB-401	Grammar	3	-
Phase Four	UWA26-CEH-ARB-402	Modern literary criticism	2	-

Phase Four	UWA26-CEH-ARB-403	Modern Arabic poetry	3	-
Phase Four	UWA26-CEH-ARB-404	Modern Arabic prose	2	-
Phase Four	UWA26-CEH-ARB-405	linguistics	2	-
Phase Four	UWA26-CEH-ARB-406	Comparative Literature	2	-
Phase Four	UWA26-CEH-ARB-407	Measurement and evaluation	2	-
Phase Four	UWA26-CEH-ARB-408	Viewing and applying	2	
Phase Four	UWA26-CEH-ARB-409	Graduation project	2	-

8. Expected learning outcomes of the program	
Knowledge	
<u>Key cognitive learning outcomes:</u> 1 Knowledge and understanding: . 2-Mastering reading and writing skills: 2. Practical Skills: 3-Writing various types of Arabic texts:	<u>Key cognitive learning outcomes:</u> A thorough understanding of Arabic grammar rules and principles Mastering the science of grammar, morphology, and rhetoric. Understanding the characteristics and features of the Arabic language. Understanding the history of the Arabic language and its development throughout the ages. Identifying different types of Arabic texts: Understanding the characteristics of each type of text (poetry, prose, oratory, ...). Analysis and interpretation of Arabic texts. Linking Arabic texts to their historical and cultural context Reading Arabic texts of all kinds with understanding and awareness. Writing correct Arabic texts in terms of language and style.

4-Speaking in Modern Standard Arabic:	Expressing thoughts and feelings clearly and accurately. Analysis of Arabic texts: Identifying the elements of the text (topic, ideas, style, ...). Interpreting the text and understanding its meanings. Linking the text to its historical and cultural context. Writing articles, reports, and scientific research. Writing creative texts (poetry, stories, ...). Writing advertising and marketing copy. Speaking Arabic fluently and clearly. Using the Arabic language in various situations and fields. Expressing thoughts and feelings effectively.
Skills	
<u>Language skills:</u> 1-The correct application of grammar and morphology rules in writing and speaking. 2-Analyze the sentences and identify their components. 3-Using rhetorical techniques in writing and speaking. 4-Analyzing rhetorical texts and identifying their characteristics. 5-Getting acquainted with the different types of literature (poetry, short stories, novels, etc.).	<u>Professional skills:</u> 1- Teaching at various educational levels. 2- Working in the field of media and journalism. 3- Working in the field of translation and linguistic communication. 4- Working in the field of authorship and publishing.
<u>Academic skills:</u> 1- Scientific research in the field of Arabic language and literature.	<u>Technical skills:</u> 1-Mastering the use of Microsoft Office programs (Word, Excel, PowerPoint)

2- Writing scientific research papers and studies. 3- Using various scientific research tools. 4- Mastering presentation skills.	and its application in the fields of scientific research. 2- MasteryUseInternet in the fielde-learning. 3-Effective communication with students and parents. 4- Using an international system in libraries to access the main books in the department and college library
Values	
<u>Islamic values:</u> 1-Developing a deep understanding of IslamFrom itSpreading awareness of the true culture of Islam and its rich history. 2-Instilling noble morals in the students, such as: honesty, trustworthiness, justice, mercy, and tolerance. 3-Adopting moderation and balanceKSpreading a culture of tolerance, acceptance of differences, and respect for other opinions.and the warningFrom extremism and excess in any matter.	<u>Professional values:</u> 1- An individual should adhere to ethical principles at work such as integrity, objectivity, responsibility, respect, honesty, and justice. 2Mastering teamwork skillsSuch as cooperation, professionalism, and effective communication. 3-Striving for excellence and creativity at work: such as seeking opportunities for development, innovation, initiative, perseverance, and passion.
<u>Human values:</u> 1-Respect for human rights and freedoms: your Preserving human dignity, andEnsuring equality for all people, andProtecting fundamental human freedoms such as freedom of expression and freedom of belief, andCombating all forms of discrimination and violence against any individual or group. 2. Spreading a culture of tolerance and peaceful coexistence: KAccepting differences between individuals and societies, andRespecting others, their beliefs, and their opinions, andResolving conflicts in peaceful and rational	<u>National values:</u> 1-Instilling national values such as justice and equality, freedom, tolerance, cooperation and solidarity, integrity and responsibility, creativity and innovation, and environmental conservation, to build any strong and prosperous society. 2-AnoAdherence to laws and regulations, awareness of their importance, spreading a culture of respect for the law among members of society, and reporting any violations of the law. 3-Working to serve the community through volunteering to serve those in need, participating in community activities and events, spreading awareness among community members,

ways.andSpreading a culture of peace in societies through education and awareness. 3. Instilling the values of social responsibility in the hearts of future generationsthroughPositive participation in building and developing societyAndWorking to solve societal problems and contributing to achieving the common good.andHelping the needy and vulnerable in society.andProtecting the environment and preserving natural resources.	and working to solve community problems.
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9. Teaching and learning strategies
<u>Ano/Traditional methods:</u> • Lecture: The lecture method is one of the most common traditional methods of teaching, where the professor explains Course content for students. • Discussion: Discussions are organized between students on specific topics from the course. • Reports and research: Students are required to write reports or research papers on specific topics from the course. • Tests: Students' level is assessed through tests. • Active learning: This approach focuses on students' active participation in the learning process through activities and projects. <u>Secondly / Modern methods:</u> Cooperative learning: Students are divided into small groups to work together to accomplish a specific task. Seminars and cultural events: Seminars and cultural events are organized to deepen students' understanding of the course. <u>Thirdly / Strategies for developing language skills:</u> <u>Reading learning strategies:</u> 1. Intensive reading: aims to understand the general meaning of the text, and requires fast reading with attention to the main ideas.

2. **In-depth reading:** aims to analyze and understand the text accurately, and requires slow reading with a focus on details.
3. **Accelerated reading:** aims to increase reading speed while maintaining comprehension levels, and requires the use of specialized techniques.

Strategies for learning to write:

4. **Planning:** Writing a draft of the topic before starting the final writing, and identifying the main and sub-ideas.
5. **Editing:** Reviewing the written text, correcting linguistic and spelling errors, and modifying the style and expression.
6. **Editing:** Writing the final text in a well-organized and clear manner, considering the rules of the Arabic language.

Strategies for learning to speak:

7. **Practice:** Talk to other people in Arabic as much as possible, and share ideas and opinions.
8. **Listening:** Listening to audio materials in Arabic, such as: Radio programs and films.
9. **Imitation:** Imitating the pronunciation of native Arabic speakers and trying to resemble them in the way they express themselves.

Listening learning strategies:

10. **Goal setting:** Determine the purpose of listening before you begin, such as: receiving information, understanding ideas, or enjoying music.
11. **Focus:** Pay attention to what is being said and avoid distractions.
12. **Note-taking:** Writing down important points or main ideas while listening.

Vocabulary learning strategies:

13. **Mind maps:** Linking the new word to other related words, and creating a mind map that represents the relationships between the words.
14. **Context:** Learn words in their natural context by reading texts or listening to audio materials.

10. Evaluation methods
- Formative assessment (daily exams, class discussions, homework and follow-up, classroom assessment).
Diagnostic assessment (Semester and final exams for issuing pass/fail rulings).

11. Faculty					
Faculty members					
academic rank	Specialization		Special requirements/skills (if any)	Faculty preparation	
	general	private		Staff	lecturer
Prof. Dr. Mahmoud Hammoud Arak	Arabic	PhD in Linguistics		Staff	
Prof. Dr. Jabbar Ahleel Zghair	Arabic	PhD in Linguistics		Staff	
Prof. Dr. Jamil Badawi Hamad	Arabic	PhD in Literature		Staff	
Prof. Dr. Naeem Salman Ghali	Arabic	PhD in Linguistics		Staff	
Prof. Dr. Majid Khairallah Rahi	Arabic	PhD in Linguistics		Staff	
Prof. Dr. Thaer Abdul Majeed Naji	Arabic	PhD in Literature		Staff	
Prof. Dr. Ali Hassan Abdul Hussein	Arabic	PhD in Linguistics		Staff	
Prof. Dr. Aziz Salim Ali	Arabic	PhD in Linguistics		Staff	
Prof. Dr. Mohammed Mazal Khallati	Arabic	PhD in Linguistics		Staff	

Prof. Dr. Raad Nasser Mayoud	Arabic	PhD in Literature		Staff	
Prof. Dr. Jassim Hussein Sultan	Arabic	PhD in Literature		Staff	
Prof. Dr. Hussein Karim Fawzan	Arabic	PhD in Arabic Language Teaching Methods		Staff	
Prof. Dr. Ahmed Jaafar Dawood	Arabic	PhD in Linguistics		Staff	
Prof. Dr. Jassim Farih Daikh	Arabic	PhD in Linguistics		Staff	
Dr. Raad Karim Hassan	Arabic	PhD in Linguistics		Staff	
Prof. Dr. Jumana Abdul Mahdi Jassim	Arabic	PhD in Linguistics		Staff	
Prof. Dr. Karim Ajil Sahi	Education and Psychology	PhD in Literature		Staff	
Prof. Dr. Nahla Abdullah Khalaf	Education and Psychology	PhD in Linguistics		Staff	
Prof. Dr. Suad Badie Mutair	Arabic	PhD in Literature		Staff	
Prof. Dr. Saleh Kazem Sakban	Arabic	PhD in Literature		Staff	
Prof. Dr. Ahmed Abdel Aal Saeed	Arabic	PhD in Literature		Staff	

Dr. Hussein Ali Khudair	Education and Psychology	PhD in Linguistics		Staff	
Dr. Haider Ismail Askar	Arabic	PhD in Literature		Staff	
Dr. Sari Mu'ayyad Fadhil	Arabic	PhD in Literature		Staff	
M.M. Rasha Hussein Abdul Hussein	Arabic	Master's degree in Psychology		Staff	
Dr. Afaq Abdul Ghani Ali	Arabic	PhD in Arabic Language Teaching Methods		Staff	
A.M. Adhraa Abdel Rahim	Arabic	Master's in Arabic Language Teaching Methods		Staff	
Dr. Hadeel Ali Kadhim	Arabic	PhD in Literature		Staff	
Dr. Wasan Sadiq Abbas	Education and Psychology	PhD in Literature		Staff	
Dr. Naseer Khalaf Abbas	Arabic	PhD in Literature		Staff	
Prof. Dr. Mohamed Hadi Hassan	Education and Psychology	PhD in Literature		Staff	

Dr. Karrar Hassan Naji	Arabic	PhD in Linguistics		Staff	
Dr. Saba Khudair Hussein	Arabic	PhD in Linguistics		Staff	
Dr. Hussein Karim Jabr	Arabic	PhD in Linguistics		Staff	
Dr. Maryam Sadiq Abbas	Education and Psychology	PhD in Linguistics		Staff	
M.M. Kadhim Mohsen Radhi	Arabic	Master of Language		Staff	
M.M. Marwa Hadi Abdullah	Arabic	PhD in Literature		Staff	
M.D. Hussein Sadiq Dhari	Arabic	PhD in Linguistics		Staff	
Dr. Shifa Ghani Radi	Education and Psychology	PhD in Arabic Language Teaching Methods		Staff	
Dr. Asaad Nasser Obeid	Arabic	PhD in Literature		Staff	
Dr. Wissam Mohammed Abboud	Arabic	PhD in Literature		Staff	
M.M. Marwa Yas North	Arabic	PhD in Literature		Staff	
Dr. Noha Jaafar Awfi	Arabic	PhD in Literature		Staff	

Dr. Firdous Abdul Wahid	Arabic	PhD in Linguistics		Staff	
Dr. Samah Mahdi Mureeh	Arabic	PhD in Linguistics		Staff	
M.M. Hawraa Munim Salman	Arabic	Master of Literature		Staff	
Dr. Miad Makki Faisal	Arabic	PhD in Linguistics		Staff	
Dr. Hawaa Jawad Aboud	Arabic	PhD in Literature		Staff	
Dr. Nawras Nouri Abdul Hussein	Arabic	PhD in Linguistics		Staff	
M.M. Laith Adel Mohsen	Arabic	Master of Literature		Staff	

Professional Development
Orienting new faculty members
Following a meeting with members of the examination committee, the Head of the Arabic Language Department directed the new professors to follow the instructions of the Ministry of Higher Education and Scientific Research, as follows: 1- Paying attention to the external appearance and formal attire of the university professor. 2- Paying attention to the ethical aspect with the teaching staff and students. 3- Cooperation on the administrative side and aiding examination committees and other examination committees. 4- Focus on scientific publishing in local, Arab, and international journals. 5- Encouraging them to participate in academic activities, including conferences, seminars and workshops.
Professional development of faculty members
Some of the most important areas for faculty development in our department include: Teaching methods: ○ Identifying and applying the latest teaching methods in the educational process. ○ Using modern educational technologies such as e-learning and blended learning.

- Designing interactive educational materials that meet students' needs.

Evaluation:

- Using diverse assessment tools to measure student learning.
- Providing constructive feedback to students to improve their performance.

Classroom management:

- Creating a positive and effective learning environment.
- Effectively managing student behavior.

Scientific research skills:

Writing research papers:

- Learn how to write sound scientific research papers.
- Publishing research papers in peer-reviewed scientific journals.

Participation in scientific conferences:

- Presenting scientific research findings at scientific conferences.
- Communicating with other researchers in their field of specialization.

Community service skills:

Participation in community activities:

- Participating in community service activities.
- Cooperation with civil society organizations.

Spreading scientific awareness:

- Spreading scientific awareness among members of society.
- Participation in science awareness programs.

Faculty Development Programs Many educational institutions offer faculty development programs. These programs include:

workshops:

- Workshops in the fields of teaching, scientific research, and community service.

seminars:

- Scientific seminars presented by experts in various fields.

Training programs:

- Specialized training programs in various fields.

Scholarships:

- Scholarships to support faculty members in their graduate studies.

12. Admission standard

College admission is based on the central admission system adopted by the Ministry of Education and Scientific Research, according to the university and institute admission form, balancing the student's desire and overall grade. Admission to the Arabic Language Department depends on the student's desire, overall average, and grade in the Arabic language subject in the final exam for the sixth preparatory grade in its various branches.

13. Key sources of information about the program 1- Department library resources: paper and electronic books and textbooks. 2- Workshops 3- Seminars 4- Conferences 5- Websites
14. Program development plan Academic Program Development Plan for the Arabic Language Department the goal: The development of the academic program for the Arabic Language Department aims to achieve the following:: • Developing students' skills in the Arabic language in all its aspects. • To enhance students' understanding of linguistic and literary culture. • Preparing students for the job marketAnd to equip them with the skills necessary to work in different fields. • Keeping up with developments in the field of Arabic language: ○ Using the latest teaching methods ○ Educational technologies the components: 1-Curriculum review: • Review and update the current curriculum to meet the needs of students and the labor market.. • Adding new materials that focus on practical skills such as creative writing. • Using modern educational technologies such as e-learning and blended learningc) By utilizing the equipment available in the monitors and computers section. 2-Developing faculty members' skills: • Organizing workshops and seminars to develop faculty members' skills in the fields of teaching and scientific research.. • Sending faculty members to participate in scientific conferences. • Supporting faculty members in publishing their research papers in peer-reviewed scientific journals. 3-Promoting scientific research: • Encouraging students to conduct scientific research in the field of Arabic language. • Providing financial and logistical support to research students. • Organizing scientific conferences for student researchers. 4.-Community service:

- **Organizing cultural events that serve the community.**
- **Cooperation with civil society organizations.**
- **Spreading linguistic awareness among members of society.**

5-Program evaluation:

- **The program is evaluated periodically to measure its effectiveness and achievement of its objectives..**
- **Conducting surveys for students and faculty members.**
- **Holding meetings with employers to identify labor market needs.**

Program Skills Plan															
Year / Level	Course code	Course Name	Essential or optional	Learning outcomes required from the program											
				Knowledge				Skills				Values			
				A1	A2	A3	A4	B1	B2	B3	B4	Part 1	Part 2	Part 3	Q4
First stage 2026 - 2025	UWA26- CEH-ARB-101	Grammar	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26- CEH-ARB-102	Disbursement	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26- CEH-ARB-103	Rhetoric (Expression and Figures of Speech))	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26- CEH-ARB-104	Pre-Islamic literature	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26- CEH-ARB-105	Arabic Dictionary and Library	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26- CEH-ARB-106	writing skills	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26- CEH-ARB-107	Quranic SciencesThe generousProphetic HadithThe Sharif	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26- CEH-ARB-108	The senseAnd	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26- CEH-ARB-109	English language	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26- CEH-ARB-110	Democracyandhuman rights	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26- CEH-ARB-111	Principles of Education	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

		UWA26- CEH- ARB-112	Educational Psychologyand growth	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Second stage	2026 - 2025	UWA26-CEH- ARB-201	Grammar	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		UWA26-CEH- ARB-202	Disbursement	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		UWA26-CEH- ARB-203	Rhetoric (Expression and Figures of Speech)	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		UWA26-CEH- ARB-204	Islamic literature	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		UWA26-CEH- ARB-205	Prosody and rhyme	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		UWA26-CEH- ARB-206	theTextstheold(The Old Book)	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		UWA26-CEH- ARB-207	computer	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		UWA26-CEH- ARB-208	English language	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		UWA26-CEH- ARB-209	crimesBa'athist regime in Iraq	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		UWA26-CEH- ARB-210	Foundations of Education, Administration, and Educational Supervision	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		UWA26-CEH- ARB-211	Arabic Lexicon and Phonetics	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Third stage 2026 - 2025	UWA26-CEH-ARB-301	Grammar	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26-CEH-ARB-302	Ancient literary criticism	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26-CEH-ARB-303	Abbasid poetry	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26-CEH-ARB-304	Abbasid prose	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26-CEH-ARB-305	Andalusian literature	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26-CEH-ARB-306	Linguistics	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26-CEH-ARB-307	Analysis of the Qur'anic text	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26-CEH-ARB-308	Curricula and teaching methods	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26-CEH-ARB-309	Educational Guidance and Mental Health	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26-CEH-ARB-310	Methodology of research and text verification	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Fourth stage 2026 - 2025	UWA26-CEH-ARB-401	Grammar	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26-CEH-ARB-402	Modern literary criticism	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26-CEH-ARB-403	Modern Arabic poetry	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26-CEH-ARB-404	Modern Arabic prose	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26-CEH-ARB-405	linguistics	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26-CEH-ARB-406	Comparative Literature	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26-CEH-ARB-407	Measurement and evaluation	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26-CEH-ARB-408	Viewing and applying	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	UWA26-CEH-ARB-409	Graduation project	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course description template

1. Course name:					
Grammar					
2. Course code:					
UWA26- CEH-ARB-101					
3. Chapter/Year:					
Phase One / 2025- 2026					
4. Date this description was prepared:					
1/9/2025					
5. Available attendance formats:					
In-person					
6. Number of study hours / Number of units:					
3/hour, number of units/6					
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)					
1- Prof. Dr. Nahla Abdullah Khalaf Email: nallwaili@uowasit.edu.iq					
2- millimeterHussein Karim Jabr's email: husaynjabr@uowasit.edu.iq					
8. Course Objectives					
Course Objectives			1- Teaching the student the limits of grammar in relation to Arabic sciences. 2-The student learned how to write correctly. 3- Pronunciation and grammar correctly. 4- Teaching grammar vocabulary.		
9. Teaching and learning strategies					
strategy		1- The standard method (giving lectures). 2- The method of the text. 3. Sentence analysis technique. 4- The method of breaking down the grammatical rule.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 2	3	Overall knowledge of study sources	Speech and what it consists of	The method Standard	Classroom performance and exams
October 3	3	Knowledge, understanding, and analysis	Signs of nouns, verbs and particles	Standard method	Classroom performance and exams

October 4	3	Knowledge, understanding, and analysis	theArabicized and indeclinable	Standard method	Classroom performance and exams
November 1	3	Knowledge, understanding, and analysis	The Six Names	Standard method	Classroom performance and exams
November 2	3	Knowledge, understanding, and analysis	Declension of (dual, masculine plural, feminine plural, indeclinable noun)	Standard method	Classroom performance and exams
November 3	3	Knowledge, understanding, and analysis	The grammatical analysis of the five verbs, the grammatical analysis of weak nouns, and an explanation of weak verbs and their grammatical analysis	Standard method	Classroom performance and exams
November 4	3	Knowledge, understanding, and analysis	First month exam	Standard method	Classroom performance and exams
December 1	3	Knowledge, understanding, and analysis	Indefinite and definite	Standard method	Classroom performance and exams
December 2	3	Knowledge, understanding, and analysis	theconscience	Standard method	Classroom performance and exams
December 3	3	Knowledge, understanding, and analysis	Protection Nun	Standard method	Classroom performance and exams
December 4	3	Knowledge, understanding, and analysis	AFor knowledge	Standard method	Classroom performance and exams
January 1	3	Knowledge, understanding, and analysis	demonstrative pronoun	Standard method	Classroom performance and exams
January 2	3	Knowledge, understanding, and analysis	AThe name of the connector	Standard method	Classroom performance and exams
January 3	3	Knowledge, understanding, and analysis	ASecond month exam	Standard method	Classroom performance and exams

January 4	3	Knowledge, understanding, and analysis	Al-Ma'arF BThe definite article	Standard method	Classroom performance and exams
February 2	3		Chapter 1For my second year	Standard method	Classroom performance and exams
February4	3	Knowledge, understanding, and analysis	ATo begin its section and conditions	Standard method	Classroom performance and exams
March1	3	Knowledge, understanding, and analysis	Raising the beginningAnd the news	Standard method	Classroom performance and exams
March2	3	Knowledge, understanding, and analysis	The concept of news	Standard method	Classroom performance and exams
March3	3	Knowledge, understanding, and analysis	Types of news	Standard method	Classroom performance and exams
March4	3	Knowledge, understanding, and analysis	Justifications for beginning with an indefinite noun	Standard method	Classroom performance and exams
April1	3	Knowledge, understanding, and analysis	Places of precedence and postponement	Standard method	Classroom performance and exams
April2	3	Knowledge, understanding, and analysis	First month exam	Standard method	Classroom performance and exams
April3	3	Knowledge, understanding, and analysis	Places where the subject and predicate are omitted	Standard method	Classroom performance and exams
April4	3	Knowledge, understanding, and analysis	Multiple reports	Standard method	Classroom performance and exams
Mays1	3	Knowledge, understanding, and analysis	"Kana and its sisters	Standard method	Classroom performance and exams
Mays2			"Kana and its sisters		
Mays3			The things that resemble (not) what No, not even		

			Approaching verbs		
			Second month exam		
			Reviewing vocabulary with students		
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams. 2- The final written exam grade is (50) marks.					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			1_ Ibn Aqil's explanation. 2-The clearest paths to Ibn Malik's Alfiyya 3- Al-Ashmuni's explanation of Ibn Malik's Alfiyya. 4_ Explanation of Shudhur al-Dhahab by Ibn Hisham al-Ansari 5- Comprehensive Grammar / Abbas Hassan		
Main references (if any)					
Recommended supporting books and references (scientific journals, reports,).					
Electronic references, website			ebooksPDF		

Course description template

1. Course name:	
Disbursement	
2. Course code:	
UWA26- CEH-ARB-102	
3. Chapter/Year:	
First stage /2025-2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
Number of hours/2, Number of units/ 3	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
Dr. Hussein Ali Khudair, Email: hali@unwast.edu.iq 2- M.M. Saba Khudair Hussein Email: sabakh@uowasit.edu.iq 3- M.M. Hawraa Fadel Jaddah	
8. Course Objectives	
Course Objectives 1- To enable students to master the rules of the Arabic language at the morphological level, enabling them to distinguish between right and wrong in different texts. 2- Using the methods of the Arabic language correctly and appropriately for the context of the speech. 3- Introducing students to the most prominent scholars of morphology and their most famous works on it, both ancient and modern. 4- Introducing students to the subtle semantic linguistic differences of the various morphological structures.	
9. Teaching and learning strategies	
strategy	Teaching and learning strategies for Arabic morphology rely on a range of methods and techniques aimed at enhancing students' understanding and comprehension of the material. These strategies include: ○ Interactive teaching: This involves encouraging discussions and debates in the classroom, and using examples and practical applications to illustrate concepts. ○ Cooperative learning: encourages teamwork and knowledge sharing among students through group activities and classroom projects.

	- Using technology: Technological means such as educational software and digital applications can be used to provide an interactive and engaging learning environment. - Problem-based learning: encourages students to solve practical problems related to Arabic morphology, which enhances their deep understanding of the subject. - Activating students' self-directed role: This involves encouraging students to conduct self-research and explore materials independently, thereby enhancing their skills in deduction and analysis. - Employing applied activities: This involves using applied activities such as simulations and educational games to apply theoretical concepts in practical and realistic contexts. By choosing appropriate strategies and diversifying learning methods, the effectiveness of learning Arabic morphology can be enhanced, and students can be motivated to actively participate in the learning process.
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10. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	2	DefinitionWith knowledge DisbursementLanguage and terminology	Definition of morphology, explanation of its subject matter, and writings on it.	The method Standard And the methodText	Performance Al-Safi and exams
October 2	2	Understanding the morphological heritage	Balance of Exchange		
October 3	2	identificationfemale students MeaningThe morphological scale and how to use it in rootAll the words	Exercises, examples, and applications on the morphological scale	=	=
October 4	2	identificationfemale students MeaningThe morphological scale and how to use it in rootAll the words	Parts of speech and what is included in the study of morphology	=	=

November 1	2	identificationfemale students MeaningThe spatial heart and how to use it in the heart Words	The verb and its divisions (past, present, and imperative)	=	=
November 2	2		Exercises and applications on the past, present, and imperative tenses		oral test
November 3	2		Sound verb and weak verb	=	=
November 4	2		First month exam	=	=
December 1	2		Attributing sound and weak verbs to pronouns	=	=
December 2	2		The basic and derived verb and their categories	=	=
December 3	2		Meanings of the letters of addition	=	=
December 4	2		Exercises and applications on the basic and derived forms of the verb.		oral test
January 1	2		Invariable and variable verbs	=	=
January 2	2		Exercises and applications on the verbSolid and the agent	=	=
January 3	2		Second month exam	=	=
January 4	2		Second semester	=	=

February ¹	2		Transitive verb and intransitive verb	=	=
February ²			Exercises and applications of the verb Transitive and intransitive		
March ¹			Active and passive voice		
March ²	2		Exercises and applications of the verb The active voice and the passive voice	=	=
March ³	2		The emphatic form with the heavy and light noun	=	=
March ⁴	2		The final ruling for verbs emphasized by the heavy and light noun	=	=
April ¹	2		Exercises and applications on Emphasize the verb with the noun	=	=
April ²	2		First month exam	=	=
April ³	2		Name and its divisions	=	=
April ⁴	2		Abstract and more nouns	=	=
Mays ¹	2		Exercises and applications on the abstract noun and more	=	=
Mays ²	2		The noun is both invariable and derived.	Text method	=

Mays ³			Sources of triliteral and non-triliteral verbs		
Mays ⁴			Exercises and applications on Sources of triliteral and non-triliteral verbs		
			Second month exam		
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams. 2- The final written exam grade is (50) marks.					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			The Refined Guide to Morphology by Dr. Salah Mahdi Al-Fartousi and Dr. Hashim Taha Shalash		
Main references (if any)			The fragrance of knowledge in the art of morphology, by Sheikh Ahmed Al-Hamlawi Al-Maydani's "Nuzhat al-Taraf fi 'Ilm al-Sarf" Morphology by Fakhr al-Din Qabawa Al-Azzi in Al-Tasrif by Al-Zanjani.		
Recommended supporting books and references (scientific journals, reports,).			magazinesPublished by Iraqi and Arab universities and reputable academic institutions		
Electronic references, website			SitesLibraries belonging to various Iraqi and Arab universities and language institutes		

Course description template

1.Course name:	
Rhetoric(The Science of Meanings)	
2. Course code:	
UWA26- CEH-ARB-103	
3. Chapter/Year:	
Phase One / 2025 –2026	
4. Date this description was prepared:	
2026/9/1	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
Number of hours: 2, Number of units: 4	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
Prof. Dr. Suad Badie Mutair Email: badiee@uowasit.edu.iqs M.M. Marwa Hadi Abdullah. Email: marwa10@uowasit.edu.iq	
8. Course objectives:	
9. 1- Introducing students to the principles of rhetorical study, because it helps them to know the positions of speech, and the first thing that should be known. 2- The general principles upon which rhetoric is based, as established in its three sciences. 3- Getting acquainted with the three sciences of rhetoric (the science of eloquence, the science of figures of speech, and the science of meanings) 4- Knowledge of the historical background that reveals the origin and development of rhetoric. 5- To become familiar with the rhetorical and artistic styles included in rhetoric, which are the basis for the quality, eloquence, and rhetoric of speech.	

Course Objectives	1- To learn about the origin and development of rhetoric. 2- Identifying the most important rhetorical schools. 3- Introducing the student to the science of rhetoric and the word rhetoric linguistically and technically, the word eloquence linguistically and technically, and the word rhetoric linguistically and technically. 3- Introducing the student to the methods of expression, which are: the art of simile, metaphor of all kinds, and metonymy. 4- Introducing the student to the science of rhetoric and the term rhetoric linguistically and technically. 5- Introducing the student to the most important rhetorical arts.
9. Teaching and learning strategies	

strategy	1- The student's ability to detect and extract rhetorical devices from poetic and prose texts. 2- Enabling the student to appreciate the aesthetic aspects of literary texts. 3- The student's ability to employ various rhetorical arts in the texts he writes.
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10. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	Two hours	Rhetoric, linguistically and technically	Rhetoric	Lecture	Exam and participation
October 2	Two hours	The aims of the emergence of rhetoric	Rhetoric	Lecture	Exam and participation

October 3	Two hours	The schools of literary and rhetorical eloquence	Rhetoric	Lecture	Exam and participation
October 4	Two hours	The science of rhetoric, technically speaking	Rhetoric	Lecture	Exam and participation
November 1	Two hours	Simple simile and its types	Rhetoric	Lecture	Exam and participation
November 2	Two hours	Representative simile	Rhetoric	Lecture	Exam and participation
November 3	Two hours	First month exam	Rhetoric	Lecture	Exam and participation
November 4	Two hours	Implicit simile	Rhetoric	Lecture	Exam and participation
December 1	Two hours	implicit metaphor	Rhetoric	Lecture	Exam and participation
December 2	Two hours	metonymy	Rhetoric	Lecture	Exam and participation
December 3	Two hours	mental metaphor	Rhetoric	Lecture	Exam and participation
December 4	Two hours	Metaphor and its types	Rhetoric	Lecture	Exam and participation
January 1	Two hours	Metaphor and its types	Rhetoric	Lecture	Exam and participation
January 2	Two hours	The science of rhetoric (in its technical sense)	Rhetoric	Lecture	Exam and participation

January 3	Two hours	Second month exam	Rhetoric	Lecture	Exam and participation
January 4	Two hours	Second semester	Rhetoric	Lecture	Exam and participation
February 1	Two hours	counterpoint	Rhetoric	Lecture	Exam and participation
February 2		Interview			
March 1	Two hours	Confirming praise by way of something resembling criticism	Rhetoric	Lecture	Exam and participation
March 2	Two hours	Confirming the condemnation by way of what resembles praise	Rhetoric	Lecture	Exam and participation
March 3	Two hours	pun	Rhetoric	Lecture	Exam and participation
March 4	Two hours	rhyme	Rhetoric	Lecture	Exam and participation
April 1	Two hours	First month exam	Rhetoric	Lecture	Exam and participation
April 2	Two hours	Problem	Rhetoric	Lecture	Exam and participation
April 3	Two hours	Quote	Rhetoric	Lecture	Exam and participation
April 4	Two hours	Inclusion	Rhetoric	Lecture	Exam and participation

Mays1	Two hours	Good reasoning	Rhetoric	Lecture	Exam and participation
Mays2	Two hours	pun	Rhetoric	Lecture	Exam and participation
Mays3	Two hours	Comprehensive exercises	Rhetoric	Lecture	Exam and participation
Mays4	Two hours	Second month exam	Rhetoric	Lecture	Exam and participation

11. Course evaluation:

Adoption of semester exams and daily assessments through participation.

The grade out of 100 is distributed according to the following formula:

1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams.

2- The final written exam grade is (50) marks.

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	The book "Rhetoric and Application" by Dr. Ahmed Matloub and Dr. Kamel Hassan Al-Basir.
Main references (if any)	The Book of Signs of Inimitability: Abdul Qahir Al-Jurjani, The Book of Secrets of Eloquence: Abdul Qahir Al-Jurjani, The Book of the Two Arts by Abu Hilal Al-Askari, and The Book of Key to the Sciences by Al-Sakkaki.
Recommended supporting books and references (scientific journals, reports,).	1- Lessons in rhetoric and its development, by Dr. Jamil Saeed. 2- The art of simile by Ali Al-Jundi. 3- The art of alliteration by Ali Al-Jundi. 4- The art of rhetoric by Dr. Ahmed Matloub.

	5- Jewels of Eloquence by Ahmed Al-Hashemi
Electronic references, website	Websites concerned with the science of rhetoric

Course description template

1. Course name:	
Arabic literature before Islam	
2. Course code:	
UWA26- CEH-ARB-104	
3. Chapter/Year:	
First stage / 2025- 2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours / Number of units:	
Number of hours: 3, Number of units: 6	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
1- Dr. Naseer Khalaf Abbas, Email: naseer.abbas@uowasit.edu.iq 2- M.M. Laith Adel Mohsen Finjan, Email: laith133@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	1- Defining for the student the meaning Arabic literature before Islam 2- To make the student familiar with the terminology of pre-Islamic literature. 3- Identifying the sources of pre-Islamic literature. 4- The student's familiarity with the characteristics of pre-Islamic poetry.
9. Teaching and learning strategies	
strategy	1- Indoctrination. 2- Memorization. 3- Research. 4- Discussion.

10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	3	Knowledge, understanding, and analysis	Definition of the term literature (the development of its concept throughout the ages))	Standard method	oral exam
October 2	3	Knowledge, understanding, and analysis	The meaning of the term pre-Islamic (Jahiliyya))	Standard method	oral exam
October 3	3	Knowledge, understanding, and analysis	The origins of pre-Islamic poetry and the factors that influenced it	Standard method	oral exam
October 4	3	Knowledge, understanding, and analysis	The novel (The Novel of Pre-Islamic Poetry))	Standard method	oral exam
November 1	3	Knowledge, understanding, and analysis	Sources of pre-Islamic poetry (The Mu'allaqat, Al-Mufaddaliyyat, Al-Asma'iyyat))	Standard method	oral exam
November 2	3	Knowledge, understanding, and analysis	Sources of pre-Islamic poetry (Kitab al-Ikhtiyarayn, and Hamasa Abi Tammam))	Standard method	oral exam
November 3	3	Knowledge, understanding, and analysis	First month exam	Standard method	oral exam
November 4	3	Knowledge, understanding, and analysis	Sources of poetry (Collected Arabic Poetry, Diwans of the Arabs))	Standard method	oral exam
December 1	3	Knowledge, understanding, and analysis	Pre-Islamic poetry (love poetry, description))	Standard method	Oral exam
December 2	3	Knowledge, understanding, and analysis	Pre-Islamic poetry (elegy, satire))	Standard method	Oral exam
December 3	3	Knowledge, understanding, and analysis	The structure of pre-Islamic poetry	Standard method	Written test
December 4	3	Knowledge, understanding, and analysis	The Mu'allaqat (The Hanging Poem of Imru' al-Qais))	Standard method	Written test
January 1	3	Knowledge, understanding, and analysis	The Mu'allaqa of Tarafa ibn al-'Abd	Standard method	Oral tests
January 2	3	Knowledge, understanding, and analysis	Second month exam	Standard method	Oral tests
January 3	3	Knowledge, understanding, and analysis	The Mu'allaqat (Zuhair ibn Abi Sulma))	Standard method	Oral test
January 4	3	Knowledge, understanding, and analysis	Second semester	Standard method	Written test

February 1	3	Knowledge, understanding, and analysis	The Mu'allaqat (The Mu'allaqa of Amr ibn Kulthum))	Standard method	Oral test
February 2	3	Knowledge, understanding, and analysis	The Mu'allaqat (The Mu'allaqa of Antarah ibn Shaddad))	Standard method	Written test
March 1	3	Knowledge, understanding, and analysis	The theory of plagiarism among the ancients	Standard method	Oral test
March 2	3	Knowledge, understanding, and analysis	Orientalist theory of plagiarism	Standard method	
March 3	3	Knowledge, understanding, and analysis	The theory of plagiarism among modern Arabs	Standard method	Oral test
March 4	3	Knowledge, understanding, and analysis	The phenomenon of vagrancy and the characteristics of vagabond poetry	Standard method	Written test
April 1	3	Knowledge, understanding, and analysis	First month exam	Standard method	Oral test
April 2	3	Knowledge, understanding, and analysis	The phenomenon of mediation in ancient poetry	Standard method	Written test
Nissan3	3	Knowledge, understanding, and analysis	Prose and its artistic characteristics	Standard method	Oral test
April 4	3	Knowledge, understanding, and analysis	The art of prose (rhetoric))	Standard method	Written test
May 1	3	Knowledge, understanding, and analysis	The Arts of Prose (Examples and Maxims))	Standard method	Oral test
May 2	3	Knowledge, understanding, and analysis	The art of prose (rhymed prose of divination))	Standard method	Written test
Mays3	3	Knowledge, understanding, and analysis	Second month exam	Standard method	Oral test
May 4	3	Knowledge, understanding, and analysis	The Arts of Prose (The Commandments))	Standard method	Written test

11. Course evaluation:

The grade out of 100 is distributed according to the following formula:

1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams.

2- The final written exam grade is (50) marks.

12. Learning and teaching resources:	
Required textbooks (methodology, if applicable)	History of Arabic Literature: Pre-Islamic Literature by Dr. Shawqi Daif Pre-Islamic poetry: its characteristics and art by Yahya al-Jabawi Studies in Pre-Islamic Poetry by Anad Ghazwan Sources of Pre-Islamic Poetry by Nasser al-I al-Asad The Aesthetics of Cultural Analysis: Pre-Islamic Poetry as a Model - Yusuf Alimat
Main references (if any)	Pre-Islamic poetry: its characteristics And Dr. Yahya Al-Jabouri's commentary on the Ten Odes, and the Seven Odes.
Recommended supporting books and references (scientific journals, reports,).	All studies that are concerned with ancient Arabic literature
Electronic references, website	Research and studies published in Arab and international journals

Course description template

1. Course name:	
Arabic Dictionary and Library	
2. Course code:	
UWA26- CEH-ARB-105	
3. Chapter/Year:	
Phase One / 2025- 2026	
4. Date this description was prepared:	
1 /9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours (total) / Number of units (total):	
Two hours per week / four units	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
1- Prof. Dr. Miad Makki Faisal Email: miaadfaisal@uowasit.edu.iq	
2- M.M. Tabarak Jabbar Zaboun Email:	
8. Course Objectives	
Course Objectives	1-Introduction to the Arabic dictionary and lexicon in Arabic. 2-How to find the meaning of words in Arabic dictionaries. 3-An introduction to lexicographical schools, their dictionaries, and their methodology. 4-Introducing students to lexicographical composition among the Arabs. 5- Getting acquainted with the Arabic library and its sources. 6- Getting acquainted with books on language, grammar, and morphology. 7- Getting acquainted with the sources of translations, books on rare words, jurisprudence, and dictionaries of meanings.

9. Teaching and learning strategies					
strategy		1-The lecture. 2-Discussion. 3-Question and answer. 4-Brainstorming. 5Induction and deduction.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
Week1	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Meaning of dictionary and lexicon	Presentation, discussion, application, and analysis	Classroom performance and exams
Week2	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	The benefits and importance of a dictionary	Presentation, discussion, application, and analysis	Classroom performance and exams
Week3	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	The Origins of the Arabic Lexicon	Presentation, discussion, application, and analysis	Classroom performance and exams
Week4	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Linguistic messages on topics	Presentation, discussion, application, and analysis	Classroom performance and exams
Week5	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the	Books on languages, Arabicized words, and books on hamza (glottal stop).	Presentation, discussion, application, and analysis	Classroom performance and exams

		requirements of the educational institution.			
Week6	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Books of rare and unusual things and jurisprudence	Presentation, discussion, application, and analysis	Classroom performance and exams
Week7	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	First month exam	Presentation, discussion, application, and analysis	Classroom performance and exams
Week8	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Types of dictionaries / Word dictionaries	Presentation, discussion, application, and analysis	Classroom performance and exams
Week9	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Al-Khalil School: Its dictionaries, methods of locating them, and their characteristics.	Presentation, discussion, application, and analysis	Classroom performance and exams
Week10	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Ibn Duraid's school: its dictionaries, its method of discovery, its characteristics	Presentation, discussion, application, and analysis	Classroom performance and exams
Week11	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Al-Jawhari School: Its dictionaries, methods of lexicography, and characteristics	Presentation, discussion, application, and analysis	Classroom performance and exams
Week12	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the	Zamakhshari's school: its dictionaries, its methods of	Presentation, discussion, application, and analysis	Classroom performance and exams

		requirements of the educational institution.	discovery, and its characteristics.		
Week13	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Dictionaries of Meanings/Classified Rare Words, The Science of Language by Al-Tha'alibi, The Specialized (Applied Study)	Presentation, discussion, application, and analysis	Classroom performance and exams
Week14	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Second month exam	Presentation, discussion, application, and analysis	Classroom performance and exams
Week15	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Modern dictionaries (their features and characteristics)	Presentation, discussion, application, and analysis	Classroom performance and exams
Week16	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Second semester: Libraries, past and present: The origins and development of the library	Presentation, discussion, application, and analysis	Classroom performance and exams
Week17	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Digital Library: Its Concept, Types, and Purpose	Presentation, discussion, application, and analysis	Classroom performance and exams
Week18	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Digital libraries and academic repositories	Presentation, discussion, application, and analysis	Classroom performance and exams
Week19	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the	Electronic information sources, digital information sources	Presentation, discussion, application, and analysis	Classroom performance and exams

		requirements of the educational institution.			
Week20	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Strategies and skills for searching for information sources in the digital environment	Presentation, discussion, application, and analysis	Classroom performance and exams
Week21	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	The impact of artificial intelligence on information retrieval and supporting the scientific research environment	Presentation, discussion, application, and analysis	Classroom performance and exams
Week22	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Sources of Arab heritage in linguistic composition in its early stages	Presentation, discussion, application, and analysis	Classroom performance and exams
Week23	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Grammar and morphology books	Presentation, discussion, application, and analysis	Classroom performance and exams
Week24	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Books on rhetoric and criticism	Presentation, discussion, application, and analysis	Classroom performance and exams
Week25	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Books of proverbs	Presentation, discussion, application, and analysis	Classroom performance and exams
Week26	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the	Diwans of poets and tribes	Presentation, discussion, application, and analysis	Classroom performance and exams

		requirements of the educational institution.			
Week27	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Choices (favorites and favorites)	Presentation, discussion, application, and analysis	Classroom performance and exams
Week28	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Enthusiasm	Presentation, discussion, application, and analysis	Classroom performance and exams
Week29	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Books on general etiquette	Presentation, discussion, application, and analysis	Classroom performance and exams
Week30	Two hours	Students' familiarity with Arabic lexicography and library topics in a way that suits the characteristics of learners and the requirements of the educational institution.	Books of biographies of writers, poets, linguists, and grammarians	Presentation, discussion, application, and analysis	Classroom performance and exams

11. Course evaluation:

First semester/ 25 marks			Second semester/ 25 marks		
First month/ 15 degrees	Daily activity/5 points	Attendance/ 5 points	First month/ 15 degrees	Daily activity/5 points	Attendance/ 5 points
Second month/ 15 degrees	Daily activity/5 points	Attendance/ 5 points	Second month/ 15 degrees	Daily activity/5 points	Attendance/ 5 points
Annual commission: 50%					
Final exam: 50%					

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	Arabic dictionary(Its origin and development)Hussein Nassar Hatem Saleh Al-Dhamin Library
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Main references (if any)	The Arabic Lexicon Between Past and Present (Adnan Al-Khatib). Modern Dictionary Making (Ahmed Mukhtar Omar). Electronic Libraries and Digital Libraries (Rabhi Mustafa). Library and Research (Hashmat Qasim). Lectures in the Office and Research Methodology by Khalid Kazem and Mohammed Khudair
Recommended supporting books and references (scientific journals, reports,).	All sources and references in the dictionary and library
Electronic references, website	Comprehensive Library, Al-Mustafa Library, Al-Nour Library, Al-Ghamdi Library, Al-Aluka Library, Al-Faseeh Network, and others

Course description template

1. Course name:	
Language skills	
2. Course code:	
UWA26- CEH-ARB-106	
3. Chapter/Year:	
Phase One / 2025–2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
Number of hours/,Number of units/4	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
1- Prof. Dr. Jassim Farih Daikh Email: jassamf@uowasit.edu.iq	
2- M.Dr. Karrar Hassan Naji Email:nothing	
8. Course Objectives	
Course Objectives	1- Mastering correct Arabic writing skills in terms of spelling and grammar rules. 2- Controlling the tongue through reading literary texts and Quranic texts. 2- Developing sound sense and taste in students, and developing their abilities to understand the structure of words And you can appreciate the beauty within it. 3. Developing skills in expressing opinions and engaging discussion.

9. Teaching and learning strategies					
strategy		1Active learning strategies: • Cooperative learning: The instructor divides the students into small groups, and assigns each group a task related to grammar or spelling rules. • Problem solvingPresenting a problem to the students to find solutions for. • Brainstorming and discussion: The instructor encourages students to discuss the grammar or spelling rule, ask questions, and present their ideas. • Self-learning: The teacher encourages students to seek out information.RelatedBy linguistic rule orSpelling independently 2Traditional teaching strategies:Indoctrination, lecturing, tests. 3Other strategies: Mind maps: Using mind maps to organize information.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	Two hours	Knowledge, understanding, and analysis	Defining the term "key language skills"	Standard method	Classroom performance and exams
October 2	Two hours	Knowledge, understanding, and analysis	The first skill: listening skills	Standard method	Classroom performance and exams
October 3	Two hours	Knowledge, understanding, and analysis	Applications for listening skills and practical exercises	Standard method	Classroom performance and exams
October 4	Two hours	Knowledge, understanding, and analysis	The second skill: the skill of speaking	Standard method	Classroom performance and exams
November 1	Two hours	Knowledge, understanding, and analysis	Applications for speaking skills and practical exercises	Standard method	Classroom performance and exams

November 2	Two hours	Knowledge, understanding, and analysis	The third skill: the skill of reading	Standard method	Classroom performance and exams
November 3	Two hours	Knowledge, understanding, and analysis	First month exam	Standard method	Classroom performance and exams
November 4	Two hours	Knowledge, understanding, and analysis	Applications for reading skills and practical exercises	Standard method	Classroom performance and exams
December 1	Two hours	Knowledge, understanding, and analysis	Fourth skill: Writing skill	Standard method	Classroom performance and exams
December 2	Two hours	Knowledge, understanding, and analysis	Applications for writing skills and practical exercises	Standard method	Classroom performance and exams
December 3	Two hours	Knowledge, understanding, and analysis	The concept of expression and its types	Standard method	Classroom performance and exams
December 4	Two hours	Knowledge, understanding, and analysis	Arabic writing system	Standard method	Classroom performance and exams
January 1	Two hours	Knowledge, understanding, and analysis	The origin and development of Arabic writing	Standard method	Classroom performance and exams
January 2	Two hours	Knowledge, understanding, and analysis	Second month exam	Standard method	Classroom performance and exams
January 3	Two hours	Knowledge, understanding, and analysis	Ways to acquire technical writing skills	Standard method	Classroom performance and exams
February 1	Two hours		the chapterSecond semester		
February 2	Two hours		Sources and references of literary culture	Standard method	

March ¹	Two hours	Knowledge, understanding, and analysis	Spelling: The order of Arabic letters	Standard method	Classroom performance and exams
March ²	Two hours	Knowledge, understanding, and analysis	Writing the hamza at the beginning of the word	Standard method	Classroom performance and exams
March ³	Two hours	Knowledge, understanding, and analysis	Writing the medial and final hamza	Standard method	Classroom performance and exams
March ⁴	Two hours	Knowledge, understanding, and analysis	Writing the letters ض and ظ	Standard method	Classroom performance and exams
April ¹	Two hours	Knowledge, understanding, and analysis	Adding and deleting letters	Standard method	Classroom performance and exams
April ²	Two hours	Knowledge, understanding, and analysis	First month exam	Standard method	Classroom performance and exams
April ³	Two hours	Knowledge, understanding, and analysis	audio clips	Standard method	Classroom performance and exams
April ⁴	Two hours	Knowledge, understanding, and analysis	punctuation marks	Standard method	Classroom performance and exams
Mays ¹	Two hours	Knowledge, understanding, and analysis	style	Standard method	Classroom performance and exams
Mays ²	Two hours	Knowledge, understanding, and analysis	Examples of ancient writings	Standard method	Classroom performance and exams
Mays ³	Two hours	Knowledge, understanding, and analysis	Examples of styles from contemporary writings	Standard method	Classroom performance and exams
Mays ⁴	Two hours	Knowledge, understanding, and analysis	Types of Arabic fonts	Standard method	Classroom performance and exams
May 1	Two hours		examSecond month		
May 2	Two hours		Application of Arabic calligraphy samples		

11. Course evaluation:	
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (50) points and is divided into (20) points for attendance, participation and activities and (30) points for monthly exams. 2- The final written exam grade is (50) marks.	
12. Learning and teaching resources:	
Required textbooks (methodology, if applicable)	Linguistic corrections by Dr. Helmy Arafa
Main references (if any)	1- Subhi al-A'sha on the art of composition, by al-Qalqashandi 2- The literature of the writer Ibn Qutaybah 3- The History of Arabic Writing, by Dr. Ali Ibrahim Muhammad 4- Arabic language skills - Omar Al-Asaad 5- Language Skills - Dr. Ibtisam Mahfouz
Recommended supporting books and references (scientific journals, reports,).	Arabic language skills - Omar Al-Asaad
Electronic references, website	ebooksPDF or Word

Course description template

1. Course name:
Quranic and Hadith SciencesThe Noble Prophet
2. Course code:
UWA26- CEH-ARB-107
3. Chapter/Year:
Phase One / 2025- 2026
4. Date this description was prepared:
1/9/2025
5. Available attendance formats:
In-person
6. Number of study hours Number of units:
Number of hours: 2, Number of units: 4
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)
<u>Dr. Samah Mahdi Mureeh</u> <u>M.M. Kadhim Mohsen Radhi Email:</u> kradi@uowasit.edu.iq
8. Course Objectives
Course Objectives 1- Delivering basic information about Quranic Sciences and Hadith 2- Linking the material to Arabic sciences and understanding the importance of studying it for the student of the Arabic language.

3- Understanding the relationship between Qur'anic studies and their impact on strengthening linguistic heritage					
9. Teaching and learning strategies					
strategy		The teaching and learning strategies for the subject of Quranic and Hadith studies rely on a range of methods and techniques aimed at enhancing students' understanding and comprehension of the material. These strategies include: ◦ Interactive teaching: This involves encouraging discussions and debates in the classroom, and using real-life examples to illustrate concepts. ◦ Cooperative learning: encourages teamwork and knowledge sharing among students through group activities and classroom projects. ◦ Using technology: Technological means such as educational software and digital applications can be used to provide Sources of knowledge and creating an interactive learning environment. ◦ Problem-based learning: encourages students to solve and discuss problem questions and propositions, thereby enhancing their deep understanding of the subject. ◦ Activating the students' self-directed role: This involves encouraging students to conduct self-research and analyze information, which enhances their skills in deduction and analysis. ◦ Employing practical activities: This involves using practical activities and events to apply theoretical concepts in practical and realistic contexts and to promote correct behavior. ◦ Creating religious and moral values, linking theoretical material to practical life, and applying it in the university institution and public facilities to create a conscious generation that leads life.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	2	Overall knowledge of study sources	An introduction to Quranic sciences and the history of writing on them	Standard method	Classroom performance and exams

October 2	2	Knowledge, understanding, and analysis	The revelation of the Holy Quran – the phenomenon of revelation	Standard method	Classroom performance and exams
October 3	2	Knowledge, understanding, and analysis	-Astrology in the Quran and its wisdom	Standard method	Classroom performance and exams
October 4	2	Knowledge, understanding, and analysis	Reasons for revelation	Standard method	Classroom performance and exams
November 1	2	Knowledge, understanding, and analysis	Meccan and Medinan	Standard method	Classroom performance and exams
November 2	2	Knowledge, understanding, and analysis	Writing and compiling the Quran	Standard method	Classroom performance and exams
November 3	2	Knowledge, understanding, and analysis	First month exam	Standard method	Classroom performance and exams
November 4	2	Knowledge, understanding, and analysis	The order of verses and chapters in the Quran	Standard method	Classroom performance and exams
December 1	2	Knowledge, understanding, and analysis	Reading the Holy Quran	Standard method	Classroom performance and exams
December 2	2	Knowledge, understanding, and analysis	The Seven Letters	Standard method	Classroom performance and exams
December 3	2	Knowledge, understanding, and analysis	The Seven Quranic Readings	Standard method	Classroom performance and exams
December 4	2	Knowledge, understanding, and analysis	Interpretation	Standard method	Classroom performance and exams
January 1	2	Knowledge, understanding, and analysis	Second month exam	Standard method	Classroom performance and exams
January 2			Second semester		

January 3	2	Knowledge, understanding, and analysis	Introduction to the Science of Hadith	Standard method	Classroom performance and exams
January 4	2	Knowledge, understanding, and analysis	The science of criticism and authentication	Standard method	Classroom performance and exams
February 1	2		The status of the Prophet's Sunnah in Islamic legislation		oral test
February 2			The divisions of the Sunnah in terms of the rulings it contains		
March 1	2	Knowledge, understanding, and analysis	Categories of Hadith	Standard method	Classroom performance and exams
March 2	2	Knowledge, understanding, and analysis	Categories of authentic hadith	Standard method	Classroom performance and exams
March 3	2	Knowledge, understanding, and analysis	First month exam	Standard method	Classroom performance and exams
April 1	2	Knowledge, understanding, and analysis	Categories of weak hadith	Standard method	Classroom performance and exams
April 2	2	Knowledge, understanding, and analysis	Collections of Prophetic Tradition	Standard method	Classroom performance and exams
April 3	2	Knowledge, understanding, and analysis	Situation and increase	Standard method	Classroom performance and exams
April 4	2	Knowledge, understanding, and analysis	The scholars' approach to combating the situation	Standard method	Classroom performance and exams
Mays 1	2	Knowledge, understanding, and analysis	Selected Prophetic Hadiths	Standard method	Classroom performance and exams
May 2	2	Knowledge, understanding, and analysis	Selected Prophetic Hadiths	Standard method	Classroom performance and exams
			Second month exam		

11. Course evaluation:	
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams. 2- The final written exam grade is (50) marks.	
12. Learning and teaching resources:	
Required textbooks (methodology, applicable)	
Main references (if any)	1. LecturesIn the sciences of the Qur'an by Dr.Manna' al-Qattan. 2.Lectures on Quranic Sciences by Dr. Ghanem Qaddouri Al-Hamd.
Recommended supporting books and references (scientific journals, reports,).	Modern works in the sciences of the Qur'an and Hadith.
Electronic references, website	ebooksPDF or Word and public libraries.

Course description template

1. Course name:	
computer	
2. Course code:	
UWA26- CEH-ARB-108	
3. Chapter/Year:	
Phase One / 2025- 2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
First semester: 2 hours, 1 hour of theory and 1 hour of practical work per week, 4 units Second semester, 2 hours (1 hour theory, 1 hour practical), 4 units 60 hours per year. 2 hours per week for the first semester, 2 hours per week for the second semester.	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
M.M. Mukhlid Muhsin Abdul-Hassan	
8. Course Objectives	
	1- Introducing students to computer basicsIts components include computer security and software licensing. 2- To familiarize students with the different types of computers according to their size, how they work, their intended use, and the type of operating systems they use. 3- To familiarize students with computer operating systems and their stages of development. 4- Informing students on how to use and operate a computer. 5- Informing students on how to protect computers and data from hacking and malware. 6- Introducing students to the importance of office applications (Word, Excel, PowerPoint) and teaching them how to use these applications correctly and in all their details.

9. Teaching and learning strategies					
strategy		1- The teaching strategy involves planning the collaborative concept 2- Brainstorming is a teaching strategy. 3- Education strategy series of observations 4- Blended learning strategies 5- Electronic laboratory strategies			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
			First semester		
October 1	2	Definition and explanation	Hardware and software concepts and components; the concept of computing data, and information technology and electronics applications	Theoretical/Practical	Monthly exam, research papers, and reports
October 2	2	Definition and explanation	Connecting devices and peripherals to the CPU input/output connections	Theoretical/Practical	Monthly exam, research papers, and reports
October 3	2	Definition and application	Computer components - Computer parts - Computer hardware and software	Theoretical/Practical	Monthly exam, research papers, and reports
October 4	2	Definition and application	Input and output units and memory types	Theoretical/Practical	Monthly exam, research papers, and reports
November 1	2	Definition and application	Core CPU components and computer ports	Theoretical/Practical	Monthly exam, research papers,

					and reports
November 2	2	Definition and application	Personal Computer (Features and Types)	Theoretical/Practical	Monthly exam, research papers, and reports
			First month exam		
November 3	2	Definition and application	Operating system, basics of common operating systems	Theoretical/Practical	Monthly exam, research papers, and reports
November 4	2	Definition and explanation	User interface, mouse use	Theoretical/Practical	Monthly exam, research papers, and reports
December 1	2	Definition and explanation	Use common icons, status bar, use menus	Theoretical/Practical	Monthly exam, research papers, and reports
December 2	2	Definition and application	Understanding folders and files, opening and closing different windows; creating shortcuts	Theoretical/Practical	Monthly exam, research papers, and reports
December 3	2	Definition and application	Fundamentals of word processing; opening and closing documents; creating and manipulating text	Theoretical/Practical	Monthly exam, research papers, and reports
December 4	2	Definition and application	Text formatting, table handling	Theoretical/Practical	Monthly exam, research

					papers, and reports
January 1	2	Definition and application	the Spell checking, language formatting, and synonyms; printing a Word document	Theoretical/Practical	Monthly exam, research papers, and reports
January 2	2		Second month exam		
			Second semester		
January 3	2	Definition and application	Spreadsheet basics; working with cells	Theoretical/Practical	Monthly exam, research papers, and reports
January 4	2	Definition and application	Formulas and functions; editing spreadsheets, printing spreadsheets	Theoretical/Practical	Monthly exam, research papers, and reports
February 1	2	Definition and explanation	Presentation software basics, creating presentations	Theoretical/Practical	Monthly exam, research papers, and reports
February 2			Preparing and presenting slides, slide show		
March 1	2	Definition and application	Take printed copies of presentations/printed materials	Theoretical/Practical	Monthly exam, research papers, and reports
March 2	2	Definition and application	Computer networking fundamentals; networks WAN\LAN	Theoretical/Practical	Monthly exam, research papers,

					and reports
March ³	2		First month exam		
March ⁴	2	Definition and application	The concept of the internet and its applications, internet connectivity	Theoretical/Practical	Monthly exam, research papers, and reports
April ¹	2	Definition and application	The World Wide Web web browsers and search engines	Theoretical/Practical	Monthly exam, research papers, and reports
April ²	2	Definition and application	Understanding the title URL Domain name address IP	Theoretical/Practical	Monthly exam, research papers, and reports
April ³	2	Definition and application	Email basics; getting email account	Theoretical/Practical	Monthly exam, research papers, and reports
April ⁴	2	Definition and application	Sending and receiving emails; accessing sent emails; using emails; sharing documents	Theoretical/Practical	Monthly exam, research papers, and reports
Mays ¹	2	Definition and application	Computer troubleshooting: Identifying and resolving common hardware and software problems encountered by computer users.	Theoretical/Practical	Monthly exam, research papers, and reports

Mays ²	2	Definition and application	Basic troubleshooting techniques and tools for diagnosing and resolving problems	Theoretical/Practical	Monthly exam, research papers, and reports
Mays ³	2		Second month exam		
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams. 2- The final written exam grade is (50) marks.					
12. Learning and teaching resources:					
			Required textbooks (methodology, if applicable)		
Main references (if any)					
Recommended supporting books and references (scientific journals, reports,).			Graham Brown David Watson Cambridge IGCSE. Information and communication Technology 3rd Edition 2020 Alan Evans Kendall Martin Mary Anne Poatsy Technology Computer Basics 2016.		
Electronic references, websites			Multiple websites and applications YouTube		

Course description template

1. Course name:	English language ³
2. Course code:	UWA26- CEH-ARB-109
3. Chapter/Year:	First stage/ 2025- 2026
4. Date this description was prepared:	1/9/2025
5. Available attendance formats:	In-person
6. Number of study hours Number of units:	Number of hours/ 1 Number of units/2
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	M.M. E'tizaz Qasim M.M. Murtadha Saad

8. Course Objectives					
Course Objectives			1- Introducing students to English grammar, syntax, and vocabulary 2- Enabling students to master the four English language skills		
9. Teaching and learning strategies					
strategy		1-Classroom discussions 2- Debates 3-Presentation 4- Short tests			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
			First semester		
October 1	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	Hello	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
October 2	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	Hello	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
October 3	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	Your world	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
October 4	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	Your world	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
November 1	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	All about you	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments

November 2	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	All about you	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
November 3	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	Family and friends	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
November 4	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	Family and friends	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
December 1	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	The way I live	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
December 2	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	The way I live	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
December 3	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	Everyday	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
December 4	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	Everyday	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
January 1	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	My favorites	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
January 2	1	To enable students to master the four English language skills (writing	My favorites	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments

		reading, listening, and speaking).			
January 3	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	Where I live	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
January 4	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	Where I live	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
February 1	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	Time s past	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
February 2			Spring break		
March 1	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	We had a great time	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
March 2	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	We had a great time	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
March 3	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	We had a great time	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
March 4	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	I Can do that	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
April 1	1	To enable students to master the four English language skills (writing reading, listening, and speaking).	I Can do that	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments

April ²	1	To enable students to master the four English language skills (writing, reading, listening, and speaking).	Please and thank you	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
April ³	1	To enable students to master the four English language skills (writing, reading, listening, and speaking).	Please and thank you	Classroom discussions, debates, and presentations	Exams and quizzes Class assignments
April ⁴	1	To enable students to master the four English language skills (writing, reading, listening, and speaking).	Here and now +	Classroom discussions, debates, and presentations	Exams, quizzes, and short tests Class assignments

11. Course evaluation:

The grade out of 100 is distributed according to the following formula:

1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams.

2- The final written exam grade is (50) marks.

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	Headway Plus Beginner
Main references (if any)	
Recommended supporting books and references (scientific journals, reports,).	
Electronic references, website	

Course description template

1. Course name:	
Human rights and democracy	
2. Course code:	
UWA26- CEH-ARB-110	
3. Chapter/Year:	
Phase One / 2025- 2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
Number of hours/2, Number of units: 4	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
M.M. Shaimaa Ghani Radi	
8. Course Objectives	
Course Objectives	1-receipt Basic information for the Human Rights course for students of the Arabic Language Department 2-Linking the material to students' lives and clarifying its long-term goals 1- Cognitive objectives After receiving this material, the recipient will be aware of human rights, their objectives, characteristics, and key state sources, as well as understanding the mechanisms of democracy, its forms, and how it works. Program-specific skills objectives 1- Employing skills to enable students to teach human rights 2- Developing the academic personality that aspires to reach the highest standards and its importance in present society
9. Teaching and learning strategies	
strategy	▪ Learning strategy: collaborative concept planning ▪ Brainstorming learning strategy ▪ Education strategy series of observations ▪ Discussion and dialogue style

10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	1	Overall knowledge of study sources	The concept of human rights Its features and characteristics	Method of discussion and dialogue	Classroom performance and exams
October 2	1	Knowledge and understanding and analysis	Human rights in ancient civilizations	Reading method: digression	Classroom performance and exams
October 3	1	Knowledge, understanding, and analysis	Human rights in the Abrahamic religions	Standard method	Classroom performance and exams
October 4	1	Knowledge, understanding, and analysis	Human rights sources (Universal Declaration of Human Rights)	Method of discussion and dialogue	Classroom performance and exams
November 1	1	Knowledge, understanding, and analysis	National sources of human rights (the French Declaration and the Iraqi Constitution)	Develop a plan that clarifies the fundamental sources upon which human rights are based.	Classroom performance and exams
November 2	1	Knowledge, understanding, and analysis	Human rights guarantees in Islam	Method of discussion and dialogue	Classroom performance and exams
November 3	1	Knowledge, understanding, and analysis	International human rights guarantees	Standard method	Classroom performance and exams
November 4	1	Knowledge, understanding, and analysis	Islamic Perspectives on the Universal Declaration of Human Rights:	Discussion and dialogue style	Classroom performance and exams

			A Comparison Between Islam and the French Declaration		
December 1	1	Knowledge, understanding, and analysis	History of feudalism in Europe	The lecture method aims to clarify the image of European society for students.	Classroom performance and exams
December 2	1	Knowledge, understanding, and analysis	Comparison between human rights in Islam and the French Declaration (Articles 7, 8, 9 and 10)	The style of discussion and dialogue	Classroom performance and exams
December 3	1	Knowledge, understanding, and analysis	French constitutions and declarations that followed 1789 AD	Method of presentation and discussion	Classroom performance and exams
December 4	1	Knowledge, understanding, and analysis	monthly student test	Standard method	Classroom performance and exams
January 1	1	Knowledge, understanding, and analysis	United Nations Charter and United Nations General Assembly	Method of discussion and dialogue	Classroom performance and exams
January 2	1	Knowledge, understanding, and analysis	International Organization for Human Rights	Standard method	Classroom performance and exams
January 3	1	Knowledge, understanding, and analysis	The role of regional organizations in protecting human rights	Following the feedback method and linking it to	Classroom performance and exams

				the current topic	
January 4	1	Knowledge, understanding, and analysis	The concept of democracy and its development	Method of discussion and dialogue	Classroom performance and exams
February 1	1	Knowledge, understanding, and analysis	Definition of democracy and the opinions of scholars and thinkers	Method of discussion and dialogue	Classroom performance and exams
February 2			Spring break		
March 1	1	Knowledge, understanding, and analysis	Forms of democracy (direct democracy)	Method of discussion and dialogue	Classroom performance and exams
March 2	1	Knowledge, understanding, and analysis	semi-direct democracy	Standard method	Classroom performance and exams
March 3	1	Knowledge, understanding, and analysis	Monthly test	Standard method	
March 4	1	Knowledge, understanding, and analysis	Representative democracy	Method of discussion and dialogue	Classroom performance and exams
April 1	1	Knowledge, understanding, and analysis	Forms of the representation system	Lecture and presentation style	Classroom performance and exams
April 2	1	Knowledge, understanding, and analysis	The mechanism of the parliamentary system (elections)	Method of discussion and dialogue	Classroom performance and exams
April 3	1	Knowledge, understanding, and analysis	The concept of elections and its legal adaptation	Lecture and presentation style	Classroom performance and exams
April 4	1	Knowledge, understanding, and analysis	The electoral body and the organization of the election process	Lecture and discussion method	Classroom performance and exams

Mays ¹	1	Knowledge, understanding, and analysis	Monthly test	Standard method	Classroom performance and exams
Mays ²	1	Knowledge, understanding, and analysis	End-of-year exams	Standard method	Classroom performance and exams
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 25 marks for monthly and daily exams for the first semester and 25 marks for monthly and daily exams for the second semester, totaling 50 marks, and the final written exam mark is (50) marks.					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			The book "Human Rights, Children's Rights and Democracy" (by Raad Naji, Riyadh Aziz, and Maher Saleh Alawi)		
Main references (if any)			Islamic perspectives on the Universal Declaration of Human Rights by the martyred scholar Muhammad al-Sadr (may God sanctify his soul)		
Recommended supporting books and references (scientific journals, reports, etc.)			Modern literature on human rights		
Electronic references, website			ebooksPDF Word		

Course description template

1. Course name:	
Principles of Education	
2. Course code:	
UWA26- CEH-ARB-111	
3. Chapter/Year:	
First stage2025-2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours / Number of units:	
Two hours	
7. Name of course coordinator	
Dr. Shifa Ghani Radi	
salattabi@uowasit.edu.iq	
Email:	
8. Course Objectives	
Course Objectives	-Introducing students to the importance of the subject of Environmental Education Foundations in community life -Introducing students to the foundations of ancient education, including Chinese, Roman, and Islamic systems.

	-Applying the sound educational principles that students learn in their daily lives - Identifying correct educational applications to benefit from them in public life				
9. Teaching and learning strategies					
strategy		Lecture, discussion, and dialogue			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2	Cognitive, skill-based and emotional	The meaning and goals of education	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
the second	2	cognitive functionAemotional vision	Educational necessities	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
the third	2	Cognitive, skill-based and emotional	Educational theories	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
Fourth	2	Cognitive, skill-based and emotional	Fields of Education	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
Fifth	2	Cognitive, skill-based and emotional	The historical basis of ancient education	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.

Sixth	2	Cognitive, skill-based and emotional	Chinese, Greek	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
Seventh	2	Cognitive, skill-based and emotional	First month exam	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
Eighth	2	Cognitive, skill-based and emotional	Middle Ages	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
Ninth	2	Cognitive, skill-based and emotional	Arab education before Islam and after Islam	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
tenth	2	Cognitive, skill-based and emotional	Modern Education	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
eleventh	2	Cognitive, skill-based and emotional	Modern educational applications	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
twelfth	2	Cognitive, skill-based and emotional	The social basis of education	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.

thirteenth	2	Cognitive, skill-based and emotional	The relationship between education and society	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
fourteenth	2	Cognitive, skill-based and emotional	Second month exam	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
fifteenth	2	Cognitive, skill-based and emotional	Background education	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
Sixteenth	2	Cognitive, skill-based and emotional	Family upbringing	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
seventeenth	2	Cognitive, skill-based and emotional	National Education	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
eighteenth	2	Cognitive, skill-based and emotional	Proper upbringing	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
nineteenth	2	Cognitive, skill-based and emotional	Community-based educational applications	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
Twenty	2	Cognitive, skill-based and emotional	economic basis	Discussion and dialogue	Using discussion

					and dialogue methods to manage the lecture.
Twenty-one	2	Cognitive, skill-based and emotional	Education and its impact on economic development	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
Twenty-two	2	Cognitive, skill-based and emotional	First month exam	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
Twenty-three	2	Cognitive, skill-based and emotional	Scientific basis	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
Twenty-four	2	Cognitive, skill-based and emotional	Education and methodology in research and inquiry	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
Twenty-five	2	Cognitive, skill-based and emotional	National and social foundations	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
Twenty-six	2	Cognitive, skill-based and emotional	Educational reform in Iraq	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
Twenty-seven	2	Cognitive, skill-based and emotional	Comprehensive school	Discussion and dialogue	Using discussion and dialogue methods to

					manage the lecture.
Twenty-eight	2	Cognitive, skill-based and emotional	Schools of Excellence	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
Twenty-nine	2	Cognitive, skill-based and emotional	Monthly exam	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
thirty	2	Cognitive, skill-based and emotional	Methodological applications	Discussion and dialogue	Using discussion and dialogue methods to manage the lecture.
11. Course evaluation:					
1. Tests of all types: oral, written, and practical 2. Preparing worksheets 3. Engaging in diverse activities					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			The Republic, Plato: Translated by Hanna Khabbaz, Dar al-Turath, Beirut Introduction to the Philosophy of Education, Aconor, D.G.: Translated by Muhammad Saif Al-Din Fahmy, Anglo-Egyptian Library, Cairo, 1982. Ibn Rushd and his philosophy between tradition and modernity, Al-A'sam, Abdul Amir: Vol. 1, House of Wisdom, Baghdad, 1990. The Philosophy of Islamic Education in the Noble Hadith, by Bakr, Abdul Jawad Sayed, Dar Al-Fikr Al-Arabi, Cairo, 1983.		
Main references (if any)					
Recommended supporting books and references (scientific journals, reports,).					
Electronic references, website			ebooksPDF		

Course description template

1. Course Name	
Educational and Developmental Psychology	
2. Course code	
UWA26- CEH-ARB-112	
3. Semester/Year	
Phase One / 2025- 2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
Number of hours: 2, Number of units: 4	
7. Name of the course coordinator (if there is more than one, please mention it).	
M.M. Rashah Hussein Abdul Hussein rashah@uowasit.edu.iq Dr. Afaq Abdel Ghani Saheb Email:	
8. Course objectives	
Course objectives	1- To give students a complete idea of educational psychology and the extent of this science's contribution to solving psychological problems. 2- Introducing students to educational psychology and development. 3-Distributing vocabulary goals over the course of a full academic yearAnd to benefit from and understand each word. 4--Introducing students to the theories of educational psychology and development and how to benefit from them. 5- Learn about behavioral and psychological problems and disorders, their causes, and be able to diagnose them. 6- Learn about the stages of growth and development, the stage of adolescence, and the problems that exist in it.
9. Teaching and learning strategies	
strategy	1- Explanation and clarification through lectures. 2- roadDiscussion. 3- Brainstorming method.

10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	2	Educational Psychology	Historical development of psychology Psychology in Islamic Heritage Goals of psychology	Lecture and discussion	Questions and discussion
October 2	2	Branches of Educational Psychology	Branches of Psychology Behavior: Definition and Factors Influencing Behavior	Lecture and discussion	Questions and discussion
October 3	2	Motivation	The importance of studying motivation Educational functions of motivation; strategies for stimulating motivation	Lecture and discussion	Questions and discussion
October 4	2	Attention	The meaning of attention Factors affecting attention Explaining the attention process	Lecture and discussion	Questions and discussion
November 1	2	sensory perception	The meaning of sensation and perception Types of sensations Factors affecting sensation and perception	Lecture and discussion	Questions and discussion
November 2	2	memory	The meaning of remembrance Types of memory Ways to improve the memory process	Lecture and discussion	Questions and discussion
November 3	2	Forgetting	The meaning of forgetting	Lecture and discussion	Questions and discussion

			Explanation of forgetfulness and its causes Information processing methods		
November 4	2	thinking	The meaning of thinking Types of thinking	Lecture and discussion	Questions and discussion
December 1	2	thinking	Ways to stimulate thinking Levels of thinking	Lecture and discussion	Questions and discussion
December 2	2	Learning theories	Correlational theories	Lecture and discussion	Questions and discussion
December 3	2	Learning theories	Basic concepts Educational applications	Lecture and discussion	Questions and discussion
December 4	2	Learning theories	Theories of clairvoyance (Kohler – Koffka – Wertheimer)	Lecture and discussion	Questions and discussion
January 1	2	Learning theories	Basic concepts Educational applications	Lecture and discussion	Questions and discussion
January 2	2	Learning theories	Observational learning theory Albert Bandura	Lecture and discussion	Questions and discussion
January 3	2	Learning theories	Basic concepts Educational applications	Lecture and discussion	Questions and discussion
January 4	2	Developmental psychology	Its definition. Its importance. Its stages. Factors affecting it.		
February 1	2	Childhood stages	Its definition, stages and aspects, and some children's problems		
February 2	2	Adolescence	Its definition, its stages Its aspects include the adolescent and society peers, the media, and some adolescent problems.		
11. Course evaluation					
The grade out of 100 is distributed according to the following formula: 25 marks for monthly and daily exams for the first semester and 25 marks for monthly and daily exams for the second semester, totaling 50 marks, and the final written exam mark is (50) marks.					

12. Learning and teaching resources	
Required textbooks (methodology, if applicable)	Educational Psychology: Theories, Methods, and Applications by Nabil Abdel-Hadi Educational Psychology: Theory and Application - Adnan Yousef Al-Atoum Educational Psychology by Abdulmajid Nashwati
A	
Recommended supporting books and references (scientific journals, reports...)	Ain Shams Journal, Sharjah Journal, Journal of Psychological and Educational Sciences in general
Electronic references, websites	Websites related to educational psychology and growth

Course description template

1. Course name:	
Grammar	
2. Course code:	
UWA26-CEH-ARB-201	
3. Chapter/Year:	
Phase Two / 2025- 2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
Three hours per week / six units	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
Dr. Raad Karim Hassan, Email: raadkareem@uowasit.edu.iq Dr. Maryam Sadiq Dr. Wafaa Tarish Abd	
8. Course Objectives	
Course Objectives	1-receipt Basic information for the subject of Quranic Sciences and Hadith 2-Linking the material to Arabic sciences and understanding the importance of studying it for students of the Arabic language

9. Teaching and learning strategies					
strategy	1-After receiving this material, the recipient will be familiar with the sciences related to the Holy Quran and the Noble Prophetic Hadith. 2-Raising students to love the Arabic language and understand that it is a miraculous language in which the miracle of the Holy Quran was revealed 3-Preserving poetic texts and understanding their civilizational, artistic, and cultural importance as a science of a people who have no science more accurate than it.				
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	3	Overall knowledge of study sources	Sources for the study of grammar	Standard method	Classroom performance and exams
October 2	3	Knowledge, understanding, and analysis	- Inna and its sisters	Standard method	Classroom performance and exams
October 3	3	Knowledge, understanding, and analysis	- Inna and its sisters	Standard method	Classroom performance and exams
October 4	3	Knowledge, understanding, and analysis	- Inna and its sisters	Standard method	Classroom performance and exams
November 1	3	Knowledge, understanding, and analysis	- The negative particle for the genus	Standard method	Classroom performance and exams
November 2	3	Knowledge, understanding, and analysis	- The negative particle for the genus	Standard method	Classroom performance and exams
November 3	3	Knowledge, understanding, and analysis	- Conjecture and its sisters	Standard method	Classroom performance and exams
November 4	3	Knowledge, understanding, and analysis	- Conjecture and its sisters	Standard method	Classroom performance and exams

December 1	3	Knowledge, understanding, and analysis	The doer	Standard method	Classroom performance and exams
December 2	3	Knowledge, understanding, and analysis	actor	Standard method	Classroom performance and exams
December 3	3	Knowledge, understanding, and analysis	The subject of the passive verb	Standard method	Classroom performance and exams
December 4	3	Knowledge, understanding, and analysis	The subject of the passive verb	Standard method	Classroom performance and exams
January 1	3	Knowledge, understanding, and analysis	Transgression and intransitivity (the object)	Standard method	Classroom performance and exams
January 2	3	Knowledge, understanding, and analysis	absolute object	Standard method	Classroom performance and exams
January 3	3	Knowledge, understanding, and analysis	absolute object	Standard method	Classroom performance and exams
January 4	3	Knowledge, understanding, and analysis	The effect of it	Standard method	Classroom performance and exams
February 1	3	Knowledge, understanding, and analysis	First semester exams	Standard method	Classroom performance and exams
			Spring break		
			Spring break		
March 1	3	Knowledge, understanding, and analysis	The effect of it	Standard method	Classroom performance and exams
March 2	3	Knowledge, understanding, and analysis	The object in it	Standard method	Classroom performance and exams
March 3	3	Knowledge, understanding, and analysis	The object in it	Standard method	Classroom performance and exams

March ⁴	3	Knowledge, understanding, and analysis	The object with it	Standard method	Classroom performance and exams
April ¹	3	Knowledge, understanding, and analysis	The object with it	Standard method	Classroom performance and exams
April ²	3	Knowledge, understanding, and analysis	Exception	Standard method	Classroom performance and exams
April ³	3	Knowledge, understanding, and analysis	Exception	Standard method	Classroom performance and exams
April ⁴	3	Knowledge, understanding, and analysis	Exception	Standard method	Classroom performance and exams
Mays ¹	3	Knowledge, understanding, and analysis	Exception	Standard method	Classroom performance and exams
Mays ²	3	Knowledge, understanding, and analysis	Applied review	Standard method	Classroom performance and exams
Mays ³	3	Knowledge, understanding, and analysis	Applied review	Standard method	Classroom performance and exams
Mays ⁴	3	Knowledge, understanding, and analysis	Applied review	Standard method	Classroom performance and exams
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams. 2- The final written exam grade is (50) marks.					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			Ibn Aqil's commentary on Ibn Malik's Alfiyya		
Main references (if any)			1- Explanation of Shudhur al-Dhahab by Ibn Hisham al-Ansari 2- The Clearest Paths... by Ibn Hisham al-Ansari		

	1- Mustafa al-Ghalayini, compiler of Arabic lessons 4- Applied Grammar by Khalid Abdul Aziz
Recommended supporting books and references (scientific journals, reports,).	Modern works in grammar
Electronic references, website	ebooksPDF or Word

Course description template

1. Course name:	Disbursement
2. Course code:	UWA26-CEH-ARB-202
3. Chapter/Year:	Phase Two/2025- 2026
4. Date this description was prepared:	1/9/2025
5. Available attendance formats:	In-person
6. Number of study hours Number of units:	Number of hours: 2 – Number of units: 4
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	1- Assistant Professor Dr. Jumana Abdul Mahdi Jassim, Email: jumana@uowasit.edu 2_ Dr. Duaa Abdul Hussein
8. Course Objectives	Course Objectives 1- To enable students to master the rules of the Arabic language at the morphological level, enabling them to distinguish between right and wrong in different texts. 2- Using the methods of the Arabic language correctly and appropriately for the content of the speech. 3- Introducing students to the most prominent scholars of morphology and their most famous works on it, both ancient and modern. 4- Introducing students to the subtle semantic linguistic differences of the various morphological structures.
9. Teaching and learning strategies	

strategy	Teaching and learning strategies for Arabic morphology rely on a range of methods and techniques aimed at enhancing students' understanding and comprehension of the material. These strategies include: ◦ Interactive teaching: This involves encouraging discussions and debates in the classroom, and using examples and practical applications to illustrate concepts. ◦ Cooperative learning: encourages teamwork and knowledge sharing among students through group activities and classroom projects. ◦ Using technology: Technological means such as educational software and digital applications can be used to provide an interactive and engaging learning environment. ◦ Problem-based learning: encourages students to solve practical problems related to Arabic morphology, which enhances their deep understanding of the subject. ◦ Activating students' self-directed role: This involves encouraging students to conduct self-research and explore materials independently, thereby enhancing their skills in deduction and analysis. ◦ Employing applied activities: This involves using applied activities such as simulations and educational games to apply theoretical concepts in practical and realistic contexts. By choosing appropriate strategies and diversifying learning methods, the effectiveness of learning Arabic morphology can be enhanced, and students can be motivated to actively participate in the learning process.
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10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	2	identificationStudents with this linguistic phenomenon	Masculine and feminine	Standard method and methodText	Classroom performance and examsAT
October 2	2	Definition of Name Types	The correct, lengthened, shortened, and defective noun	Standard method and methodText	Classroom performance and examsAT
October 3	2	Explanation of how to form the dual and plural of these nouns	Dual and plural forms of proper nouns, elongated nouns, shortened nouns, and defective nouns	Standard method and methodText	Classroom performance and examsAT
October 4	2	DefinitionBy ratios and an explanation of their types	lineage	Standard method and methodText	Classroom performance and examsAT
November 1	2	identificationStudents learn how to form nisba (attributive adjective) from nouns of all types and categories.	Attribution to names	Standard method and methodText	Classroom performance and examsAT
November 2	2		Review of previous topics	Standard method and methodText	Classroom performance and examsAT

November 3	2	Introduce these two sources to the students and explain how they are derived.	Source of the bitter authority	Standard method and methodText	Classroom performance and examsAT
November 4	2	Introducing students to this letter and how it is derived	The source of the meme	Standard method and methodText	Classroom performance and examsAT
December 1	2	Statement of the types of these groups	Broken plurals and their weights	Standard method and methodText	Classroom performance and examsAT
December 2	2		Broken plurals (plural of abundance)	Standard method and methodText	Classroom performance and examsAT
December 3	2		Broken plurals (special terms in this chapter): plural of plurals, generic noun, plural of plural, collective noun...	Standard method and methodText	Classroom performance and examsAT
December 4	2		Review of previous topics	Standard method and methodText	Classroom performance and examsAT
January 1	2	Definition of derivatives and explanation of how to prepare them	Derivatives	Standard method and	Classroom performance and examsAT

				methodText	
January 2	2		active participle	Standard method and methodText	Classroom performance and examsAT
January 3	2		Exaggeration form	Standard method and methodText	Classroom performance and examsAT
January 4	2		participle	Standard method and methodText	Classroom performance and examsAT
February 1	2		The adjective of resemblance	Standard method and methodText	Classroom performance and examsAT
February 2	2		superlative	Standard method and methodText	Classroom performance and examsAT
			Spring break		
			Spring break		
March 1			Spring break	Standard method and methodText	Classroom performance and examsAT
March 2	2		Names of time and place	Standard method and methodText	Classroom performance and examsAT

March ³	2		Machine name	Standard method and methodText	Classroom performance and examsAT
March ⁴	2	Introducing students to vowel changes and substitutions and explaining their types	Elision and substitution	Standard method and methodText	Classroom performance and examsAT
April ¹	2		Elision and substitution	Standard method and methodText	Classroom performance and examsAT
April ²	2		Elision and substitution	Standard method and methodText	Classroom performance and examsAT
April ³	2		reviewGeneral	Standard method and methodText	Classroom performance and examsAT
April ⁴	2	Informing students how to write these two letters and how to distinguish between them	Arabic spelling rules The long and closed taa, and the dad and tha	Standard method and methodText	Classroom performance and examsAT
Mays ¹	2	Introducing students to these two terms	Separation and Connection	Standard method and methodText	Classroom performance and examsAT
Mays ²	2	A statement of the significant impact of the sign on the Arabic language	Marks in writing	Standard method and methodText	Classroom performance and examsAT

Mays ³	2	Introducing students to the hamza and how to write it	The hamza and the rules of its writing	Standard method and methodText	Classroom performance and examsAT
Mays ⁴	2	An introduction to Arabic calligraphy and an explanation of the distinctive features of Arabic calligraphy styles.	Facilitating Arabic writing and calligraphy and its types	Standard method and methodText	Classroom performance and examsAT

11. Course evaluation:

The grade out of 100 is distributed according to the following formula:

1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams.

2- The final written exam grade is (50) marks.

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	DisbursementDr. Hatem Al-Dhamin
Main references (if any)	DisbursementAl-Wafi / Hadi Nahr DisbursementAl-Wadih / Ali Al-Jarim and others.
Recommended supporting books and references (scientific journals, reports,).	magazinesPublished by Iraqi and Arab universities and reputable academic institutions
Electronic references, website	SitesLibraries belonging to various Iraqi and Arab universities and language institutes

Course description template

1. Course name:
Arabic rhetoric/the science of meaning
2. Course code:
UWA26-CEH-ARB-203
3. Chapter/Year:
Phase Two / 2025- 2026
4. Date this description was prepared:
1/9/2025
5. Available attendance formats:
In-person
6. Number of study hours Number of units:
Number of hours/2Number of units: 4

7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)					
1- Prof. Dr. Saleh Kadhim Sakban Email: ssagban@uowasit.edu.iq					
2- Dr. Asaad Nasser Obeid, Email: aobaid@uowasit.edu.iq					
8. Course Objectives					
Course Objectives			1- Enabling the student in the second of the rhetorical arts, which is the science of meanings 2- Knowledge of the predicate, its types, its forms, construction, omission, separation, connection, and structures 3- Teaching students to understand the meanings of grammar in a rhetorical way 4- Creating an understanding in the student to appreciate the beauty of literary style through the science of semantics.		
9. Teaching and learning strategies					
strategy		1- The student should become familiar with the science of rhetoric and understand its importance and role in other Arabic sciences. 2- Memorizing rhetorical rules and understanding them to apply them to literary texts to reveal their quality. 3- Making rhetoric the means capable of distinguishing a good, impactful text from a sham, and teaching the student that. 4- Linking rhetoric to criticism and teaching the student the ability to criticize the text through the rhetorical standard.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	2	Knowledge of eloquence	eloquence	In-person	a test
October 2	2	Reasons for the difference between eloquence and rhetoric	The difference between eloquence and rhetoric	In-person	a test
October 3	2	Declarative sentences	Studying its concept and origins metaphorical	In-person	a test

October 4	2	The imperative sentence	Studying its concept and differences About the declarative sentence	In-person	a test
November 1	2	The matter is from Asayeb demand	Studying its concept and origin metaphorical	In-person	a test
November 2	2	The study of interrogation, which is Methods of request	The matter and its metaphorical exit	In-person	a test
November 3	2	Studying and understanding prohibition It is one of the methods of requesting	Prohibition and its metaphorical exit	In-person	a test
November 4	2	Studying and understanding the call It is a request style	The matter and its metaphorical exit	In-person	a test
December 1	2	Defining wishing And he observed his style	Wishing and its metaphorical exit		
December 2	2	exam	First month exam	In-person	a test
December 3	2	Introducing Al-Tarjuman Explaining its meaning and tools and its purposes	Esperance: its concept and tools	In-person	a test
December 4	2	sentence study Its structures and concept	Study of sentence structures	In-person	a test
January 1	2	Systems theory study For Abd al-Qahir and his definition The students there	Abdul Qahir's System Theory Al-Jurjani	In-person	a test
January 2	2	Study of advancement and delay	Presentation and delay	Khadouri	a test

		And knowing its semantic dimension In the grammatical sentence			
January 3	2	Studying types of presentations The delay in presenting the subject Presenting the object	Presentation and deletion	In-person	a test
January 4	2	Studying other types of presentations From the presentation	Presentation and deletion	In-person	a test
February 1	2	Study of deletion and its distinction Its concept and grammatical impact And rhetoric	deletion	In-person	Test 2
February 2	2	Study of deletion and its types For example, deletion of the attribute The described	deletion	In-person	a test
			Spring break		
			Spring break		
March 1	2	Study of other species Deletion, such as the subject and The object	deletion	In-person	a test
March 2	2	Second month exam	exam	In-person	a test
March 3	2	Elaboration, which is the opposite of brevity Brevity: A Study of its Concept And a way to achieve it	redundancy	In-person	a test
March 4	2	Study examples of redundancy	redundancy	In-person	a test

April ¹	2	Separation and Connection	Separation and Connection	In-person	a test
April ²	2	Separation and Connection	Separation and Connection	In-person	a test
April ³	2	Second semester exam	First month exam Chapter Two	In-person	a test
April ⁴	2	Knowledge of equality	Equality	In-person	a test
Mays ¹	2	Introduction to the palace	The palace	In-person	a test
Mays ²	2	General application	The palace	In-person	a test
Mays ³	2	Second semester exam	Second month	In-person	a test
Mays ⁴	2	General application	General applications	In-person	a test

11. Course evaluation:

The grade out of 100 is distributed according to the following formula:

1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams.

2- The final written exam grade is (50) marks.

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	Semantics / Bassiouni Abdel Fattah Fayyad
Main references (if any)	Signs of Inimitability / Abdul Qahir Al-Jurjani
Recommended supporting books and references (scientific journals, reports,).	Rhetoric, its arts and its branches / Fadl Hassan Abbas

Course description template

1. Course name:
Islamic literature
2. Course code:
UWA26-CEH-ARB-204
3. Chapter/Year:
Phase Two / 2025- 2026
4. Date this description was prepared:
1/9/2025
5. Available attendance formats:
In-person

6. Number of study hours Number of units:					
Number of hours: 3, Number of units: 6					
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)					
A.Dr. Wasan Sadiq AbbasEmail: walbadrawy@uowasit.edu.iq					
8. Course Objectives					
Course Objectives		- To enable students to learn about the new poetic purposes and prose arts that emerged in the early Islamic era and the Umayyad era. 2- Introducing students to the most prominent poets, orators, and writers of the early Islamic era and the Umayyad era 3- Explaining the impact of Islam on the literature of the era, both poetry and prose, as well as the impact of this literature in spreading the principles and teachings of Islam. 4- Teaching students to memorize many poetic and prose texts in various genres and styles, enabling them to appreciate this literature and feel its aesthetics.			
9. Teaching and learning strategies					
		● Interactive lectures and group discussions. ● Reports and drawings for audio lectures ● Using old and modern linguistic references and sources to enrich the lecture. ● Using a detailed explanation style for the lecture's main points.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	2		to setThe term Islamic literature	Standard method	Classroom performance and exams
October 2	2		conditionPoetry in the early Islamic era	Standard method	Classroom performance and exams
October 3	2		conditionPoetry in the Sadr era Islam	Standard method	Classroom performance and exams

October 4	2		directionPoetry towards religious commitment	Standard method	Classroom performance and exams
November 1	2		studyA detailed account of Hassan ibn Thabit's poetry	Standard method	Classroom performance and exams
November 2	2		studyA detailed account of the poetry of Abdullah ibn Rawaha	Standard method	Classroom performance and exams
November 3	2		studyA detailed account of the poetry of Mutammim ibn Nuwayrah	Standard method	Classroom performance and exams
November 4	2		A detailed study of Al-Hutay'ah's poetry	Standard method	Classroom performance and exams
December 1	2		First Month Exam, First Semester	theoretical	paper exam
December 2	2		PurposesNew Poetry; Poetry of Advocacy and Faith	Standard method	Classroom performance and exams
December 3	2		PurposesNew Poetry; Poetry of Jihad and Islamic Conquests	Standard method	Classroom performance and exams
December 4	2		itemsAncient and evolving poetry; praise and satire	Standard method	Classroom performance and exams
January 1	2		itemsAncient and evolving poetry; elegies and love poems	Standard method	Classroom performance and exams
January 2	2		Public speakingIn the early days of Islam	Standard method	Classroom performance and exams

January 3	2		MessagesIn the early days of Islam	Standard method	Classroom performance and exams
January 4	2		conditionPoetry in the Umayyad era	Standard method	Classroom performance and exams
February1	2		Second month exam of the first semester	theoretical	paper exam
February2			Spring break		
March1	2		spreadPoetry in Islamic Cities	Standard method	Classroom performance and exams
March2	2		ContradictionsAnd its most famous figure is Jarir.	Standard method	Classroom performance and exams
March3	2		The genre of satirical poetry and its most famous figures: Al-Farazdaq and Al-Akhtal	Standard method	Classroom performance and exams
March4	2		Political poetry; brown poetryilliteracy	Standard method	Classroom performance and exams
April1	2		hairKharijites	Standard method	Classroom performance and exams
April2	2		Alawite poetry	Standard method	Classroom performance and exams
April3	2		First month exam of the second semester	theoretical	paper exam
April4	2		hairThe Zubairites	Standard method	Classroom performance and exams
Mays1	2	Silent sounds and vocal sounds	spinningThe sensory; a study of	Standard method	Classroom performance and exams

			the poetry of Umar ibn Abi Rabi'ah		
Mays ²	2	The connection between sound and the origin of language	spinningAl-Udhri; A Study of Jamil Buthaina's Poetry	Standard method	Classroom performance and exams
Mays ³	2	Arabic voices and dialects	Technical characteristics of poetryUmayyad	Standard method	Classroom performance and exams
Mays ⁴	2	The efforts of scientists in the field of acoustics, both ancient and modern	proseDuring the Umayyad era; Its topics	Standard method	Classroom performance and exams
May 1	2		Second month exam, second semester	theoretical	paper exam
May 2	2		End-of-year exams		

11. Course evaluation:

The grade out of 100 is distributed according to the following formula:

- 1- The annual effort grade is out of (50) points and is divided into (20) points for attendance, participation and activities and (30) points for monthly exams.
- 2- The final written exam grade is (50) marks.

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	Hopes in Islamic Literature; Ibtisam Marhoon Al-Saffar; The Islamic Era; Shawqi Daif
Main references (if any)	The Diwan of Hassan ibn Thabit, the Diwan of Abdullah ibn Rawaha, the Diwan of Al-Hutay'ah, the poetry of Mutammim ibn Nuwayrah, the Diwan of JarirAl-Farazdaq / Al-Akhtal / Al-Kumayt / Abdullah ibn Qays al-Ruqayyat / Umar ibn Abi Rabi'ah / Jamil Buthaynah

Recommended supporting books and references (scientific journals, reports,).	Islam and Poetry, Said al-Naqouri; Islam and Poetry; Sami Makki al-Ani Literature in the Prophetic and Rashidun Era; Salah al-Din al-Hadi / Trends in Umayyad Poetry; Salah al-Din al-Hadi / Academic Research on the Influence of Islam on Poetry
Electronic references, website	location Dr. Muhammad Saeed Al-Ghamdi. Comprehensive Library / Encyclopedia of Arabic Literature / Library of Alexandria / Waqf Library / Website of the Faculty of Arabic Language, Al-Azhar University.

Course description template

1. Course name:	
Offers	
2. Course code:	
UWA26-CEH-ARB-205	
3. Chapter/Year:	
Annual course 2025-2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours (total) / Number of units (total):	
64 hours / 2	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
1- Dr. Wissam Muhammad Aboud Email: waboud@uowasit.edu.iq	
8. Course Objectives	
Course Objectives: Studying performances is of great importance in understanding the rules of music. Arabic poetry, its origins, and the distinction between correct and broken poetry.	1- Enabling students to acquire the knowledge and understanding required for the intellectual framework of the subject of presentations. 2- Knowing the weight and poetic meter of each poem through its metrical analysis. 3- Transferring theoretical knowledge to the practical side within the classroom. 4- Teaching students the difference between prosodic script and writing

Or corrupt, so the need for this knowledge is urgent for poets and others. This knowledge serves as a guide for them and helps them distinguish right from wrong. In the musical formation of classical and free verse Arabic poetry as well.		Prosody and its difference from ordinary writing and its importance In deriving the different meters and rhythms.			
9. Teaching and learning strategies					
strategy		1- Using the method of lecturing and giving lectures to provide students with the basics and topics related to knowledge. 2-Clarifying and explaining study vocabulary through questioning and discussion. 3-Urge StudentsonVisiting the library and the international information network to obtain information that develops their performance and musical abilities. 4-Encouraging the demand for practical participation in the analysis of poetic verses and knowledge of the type of metrical meter.			
10. Course structure					
Week	Hou rs	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding, speaking, and conveying this knowledge to others.	Prosody, linguistically and technically	The methodStandar	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation during the lecture

October 2	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding speaking, and conveying this knowledge to others.	OriginProsody, the housePoetry and its parts	The methodStandard	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation AP raise for the lecture
October 3	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding speaking, and conveying this knowledge to others.	OriginProsody, the housePoetry and its parts	The methodStandard	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation AP raise for the lecture
October 4	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend,	Activations and its parts in The term can Old	The methodStandard	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation AP raise for the lecture

		and transform it into a skill of understanding, speaking, and conveying this knowledge to others.			
November 1	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding, speaking, and conveying this knowledge to others.	Activations and its parts in The term call Old	The methodStandard	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participationAP raise for the lecture
November 2	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding, speaking, and conveying this knowledge to others.	Writingprosod	The methodStandard	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participationAP raise for the lecture

November 3	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding speaking, and conveying this knowledge to others.	Writing prosodic Distinguishing between the hamza of separation and the hamza of connection	The methodStandard	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation AP raise for the lecture
November 4	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding speaking, and conveying this knowledge to others.	rhythm And the audio clip	The methodStandard	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation AP raise for the lecture
December 1	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend,	rhythm And the audio clip	The methodStandard	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation AP raise for the lecture

		and transform it into a skill of understanding, speaking, and conveying this knowledge to others.			
December 2	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding, speaking, and conveying this knowledge to others.	seas Poetry	The methodStandard	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation AP raise for the lecture
December 3	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding, speaking, and conveying this knowledge to others.	seas Poetry	The methodStandard	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation AP raise for the lecture

December 4	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding speaking, and conveying this knowledge to others.	seas Poetry	The methodStandard	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation AP raise for the lecture
January 1	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding speaking, and conveying this knowledge to others.	seas Poetry	The methodStandard	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation AP raise for the lecture
January 2	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend,	seas Poetry	The methodStandard	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation AP raise for the lecture

		and transform it into a skill of understanding, speaking, and conveying this knowledge to others.			
January 3	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding, speaking, and conveying this knowledge to others.	seas Poetry	The methodStandard	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation AP raise for the lecture
January 4	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding, speaking, and conveying this knowledge to others.	seas Poetry	The methodStandard	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation AP raise for the lecture

February y1	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding speaking, and conveying this knowledge to others.	seas Poetry	The methodStandar	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation4P raise for the lecture
February y2	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding speaking, and conveying this knowledge to others.	seas Poetry	The methodStandar	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation4P raise for the lecture
March1	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend,	seas Poetry	The methodStandar	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation4P raise for the lecture

		and transform it into a skill of understanding, speaking, and conveying this knowledge to others.			
March 2	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding, speaking, and conveying this knowledge to others.	seas Poetry	The methodStandard	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation AP raise for the lecture
March 3	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding, speaking, and conveying this knowledge to others.	seas Poetry	The methodStandard	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation AP raise for the lecture

March ⁴	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding speaking, and conveying this knowledge to others.	seas Poetry	The methodStandar	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation ^{4P} raise for the lecture
April ¹	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding speaking, and conveying this knowledge to others.	seas Poetry	The methodStandar	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation ^{4P} raise for the lecture
April ²	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend,	Circlesprosodi	The methodStandar	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participation ^{4P} raise for the lecture

		and transform it into a skill of understanding, speaking, and conveying this knowledge to others.			
April 3	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding, speaking, and conveying this knowledge to others.	Circlesprosodi	The methodStandar	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participationAP raise for the lecture
April 4	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding, speaking, and conveying this knowledge to others.	RhymeIts type letters, defects and diacritics.	The methodStandar	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participationAP raise for the lecture

Mays1	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding speaking, and conveying this knowledge to others.	RhymeIts type letters, defects and diacritics.	The methodStandar	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participationAP raise for the lecture
Mays2	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend, and transform it into a skill of understanding speaking, and conveying this knowledge to others.	Music of poetry Modern Arabic (Free verse, (and the prose poem)	The methodStandar	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participationAP raise for the lecture
Mays3	2	Students' control over this issue Understanding it theoretically and practically and their ability to perceive, comprehend,	General review	road solutionProble	(1) Tests: Oral and written (2) Research assignments (3) Student attendance and participationAP raise for the lecture

		and transform it into a skill of understanding speaking, and conveying this knowledge to others.			
Mays ⁴	—		Exams Final	—	—
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams. 2- The final written exam grade is (50) marks.					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)		1- The Art of Poetic Segmentation and Rhyme, Safaa Khulusi, 6th Edition, General Cultural Affairs House - Baghdad, 1987. 2- Al-Kafi fi al-Arud wa al-Qawafi, Al-Khatib Al-Tabrizi, edited by Al-Hassani Hassan Abdullah, Al-Khanji Press, Cairo, 3rd edition, 1994. 3- Clear Prosody and the Science of Rhyme, Dr. Muhammad Ali Al-Hashemi, Dar Al-Qalam, Damascus, Syria, 1st Edition, 1991 AD. 4- Educational Presentations, Dr. Abdul Aziz Nabawi, Dr. Salem Abbas Khadada, Al-Manar Islamic Library, 3rd Edition, 2000 AD. 5-Poetic Meters, Mustafa Barakat, Cultural Publishing House, Cairo, 1998. 6-The music of ancient Arabic poetry And the hadith Abdul-Redha Ali, Dar Al-Shorouk, Lebanon, 1997.			
Main references (if any)		1-The gold standard in knowledge notice Arabs, Ahmed Al-Hashemi. 2- The comprehensive guide to the science of prosody rhyme, and the arts of poetry, Dr.Emile Badi' Ya'qub, Lebanese Scientific Book House, 1990.			

Recommended supporting books and references (scientific journals, reports,).	1- Reference in the sciences of prosody and rhyme / Muhammad Ahmad Qasim 2- In prosody and rhyme: A study on classical Arabic poetry and free verse poetry / Omar Khalifa bin Idris. 3- Fundamentals of Prosody and Rhyme / Khader Abu Al-Ainin • Some letters and theses that include course syllabus
Electronic references, website	1- Audio presentations / CDCDDisplayed on a data projector system 2- Presenting lectures on screens using PowerPoint • The prosodic library on the World Wide Web

Curriculum Development Plan

The curriculum should be enriched with practical aspects related to the teaching profession, as well as teaching the hamzas of cutting and connecting and the basic rules of music. It is recommended to teach the subject of prosody in more than one stage of university studies due to the comprehensiveness of the curriculum and its great importance in teaching the optimal reading of Arabic poetry.

Course description template

1. Course Name:	ancient texts
2. Course code	UWA26-CEH-ARB-206
3. Semester/Year:	Phase Two / 2025-2026
4. Date this description was prepared:	1/9/2025
5. Available attendance formats:	weekly
6. Number of study hours Number of units::	2One hour per week (30 hours per semester / 60 hours per academic year) –four units
7. Name of the course coordinator (if there is more than one, please mention it).	

Prof. Dr. Majid Khairallah Rahi's email: uowasit.edu.iq@malzamili
M.D. Hussein Sadiq Dhari Email: husseinsd10@uowasit.edu.iq

8. Course objectives

Course objectives	• Understanding the basics of ancient texts • Mastering the handling of ancient texts, whether approved or otherwise. • Developing theoretical and practical skills and capabilities in the subject matter
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9. Teaching and learning strategies

strategy	1- Explanation and clarification. 2- Direct presentation to students of the forms of the studied texts in order to correct their reading and analysis. 3- Oral practice of the texts approved for each student during the lecture. 4- Diversifying the texts read and diversifying their sources.
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10. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2	In economic and financial aspects (tax collection)	Imam Ali's (a.s.) covenant to Malik ibn al-Ashtar	theoretical	Questions and discussion
2	2	In political and foreign affairs (jihad against enemies)	Imam Ali's (a.s.) covenant to Malik ibn al-Ashtar	theoretical	Questions and discussion
3	2	In internal and social matters (family reform)	Imam Ali's (a.s.) covenant to Malik ibn al-Ashtar	theoretical	Questions and discussion
4	2	The ruler's immunity (piety towards God)	Imam Ali's (a.s.) covenant to Malik ibn al-Ashtar	theoretical	Questions and discussion

5	2	In addressing the soldiers (urging them to wage jihad)	Imam Ali's (a.s.) covenant to Malik ibn al-Ashtar	theoretical	Questions and discussion
6	2	Addressing the mind	The Little Book of Literature by Ibn al-Muqaffa'	theoretical	Questions and discussion
7	2	judiciary	The Little Book of Literature by Ibn al-Muqaffa'	theoretical	Questions and discussion
8	Examine Now				
9	2	In urging the understanding of the origin and merit of knowledge	The Great Literature of Ibn al-Muqaffa'	theoretical	Questions and discussion
10	2	On the etiquette of the Sultan and his companionship	The Great Literature of Ibn al-Muqaffa'	theoretical	Questions and discussion
11	2	In dealing with people	The Great Literature of Ibn al-Muqaffa'	theoretical	Questions and discussion
12	2	The story of Al-Kindi	The Misers by Al-Jahiz	theoretical	Questions and discussion
13	2	The story of Ibn al-Aqdi	The Misers by Al-Jahiz	theoretical	Questions and discussion
14	Second exam				
15	2	The story of Tamam ibn Ja'far	The Misers by Al-Jahiz	Look	Questions and discussion
16	2	The story of Al-Harithi	The Misers by Al-Jahiz	theoretical	Questions and

					discussion
17	2	The story of Al-Hazzami	The Misers by Al-Jahiz	theoretical	Questions and discussion
18	2	The Baghdadi Maqama	Maqamat of Badi' al-Zaman al-Hamadhani	theoretical	Questions and discussion
19	2	Kufic Maqama	Maqamat of Badi' al-Zaman al-Hamadhani	theoretical	Questions and discussion
20	2	The Lion's Maqama	Maqamat of Badi' al-Zaman al-Hamadhani	theoretical	Questions and discussion
21	2	The Damascene Maqama	Maqamat of Badi' al-Zaman al-Hamadhani	theoretical	Questions and discussion
22	First two exams				
23	2	The Ghilanian Maqama	Maqamat of Badi' al-Zaman al-Hamadhani	theoretical	Questions and discussion
24	2	The first night	Al-Imtaa' wal-Mu'anasa by Al-Tawhidi	theoretical	Questions and discussion
25	2	The fourth night	Al-Imtaa' wal-Mu'anasa by Al-Tawhidi	theoretical	Questions and discussion
26	2	The fifth night	Al-Imtaa' wal-Mu'anasa by Al-Tawhidi	theoretical	Questions and discussion

27	2	The sixth night	Al-Imtaa' wal-Mu'anasa by Al-Tawhidi	theore- tical	Questio- ns and discussi- on
28	2	The Seventh Night	Al-Imtaa' wal-Mu'anasa by Al-Tawhidi	theore- tical	Questio- ns and discussi- on
29	Second exam				
30	2	Comprehensive review of the material		theore- tical	Questio- ns and discussi- on
11. Course evaluation					
Chapter One		Chapter Two		Final grade	
20%		20%		60%	
12. Learning and teaching resources					
Required textbooks (methodology, if applicable)			No textbook is approved except for official textbooks.		
Main references (sources)			The primary sources are (Sharh Nahj al-Balaghah by Ibn Abi al-Hadid), (Al-Adab al-Saghir) and (Al-Adab al-Kabir) by Ibn al-Muqaffa', (Al-Bukhala' by al-Jahiz), (Maqamat Badi' al-Zaman al-Hamadhani)... and others .		
Recommended supporting books and references (scientific journals, reports...)			Academic research and some master's theses		
Electronic references, websites			Some scientific explanations of approved books that are circulated on internet sites.		

Course description template

1. Course name:	
TheSub	
2. Course code:	
UWA26-CEH-ARB-207	
3. Chapter/Year:	
Phase Two / 2025- 2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
First semester: 2 hours, 1 hour of theory and 1 hour of practical work per week, 4 un Second semester, 2 hours (1 hour theory, 1 hour practical), 4 units 60 hours per year. 2 hours per week for the first semester, 2 hours per week for the second semester.	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
M.M. Mukhlid Muhsin Abdul-Hassan	
8. Course Objectives	
	7- Introducing students to computer basicsIts components include computer security and software licensing. 8- To familiarize students with the different types of computers according to their size, how they work, their intended use, and the type of operating systems they use. 9- To familiarize students with computer operating systems and their stages of development. 10- Informing students on how to use and operate a computer. 11- Informing students on how to protect computers and da from hacking and malware. 12- Introducing students to the importance of office applications (Word, Excel, PowerPoint) and teaching them ho to use these applications correctly and in all their details.

9. Teaching and learning strategies					
strategy		6- The teaching strategy involves planning the collaborative concept. 7- Brainstorming is a teaching strategy. 8- Education strategy series of observations 9- Blended learning strategies 10- Electronic laboratory strategies			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	2	Definition and explanation	Microsoft Word	Theoretical/Practical	Monthly exam, research papers, and reports
October 2	2	Definition and explanation	Introduction to Microsoft Word installation and operation	Theoretical/Practical	Monthly exam, research papers, and reports
October 3	2	Definition and application	Program interface File tab	Theoretical/Practical	Monthly exam, research papers, and reports
October 4	2	Definition and application	Draw tab	Theoretical/Practical	Monthly exam, research papers,

					and reports
November 1	2	Definition and application	Page layout	Theoretical/Practical	Monthly exam, research papers, and reports
November 2	2	Definition and application	Insert table	Theoretical/Practical	Monthly exam, research papers, and reports
November 3	2	Definition and application	Insert images	Theoretical/Practical	Monthly exam, research papers, and reports
November 4	2	Definition and explanation	Microsoft Excel	Theoretical/Practical	Monthly exam, research papers, and reports
December 1	2	Definition and explanation	Introduction to Microsoft Excel	Theoretical/Practical	Monthly exam, research papers, and reports

December 2	2	Definition and application	Installation and operation	Theoretical/Practical	Monthly exam, research papers, and reports
December 3	2	Definition and application	Program interface	Theoretical/Practical	Monthly exam, research papers, and reports
December 4	2	Definition and application	File tab	Theoretical/Practical	Monthly exam, research papers, and reports
January 1	2	Definition and application	Insert tab	Theoretical/Practical	Monthly exam, research papers, and reports
January 2	2	Definition and application	Page layout	Theoretical/Practical	Monthly exam, research papers, and reports

January 3	2	Definition and application	Insert table	Theoretical/Practical	Monthly exam, research papers, and reports
January 4	2	Definition and application	Insert images	Theoretical/Practical	Monthly exam, research papers, and reports
February 1	2	Definition and explanation	Microsoft PowerPoint	Theoretical/Practical	Monthly exam, research papers, and reports
February 2	2	Definition and explanation	Introduction to Microsoft PowerPoint	Theoretical/Practical	Monthly exam, research papers, and reports
			Spring break		
			Spring break		
March 1	2	Definition and application	Installation and operation	Theoretical/Practical	Monthly exam, research papers,

					and reports
March ²	2	Definition and application	Program interface	Theoretical/Practical	Monthly exam, research papers, and reports
March ³	2	Definition and application	File tab	Theoretical/Practical	Monthly exam, research papers, and reports
March ⁴	2	Definition and application	Insert tab	Theoretical/Practical	Monthly exam, research papers, and reports
April ¹	2	Definition and application	Design tab	Theoretical/Practical	Monthly exam, research papers, and reports
April ²	2	Definition and application	Movements tab	Theoretical/Practical	Monthly exam, research papers,

					and reports
April ³	2	Definition and application	Transitions tab	Theoretical/Practical	Monthly exam, research papers, and reports
April ⁴	2	Definition and application	Display tab	Theoretical/Practical	Monthly exam, research papers, and reports
Mays ¹	2	Definition and application	Insert objects	Theoretical/Practical	Monthly exam, research papers, and reports
Mays ²	2	Definition and application	Table tab	Theoretical/Practical	Monthly exam, research papers, and reports
Mays ³	2	Definition and application	Insert images	Theoretical/Practical	Monthly exam, research papers, and reports

Mays ⁴	2	Definition and application	Comprehensive review	Theoretical/Practical	Monthly exam, research papers, and reports
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams. 2- The final written exam grade is (50) marks.					
12. Learning and teaching resources:					
		Required textbooks (methodology, if applicable) Computer Fundamentals and Office Applications, Part 2 Authored by Professor Ghassan Hamid Abdul Majeed Dr. Ziad Mohammed Aboud, Dr. Amir Hussein Murad M. Bilal Kamal Ahmed			
Main references (if any)					
Recommended supporting books and references (scientific journals, reports,).					
Electronic references, website		Multiple websites and applications YouTube			

Course description template

1. Course name:
English language
2. Course code:
UWA26-CEH-ARB-208
3. Chapter/Year:
Phase Two/2025- 2026
4. Date this description was prepared:
1/9/2025
5. Available attendance formats:
In-person

6. Number of study hours Number of units:					
Number of hours: 1, Number of units: 2					
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)					
millimeter. Zainab Salem M.M. Murtadha Saad					
8. Course Objectives					
Course Objectives			1- Introducing students to English grammar, syntax and vocabulary 2- Enabling students to master the four English language skills		
9. Teaching and learning strategies					
strategy		1- Classroom discussions 2- debates 3- presentation 4- Short tests			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	It's a wonderful world	Classroom discussions, debates Presentation	ExamsandShort quizzes, classroom assignments
October 2	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	a wonderful wor	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
October 3	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	It's a wonderful world	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments

October 4	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	2-Get happy	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
November 1	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	2-Get happy	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
November 2	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	2-Get happy	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
November 3	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	3-Telling tales	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
November 4	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	3-Telling tales	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
December 1	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	3-Telling tales	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
December 2	1	To enable student to master the four English language skills (writing,	Doing the right thing	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments

		reading, listening and speaking).			
December 3	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	Doing the right thing	Quizzes, tests, and classroom assignments	Quizzes, tests, and classroom assignments
December 4	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	Doing the right thing	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
January 1	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	On the move	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
January 2	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	On the move	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
January 3	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	I just love it	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
January 4	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	I just love it	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments

Febr uary 1	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	The world of work	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
Febr uary 2	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	The world of work	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
			Spring break		
			Spring break		
Mar ch 1	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	Just imagine	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
Mar ch 2	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	Just imagine	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
Mar ch 3	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	Just imagine	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
Mar ch 4	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	Getting on together	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments

Apr 11	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	Obsessions	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
Apr 12	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	Obsessions	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
Apr 13	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	Obsessions	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
Apr 14	1	To enable student to master the four English language skills (writing, reading, listening and speaking).	Obsessions	Classroom discussions, debates Presentation	Quizzes, tests, and classroom assignments
May 1	1				Quizzes, tests, and classroom assignments

11. Course evaluation:

The grade out of 100 is distributed according to the following formula:

1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams.

2- The final written exam grade is (50) marks.

12. Learning and teaching resources:

Required textbooks (methodology, applicable)	
Main references (if any)	
Recommended supporting books and references (scientific journals, reports,).	
Electronic references, website	

Course description template

1. Course name:					
Crimes of the Ba'ath regime in Iraq					
2. Course code:					
UWA26-CEH-ARB-209					
3. Chapter/Year:					
Phase Two / 2025- 2026					
4. Date this description was prepared:					
1/9/2025					
5. Available attendance formats:					
In-person					
6. Number of study hours Number of units:					
Number of hours: 30, Number of units: 1					
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)					
M.M. Abbas Awda Hamza Al-Quraishi				theIt tends: gl716@uowasit.edu.iq	
8. Course Objectives					
Course Objectives			Course Objectives 1. Standing on Time periodIraq went through itDuring the rule of the banned Ba'ath regime from 19801968-2003 2. The necessity of teaching this subject and passing it on to current and future generations.		
9. Teaching and learning strategies					
strategy		1- the explanation 2- Comparison 3- dialogue and discussion 4- Using sources and references			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method

October 1	1	To equip students with cognitive, skill-based, and emotional skills	Crimes of the Ba'ath regime according to Iraqi High Criminal Court Law of 2005	Standard method	Classroom performance and exams
October 2	1	To equip students with cognitive, skill-based, and emotional skills	The concept of crime and their categories	Standard method	Classroom performance and exams
October 3	1	To equip students with cognitive, skill-based, and emotional skills	Definition of crime, linguistically and technically	Standard method	Classroom performance and exams
October 4	1	To equip students with cognitive, skill-based, and emotional skills	Crime Departments	Standard method	Classroom performance and exams
November 1	1	To equip students with cognitive, skill-based, and emotional skills	Crimes of the Ba'ath regime according to documentation of the Iraqi High Criminal Court Law of 2005	Standard method	Classroom performance and exams
November 2	1		First month exam First half		
November 3	1	To equip students with cognitive, skill-based, and emotional skills	Traces of the crime	Standard method	Classroom performance and exams
November 4	1	To equip students with cognitive, skill-	Types of international crimes	Standard method	Classroom performance and exams

		based, and emotional skills			
December 1	1	To equip students with cognitive, skill-based, and emotional skills	psychological crimes	Standard method	Classroom performance and exams
December 2	1	To equip students with cognitive, skill-based, and emotional skills	social crimes	Standard method	Classroom performance and exams
December 3	1	To equip students with cognitive, skill-based, and emotional skills	Baathist regime violations	Standard method	Classroom performance and exams
December 4	1		Second Monthly Exam First Half		
January 1	1	To equip students with cognitive, skill-based, and emotional skills	Violations of Iraqi law	Standard method	Classroom performance and exams
January 2	1	To equip students with cognitive, skill-based, and emotional skills	Images of human rights violations	Standard method	Classroom performance and exams
January 3	1	To equip students with cognitive, skill-based, and emotional skills	Crimes of power	Standard method	Classroom performance and exams
January 4	1	To equip students with cognitive, skill-based, and emotional skills	Violations of Iraqi law	Standard method	Classroom performance and exams

February ¹	1	To equip students with cognitive, skill-based, and emotional skills	Decisions regarding political and military violations	Standard method	Classroom performance and exams
		To equip students with cognitive, skill-based, and emotional skills	Environmental crime	Standard method	Classroom performance and exams
		To equip students with cognitive, skill-based, and emotional skills	War and radioactive pollution and landmine explosions	Standard method	Classroom performance and exams
March ¹	1		First month exam, second half		
March ²	1	To equip students with cognitive, skill-based, and emotional skills	Decisions on political violations	Standard method	Classroom performance and exams
March ³	1	To equip students with cognitive, skill-based, and emotional skills	Decisions regarding military violations	Standard method	Classroom performance and exams
March ⁴	1	To equip students with cognitive, skill-based, and emotional skills	destruction of cities and villages	Standard method	Classroom performance and exams
April ¹	1	To equip students with cognitive, skill-based, and emotional skills	draining the marshes	Standard method	Classroom performance and exams
April ²	1	To equip students with cognitive, skill-based, and emotional skills	clearing orchards	Standard method	Classroom performance and exams

April ³	1	To equip students with cognitive, skill-based, and emotional skills	mass graves	Standard method	Classroom performance and exams
April ⁴	1	To equip students with cognitive, skill-based, and emotional skills	Plowing extended from 1979 to 2003	Standard method	Classroom performance and exams
Mays ¹	1	To equip students with cognitive, skill-based, and emotional skills	Events of the Sha'ba Uprising	Standard method	Classroom performance and exams
Mays ²	1	To equip students with cognitive, skill-based, and emotional skills	mass graves related to the Iran-Iraq War	Standard method	Classroom performance and exams
Mays ³	1	To equip students with cognitive, skill-based, and emotional skills	Second monthly exam second half	Standard method	Classroom performance and exams

11. Course evaluation:

The grade out of 100 is distributed according to the following formula:

1- The annual effort grade is out of (50) points and is divided into (20) points for attendance, participation and activities and (30) points for monthly exams.

2- The final written exam grade is (50) marks.

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	Crimes of the Ba'ath regime in Iraq
Main references (if any)	
Recommended supporting books and references (scientific journals, reports,).	Law criminalizing Ba'athism - Code of Criminal Procedure
Electronic references, website	ebooksPDF

Course description template

1. Course name:	
FoundationstheparentingEducational guidance	
2. Course code:	
UWA26-CEH-ARB-210	
3. Chapter/Year:	
Phase Two / 2025- 2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
Number of hours: 2, Number of units: 4	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
M.M. Rasha Hussein Abdul-Hussein Email: rashah@uowasit.edu.iq	
M.M. Hussein Faleh Mohammed	
8. Course Objectives	
Course Objectives	1- Introducing students to the concept of education, its goals, principles, and its development throughout history. 2- Identifying the factors that influence education. 3- Developing positive attitudes toward education and the teaching profession. 4- Developing students' educational skills
9. Teaching and learning strategies	
strategy	1- E-learning is the use of technology in the educational process 2- Content-based learning is an approach that focuses on the content of the course. Many content-based learning methods can be used in foundations of education courses, such as: ◦ Lectures. ◦ Offers Presentation. ◦ Readings The guide. ◦ maps mentality. 3- Practice-based learning is a method that focuses on students

		applying what they have learned in practical situations. 4- Self-learning is a method that focuses on the student's responsibility for what he has learned.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1		Knowledge, understanding, analysis, and memo	The meaning of education Educational goals and functions Characteristics of education	Standard method	Classroom performance and exams
October 2	2	Knowledge, understanding, analysis, and memo	The historical basis of education The historical development of education through Ages	Standard method	Classroom performance and exams
October 3	2	Knowledge, understanding, analysis, and memo	primitive stage Mesopotamia	Standard method	Classroom performance and exams
October 4	2	Knowledge, understanding, analysis, and memo	Chinese civilization Greek	Standard method	Classroom performance and exams
November 1	2	Knowledge, understanding, analysis, and memo	Education before Islam Arabic Islamic Education	Standard method	Classroom performance and exams
November 2	2	Knowledge, understanding, analysis, and memo	Objectives of Islamic Education Her methods Its centers and institutions, their characteristics	Standard method	Classroom performance and exams
November 3	2	Knowledge, understanding, analysis, and memo	Arab educational thought icons Islamic	Standard method	Classroom performance and exams
November 4	2	Knowledge, understanding, analysis, and memo	Ibn Khaldun Ibn Sina Al-Ghazali	Standard method	Classroom performance and exams

December 1	2	Knowledge, understanding, analysis, and memo	social basis	Standard method	Classroom performance and exams
December 2	2	Knowledge, understanding, analysis, and memo	The educational role of the family	Standard method	Classroom performance and exams
December 3	2	Knowledge, understanding, analysis, and memo	The educational role of society	Standard method	Classroom performance and exams
December 4	2	Knowledge, understanding, analysis, and memo	Equal education opportunities	Standard method	Classroom performance and exams
January 1	2	Knowledge, understanding, analysis, and memo	Media and Education	Standard method	
January 2	2	Knowledge, understanding, analysis, and memo	The economic basis of education	Standard method	Classroom performance and exams
January 3	2	Knowledge, understanding, analysis, and memo	Modern Education	Standard method	Classroom performance and exams
January 4	2	Knowledge, understanding, analysis, and memo	Educational goals and characteristics	Standard method	Classroom performance and exams
February 1	2	Knowledge, understanding, analysis, and memo	Functions of contemporary education	Standard method	Classroom performance and exams
February 2	2	Knowledge, understanding, analysis, and memo	Pioneers of modern educational thought	Standard method	Classroom performance and exams
			Spring break		
March 1	2	Knowledge, understanding, analysis, and memo	Pestalozzi Jean-Jacques Rousseau	Standard method	Classroom performance and exams
March 2	2	Knowledge, understanding, analysis, and memo	Educational Administration	Standard method	Classroom performance and exams

March ³	2	Knowledge, understanding, analysis, and memo	The concept of management Management styles	Standard method	Classroom performance and exams
March ⁴	2	Knowledge, understanding, analysis, and memo	School Principa Duties	Standard method	Classroom performance and exams
April ¹	2	Knowledge, understanding, analysis, and memo	Qualities of a successful manager	Standard method	Classroom performance and exams
April ²	2	Knowledge, understanding, analysis, and memo	Factors affecting management educational	Standard method	Classroom performance and exams
April ³	2	Knowledge, understanding, analysis, and memo	Parents and Teachers Council	Standard method	Classroom performance and exams
April ⁴	2	Knowledge, understanding, analysis, and memo	Management theories	Standard method	Classroom performance and exams
Mays ¹	2	Knowledge, understanding, analysis, and memo	Management as social theory	Standard method	Classroom performance and exams
Mays ²	2	Knowledge, understanding, analysis, and memo	Management as decision-making process	Standard method	Classroom performance and exams
Mays ³	2	Knowledge, understanding, analysis, and memo		Standard method	Classroom performance and exams
Mays ⁴	2	Knowledge, understanding, analysis, and memo		Standard method	Classroom performance and exams
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams. 2- The final written exam grade is (50) marks.					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			Dr. Ali Abdul Karim Reda		
Main references (if any)			Latest research and studies in the field of education		

Recommended supporting books and references (scientific journals, reports,).	Modern books and magazines, if available
Electronic references, website	Electronic references, website

Course description template

1. Course name:	
Arabic Lexicon and Phonetics	
2. Course code:	
UWA26-CEH-ARB-211	
3. Chapter/Year:	
Phase Two / 2025- 2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
Number of hour/ 2, Number of units: 4	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
Prof. Dr. Ahmed Jaafar Dawood Al-Zubaidi Email: aalzbedi@uowasit.edu M.M. Ali Hussein Gharkan Al-Suwaiti Email: agharkan@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	1- Introducing the student to the stages of the origin of the Arabic language, its collection, and the most important sources that preceded the emergence of dictionaries. 2- Introducing students to lexicographical schools, their characteristics, and ways to make the most of them. 3- Defining the phonological level as the first level of language and explaining the speech apparatus in terms of importance and function. 4- Understanding the articulation points and characteristics of sounds, as well as dialects and their diversity.
9. Teaching and learning strategies	

strategy	• Cooperative learning: The teacher divides the students into small groups, and assigns each group a task related to studying one of the Arabic dictionaries. • Interactive lectures and group discussions. • Reports and drawings for audio lectures • Using old and modern linguistic references and sources to enrich the lecture. • Using a detailed explanation style for the lecture's main points.
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10. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	2	statementMeanin g of dictionary and lexiconThe difference between them	Concepts of the Arabic Lexicon	Standard method	Classroom performance and exams
October 2	2	Reviewing the most important studies of interpretationF Lexicography among the Arabs	An Introduction to Arabic Lexicography Studies	Standard method	Classroom performance and exams
October 3	2	Determining the importanceDictio naryThe factors that hastened its emergence	The Origins of the Arabic Lexicon	Standard method	Classroom performance and exams
October 4	2	The beginnings of lexicography among the Arabs date back to the early Islamic eras, when the need arose to collect and record words to facilitate learning and communication.A	The beginning of lexicography among the Arabs	Standard method	Classroom performance and exams

		mong its most important featuresLinguistic messages			
Novemb er 1	2	Introduction toBooks on languages, Arabicized words, rare words, and unusual terms	The developmen t of lexicographi cal studies	Standard method	Classroom performanc e and exams
Novemb er 2	2	forThe Arabic lexicon encompasses several fundamental aspects, including word arrangement, classification, and the interpretation of their meanings.Due to the multiplicityLexico graphical Schools	Building the Arabic Lexicon	Standard method	Classroom performanc e and exams
Novemb er 3	2	Al Ain School of Flips	First Arabic dictionary	Standard method	Classroom performanc e and exams
Novemb er 4	2	Introduction to the Al Ain School Dictionaries	Lexical construction based on Al-Khalil's system	Standard method	Classroom performanc e and exams
Decembe r 1	2		First Month Exam, First Semester	theoretical	paper exam
Decembe r 2	2	Statement on the importance of Ibn Duraid's alphabetic school	Evolution of lexical arrangement	Standard method	Classroom performanc e and exams

December 3	2	Language Standards and Summary by Ibn Faris	Al Ain School Dictionaries	Standard method	Classroom performance and exams
December 4	2	Statement of the importance of the Sahih school, chapter and section	The third school of lexicography	Standard method	Classroom performance and exams
January 1	2	Mentioning the importance of Al-Ubab dictionary by Al-Saghani and Lisan Al-Arab by Ibn Manzur	Dictionaries of the Sahih School	Standard method	Classroom performance and exams
January 2	2	Introduction to Al-Fayruzabadi's Al-Qamus Al-Muhit	Compiling the first Arabic dictionary	Standard method	Classroom performance and exams
January 3	2	Taj Al-Arous by Al-Zubaidi	Largest Arabic Dictionary	Standard method	Classroom performance and exams
January 4	2	The Zamakhshari School: Its Dictionaries and Characteristics	Late Arabic dictionaries	Standard method	Classroom performance and exams
February 1	2		Second month exam of the first semester	theoretical	paper exam
February 2			Spring break		
March 1	2	Definition Modern dictionaries: their features and characteristics And its types	Lexical development in the modern era	Standard method	Classroom performance and exams
March 2	2	Defining the concept of phonetics and its subjects	Introduction to Phonetics	Standard method	Classroom performance and exams

March ³	2	TypesThe clip and applications	Phonetic studies	Standard method	Classroom performance and exams
March ⁴	2	statementSound outputs And identify each of its exits.	Sound divisions in the vocal tract	Standard method	Classroom performance and exams
April ¹	2	An introduction to the views of Al-Khalil, Sibawayh, and modern scholars on the articulation points of sounds	The disagreement between ancient and modern scholars regarding the articulation points of sounds	Standard method	Classroom performance and exams
April ²	2	to setSound characteristics And the differences therein.	Differences and variations in voices	Standard method	Classroom performance and exams
April ³	2		First month exam of the second semester	theoretical	paper exam
April ⁴	2	Differentiating between sound intensity and pitch	Sound meter	Standard method	Classroom performance and exams
Mays ¹	2	Silent sounds and vocal sounds	Sound sections	Standard method	Classroom performance and exams
Mays ²	2	The interplay between levels of the Arabic language refers to the interaction and	Overlap between levels of the Arabic language	Standard method	Classroom performance and exams

		interdependence between its various components, including sounds, words, sentences, and meanings. These levels overlap significantly, contributing to the understanding and use of the language..			
Mays ³	2	Arabic voices and dialects	Phonetic phenomena among the Arabs	Standard method	Classroom performance and exams
Mays ⁴	2	The efforts of scientists in the field of acoustics, both ancient and modern	The development of phonetics studies, both ancient and modern	Standard method	Classroom performance and exams
May 1	2		Second month exam, second semester	theoretical	paper exam
May 2	2		End-of-year exams		
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (50) points and is divided into (20) points for attendance, participation and activities and (30) points for monthly exams. 2- The final written exam grade is (50) marks.					

12. Learning and teaching resources:	
Required textbooks (methodology, if applicable)	The Arabic Lexicon: Its Origins and Development, by Dr. Hussein Nassar Arabic Phonetics by Dr. Muhammad Jawad Al-Nouri
Main references (if any)	6- Arabic Dictionary by Dr. Hussein Nassar(The summary) 7- Arabic linguistic dictionaries: their beginnings and development.I leanYaaqoub 8- Lexicographical Schools by Dr. Abdul Qadir Abdul Jalil 9- In the field of linguistic sounds, Dr. Ghalib Fadhil Al-Mutalibi
Recommended supporting books and references (scientific journals, reports,).	1- Specialized dictionaries and their place in Arab heritage (research) 2- A lexicographical study of its origins, theories, and schools (research) 3- Arabic phonetics: its development, theory, and application to teaching Arabic (research) 4- The articulation points and characteristics of sounds between the ancients and the moderns (research)
Electronic references, website	1-NA look at the movement of lexicographical compilation among the Arabs 2- https://ejournal.unida.gontor.ac.id/index.php/lisanu/article/viewFile/638/576

Course description template

1. Course name:	
Grammar	
2. Course code:	
UWA26-CEH-ARB-301	
3. Chapter/Year:	
StageThird/2025-2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
Classroom lectures	
6. Number of study hours Number of units:	
Number of hours/ 3,Number of units/6	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
Mr. Dr.Naeem Salman Al-Badri nghali@uowasit.edu.iq Dr. Fatima Samir Majeed Email:	
8. Course Objectives	
Course Objectives	1. Mastering the Arabic language through reading literary and Quranic texts. 2- Developing sound taste and appreciation in students and enhancing their ability to understand the structure of language and perceive its aesthetic qualities. 3-- To nurture students to love the Arabic language and understand that it is a miraculous language in which the miracle of the Holy Quran was revealed
9. Teaching and learning strategies	
strategy	Cooperative learning: The teacher divides the students into small groups, and assigns each group a task related to studying one of the Arabic dictionaries. Interactive lectures and group discussions. Using old and modern linguistic references and sources to enrich the lecture. Using a detailed explanation style for the lecture's main points. Report writing

10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2		prepositions	Standard method	Classroom performance and exams
2	2		Meanings of some prepositions	Standard method	Classroom performance and exams
3	2		Meanings of	Standard method	Classroom performance and exams
4	2		The meanings of the letter L	Standard method	Classroom performance and exams
5	2		The meanings of the letter "B"	Standard method	Classroom performance and exams
6	2		Deleting prepositions	Standard method	Classroom performance and exams
7	2		First month exam	Standard method	Classroom performance and exams
8	2		Addition	Standard method	Classroom performance and exams
9	2		Verbal and conceptual addition	theoretical	paper exam
10	2		Acquiring the gender of the noun being modified	Standard method	Classroom performance and exams
11	2		What should be added to the sentence	Standard method	Classroom performance and exams
12	2		What may be added to the sentence	Standard method	Classroom performance and exams
13	2		Separating the possessor and the possessed	Standard method	Classroom performance and exams

14	2		Second month exam	Standard method	Classroom performance and exams
15	2		Second semester	Standard method	Classroom performance and exams
16	2		Works of the source name	Standard method	Classroom performance and exams
17	2		Derivatives: active participle, intensive form, and passive participle	theoretical	paper exam
18	2		Exclamation		
19	2		Yes and no, and what follows their path		
20	2		It was bad and what followed its course	Standard method	Classroom performance and exams
21	2		How wonderful and how undesirable	Standard method	Classroom performance and exams
22	2		First month exam	Standard method	Classroom performance and exams
23	2		Followers	Standard method	Classroom performance and exams
24	2		adjective	Standard method	Classroom performance and exams
25	2		The true adjective and the attributive adjective	Standard method	Classroom performance and exams
26	2		Emphasis	theoretical	paper exam

27	2		verbal and conceptual	Standard method	Classroom performance and exams
28	2		Conjunction and its types	Standard method	Classroom performance and exams
29	2		Second month exam	Standard method	Classroom performance and exams
30	2		Substitution and its types	Standard method	Classroom performance and exams
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (50) points and is divided into (20) points for attendance, participation and activities and (30) points for monthly exams. 2- The final written exam grade is (50) marks.					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			1- Ibn Aqil's commentary on Ibn Malik's Alfiyya		
Main references (if any)			• Explanation of Shudhur al-Dhahab by Ibn Hisham al-Ansari • The Clearest Paths... by Ibn Hisham al-Ansari • Mustafa al-Ghalayini, compiler of Arabic lessons • Explanation of Qatr al-Nada • Grammar meanings		
Recommended supporting books and references (scientific journals, reports,).			5- Modern works in grammar		
Electronic references, website					

Course description template

1. Course name:	
Ancient literary criticism	
2. Course code:	
UWA26-CEH-ARB-302	
3. Chapter/Year:	
Phase Three /2025-2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
Number of hours/3Number of units: 6	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
Dr. Haider Ismail Askar tends: @uowasit.edu.iqhaideraskar	
8. Course Objectives	
Course Objectives	1-Enabling students to solve problems related to criticism 2-To enable students to become familiar with the works of ancient Arabs on theories and critical issues they introduced, as well as the critical terminology that contributed to understanding and analyzing literary texts. 3-Through this course, students learned about the beginnings of Arabic criticism, from its innate form to the development of methodologies and literature dedicated to it. 4-Understanding the issue of wording and meaning that Al-Jahiz discussed

9. Teaching and learning strategies					
strategy		1-A set of questions were posed and answered in the same lecture to assess the students' understanding of the topic. 2-Students are tasked with writing a report on each critic discussed in the lecture, based on their life, works, and key critical opinions. 3-The focus is on analyzing the statements of ancient critics on Arabic poetry and researching the most important critical issues in those statements.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2	Knowledge, understanding, and analysis	Essential introductions to the meaning of criticism	The standard method is the text method.	Evaluation MethodClassroom performance and exams
2	2	Knowledge, understanding, and analysis	The origins of criticism and critique before the advent of Islam	The standard method is the text method.	Evaluation MethodClassroom performance and exams
3	2	Knowledge, understanding, and analysis	Criticism at the advent of Islam (the time of the Prophet)	The standard method is the text method.	Evaluation MethodClassroom performance and exams
4	2	Knowledge, understanding, and analysis	Criticism during the time of the Rightly Guided Caliphs	The standard method is the text method.	Evaluation MethodClassroom performance and exams
5	2	Knowledge, understanding, and analysis	Criticism from the middle of the first century to the beginning of the second century AH	The standard method is the text method.	Evaluation MethodClassroom performance and exams
6	2	Knowledge, understanding, and analysis	Criticism from the beginning of the second century AH until the end of the century	The standard method is the text method.	Evaluation MethodClassroom performance and exams
7	2	Knowledge, understanding, and analysis	First month exam	The standard method is	Evaluation MethodClassroom performance and exams

				the text method.	
8	2	Knowledge, understanding, and analysis	Ibn Sallam and his book (The Classes of the Great Poets)	The standard method is the text method.	Evaluation Method Classroom performance and exams
9	2	Knowledge, understanding, and analysis	Al-Jahiz and the issue of word and meaning	The standard method is the text method.	Evaluation Method Classroom performance and exams
10	2	Knowledge, understanding, and analysis	Al-Jahiz's stance on the old and the new	The standard method is the text method.	Evaluation Method Classroom performance and exams
11	2	Knowledge, understanding, and analysis	Ibn Qutaybah and the levels of quality in poetry	The standard method is the text method.	Evaluation Method Classroom performance and exams
12	2	Knowledge, understanding, and analysis	Ibn al-Mu'tazz and al-Badi'	The standard method is the text method.	Evaluation Method Classroom performance and exams
13	2	Knowledge, understanding, and analysis	Ibn Tabataba and the process of creating poetry	The standard method is the text method.	Evaluation Method Classroom performance and exams
14	2	Knowledge, understanding, and analysis	Second month exam	The standard method is the text method.	Evaluation Method Classroom performance and exams
			Spring break		
15	2	Knowledge, understanding, and analysis	Second semester	The standard method is the text method.	Evaluation Method Classroom performance and exams
16	2	Knowledge, understanding, and analysis	Qudama ibn Ja'far and the elements of poetry	The standard method is	Evaluation Method Classroom

				the text method.	performance and exams
17	2	Knowledge, understanding, and analysis	Poetic Purposes and Psychological Virtues according to Qudama ibn Ja'far	The standard method is the text method.	Evaluation Method Classroom performance and exams
18	2	Knowledge, understanding, and analysis	Al-Amidi and the Method of Balancing	The standard method is the text method.	Evaluation Method Classroom performance and exams
19	2	Knowledge, understanding, and analysis	Al-Amidi's comparison between Abu Tammam and Al-Buhturi	The standard method is the text method.	Evaluation Method Classroom performance and exams
20	2	Knowledge, understanding, and analysis	Judge Al-Jurjani and Poetic Plagiarism	The standard method is the text method.	Evaluation Method Classroom performance and exams
21	2	Knowledge, understanding, and analysis	Types of poetic plagiarism	The standard method is the text method.	Evaluation Method Classroom performance and exams
22	2	Knowledge, understanding, and analysis	First month exam	The standard method is the text method.	Evaluation Method Classroom performance and exams
23	2	Knowledge, understanding, and analysis	Al-Marzouki and the pillar of poetry	The standard method is the text method.	Evaluation Method Classroom performance and exams
24	2	Knowledge, understanding, and analysis	Abdul Qahir al-Jurjani and the Theory of Systems	The standard method is the text method.	Evaluation Method Classroom performance and exams
25	2	Knowledge, understanding, and analysis	Ibn Rashiq al-Qayrawani and the integrated view of poetry	The standard method is the text method.	Evaluation Method Classroom performance and exams

26	2	Knowledge, understanding, and analysis	Ibn Rashiq's defense of poetry	The standard method is the text method.	Evaluation Method Classroom performance and exams
27	2	Knowledge, understanding, and analysis	Hazem Al-Qurta, Genie and Imitation	The standard method is the text method.	Evaluation Method Classroom performance and exams
28	2	Knowledge, understanding, and analysis	Ibn Khaldun and his views on language, literature, rhetoric, and criticism	The standard method is the text method.	Evaluation Method Classroom performance and exams
29	2	Knowledge, understanding, and analysis	Second month exam	The standard method is the text method.	Evaluation Method Classroom performance and exams
30		Knowledge, understanding, and analysis	Comprehensive review	The standard method is the text method.	Evaluation Method Classroom performance and exams

11. Course evaluation:

The grade out of 100 is distributed according to the following formula:

1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams.

2- Exam score Final written exam (50) marks.

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	Lectures on the History of Literary Criticism among the Arabs, by Dr. Ibtisam Marhoon Al-Saffar–Dr. Nasser Al-Halawi
Main references (if any)	Poetry criticism by Qudama ibn Ja'far The standard of poetry, Ibn Tabataba al-Alawi The main text on the merits, etiquette, and criticism of poetry by Ibn Rashiq al-Qayrawani The Foundations of Literary Criticism by Ahmed Ahmed Badawi

	The Foundations of Literary Criticism by Ahmed Al-Shaib Literary criticism: its origins and methods Sayyid Qutb Ibrahim
Recommended supporting books and references (scientific journals, reports, ...)	Master's theses and doctoral dissertations
Electronic references, website	Various e-learning websites such as Al-Mustafa Library and our Arabic Library forums Azbakia Wall site Dr. Mohammed Saeed Al-Ghamdi's website

Course description template

1. Course name:	
Abbasid Literature / Poetry	
2. Course code:	
UWA26-CEH-ARB-303	
3. Chapter/Year:	
Phase Three / 2025- 2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
Number of hours/ 2 Number of units /4	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
Prof. Dr. Ahmed Abdel Aal Saeed Email: asaheed@uowasit.edu Dr. Nadhira Khairallah Jabal	
8. Course Objectives	
Course Objectives	1- The students' ability to distinguish and cognitively perceive the poetry of the Abbasid era and the general principles in His study 2- Future planning to activate the role of students in the field of language development if they engage in the field of education 3- To provide students with knowledge of the main principles of all language fields and levels 4- Introducing students to modern techniques in the study and criticism of poetry
9. Teaching and learning strategies	
strategy	1- Using multiple methods to deliver scientific material in various ways, including 2- The live interrogation method 3- Discussion method 4- The method of delivery for the purpose of elaborating on the ideas and information

10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2	Sources and references	Political, social, and cultural life in the Abbasid era	Standard method and text method	Classroom performance and exams
2	2	Sources and references	Understanding the concepts of Abbasid literature; understanding the development of poetry in Abbasid literature.	Standard method and text method	Classroom performance and exams
3	2	Historical narrative	Poetry trends in the Abbasid era: First: The old trend. Second: The new trend	Standard method and text method	Classroom performance and exams
4	2	Historical narrative	Manifestations of renewal in the Abbasid era Innovation in traditional themes.	Standard method and text method	Classroom performance and exams
5	2	Historical narrative	Renewal phase First: "New Themes in Abbasid Poetry" 1- Asceticism and Sufism. 2- The etiquette of companionship and socializing. 3- Wines 4- Educational poetry.	Standard method and text method	Classroom performance and exams
6	2	New poetic purpose	Second: Innovation in images and imagination. Third: Renewal in meanings and ideas. Fourth: Innovation in the music of poetry.	Standard method and text method	Classroom performance and exams

7	2		First month exam		Classroom performance and exams
8	2	New poetic purposes	Poetry and poets	Standard method and text method	Classroom performance and exams
9	2	Renewal of old item	First: The era of the veterans of the two states - Bashar ibn Burd: 96-168 AH	Standard method and text method	Classroom performance and exams
10	2	Renewal of old items	Third: The phenomenon of asceticism - Abu al-Atahiyah: 130-210 AH.	Standard method and text method	Classroom performance and exams
11	2	Renewal of old items	Third: The Old and the New - Abu Nuwas Al-Hasan Ibn Hani: 145-198 AH.	Standard method and text method	Classroom performance and exams
12	2	Renewal of old items	Fourth: Poetry of the idea and more craftsmanship - Abu Tammam: 182-231 AH.	Standard method and text method	Classroom performance and exams
13	2	Renewal of old items	Fifth: Clarity of style and the pillar of poetry - Al-Buhturi: 206 - 284 AH.	Standard method and text method	Classroom performance and exams
14	2		Second month exam		Classroom performance and exams
15			Second semester		
16	2	Abbasid poet innovator	Poetry in the court of Sayf al-Dawla al-Hamdani - Abu al-Tayyib Al-Mutanabbi: 303-354 AH.	Standard method and text method	Classroom performance and exams
17	2	Abbasid poet innovator	A preliminary introduction about life: political, social, and cultural, and its impact on the development of artistic prose.	Standard method and text method	Classroom performance and exams
18	2	Poets of natural tale and artifice	The development of artistic prose in the Abbasid era:	Standard method and text method	Classroom performance and exams

			1 - The Evolution of Rhetoric 2- The Evolution of Messages 3Signatures and Wills 4Debates 5-Maqamat		
19	2	Poets of natural talent and artifice	Schools of artistic prose: 1- The School of Transmission. 2- The School of Eloquence and Craftsmanship.	Standard method and text method	Classroom performance and exams
20	2	Poets of natural talent and artifice	Prominent figures of the school of epistolary writing include: 1- Al-Jahiz (159-255 AH) 2- Abu Hayyan al-Tawhidi (310-414 AH).	Standard method and text method	Classroom performance and exams
21	2	Poets of natural talent and artifice	Prominent figures of the Badi' and San'a school: 1- Ibn al-Amid 2- Badi' al-Zaman al-Hamadhani.	Standard method and text method	Classroom performance and exams
22	2		First month exam		Classroom performance and exams
23	2	Historical narrative	The Arts of Oral Prose: 1- Oratory 2- Debates. 3-Proverbs and sayings.	Standard method and text method	Classroom performance and exams
24	2	New poetic purpose	FThe letter Nun in written prose: 1-Official letters and signatures 2-Brotherhood messages.	Standard method and text method	Classroom performance and exams
25	2	Renewal of old item	3- Literary letters Short narratives: A - Symbolic animal stories (Kalila wa Dimna as an example)	Standard method and text method	Classroom performance and exams

			B. The art of Maqama (Maqama al-Hamadhani)		
26	2	Renewal of old items	Long narratives: A - Al-Ma'arri's Epistle of Forgiveness as a model	Standard method and text method	Classroom performance and exams
27	2		Popular narratives: A - One Thousand and One Nights as a model	Standard method and text method	Classroom performance and exams
28					
29			Second month exam		
30					

11. Course evaluation:

The grade out of 100 is distributed according to the following formula:

- 1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams.
- 2- The final written exam grade is (50) marks.

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	A History of Arabic Literature (The First and Second Abbasid Eras) by Dr. Shawqi Saif
Main references (if any)	1-Arabic Literature in the Abbasid Era - Dr. Nazir Rashid. (2) In Abbasid Literature. Muhammad Mahdi al-Basir 3) Abbasid Literature: Poetry - Dr. Sami Abu Zaid (4) Abbasid Literature: Prose - Dr. Sami Youssef Abu Zeid. (5)New artistic values in poetry from Bashir to Ibn al-Mu'tazz – Tawfiqelephant
Recommended supporting books and references (scientific journals, reports,).	Wasit University Journal of Humanities Journal of the College of Education for Humanitie
Electronic references, website	

Course description template

1. Course Name:	
Abbasid prose	
2. Course code	
UWA26-CEH-ARB-304	
3. Semester/Year:	
Phase Three /2025-2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
2 hours per week (30 hours per semester / 60 hours per academic year) – Four units	
7. Name of the course coordinator (if there is more than one, please mention it).	
Dr. Hadeel Ali Kadhim Email: hadel@uowasit.edu.iq Dr. Haider Abdul Jabbar Bahr	
8. Course objectives	
Course objectives	1- The student should learn about the origins of the era and its intellectual and literary conditions: • The student should become familiar with the writers of the Abbasid era. • The student should be familiar with the prose trends of this era. • The student should become familiar with the different genres of prose in this era. 2- Briefly describe any plans being implemented to develop and improve the course syllabus. (For example, increased use of information technology or internet resources, and changes in content resulting from new research in the field of study.) 3- Consulting electronic and specialized literary libraries, guiding students toward contemporary topics, conducting research, and extracting topics related to the most important literary issues raised in the modern era—utilizing Islamic encyclopedias. Paying attention to the topics presented in academic theses in this field..

9. Teaching and learning strategies					
strategy	• Lectures. • Dialogue and discussions. • Students are tasked with analyzing prose texts. • Readings, self-learning, discussion groups, workshops. • Exercises and activities in the classroom. • Guiding students to some websites that they can benefit from. Holding research seminars in which texts are explained and analyzed literarily.				
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2	Cognitive objectives	Abbasid artistic prose: its themes, types, and schools	theoretical	Questions and discussion
2	2	Skills objectives	Oral prose: its themes and types	theoretical	Questions and discussion
3	2	Cognitive objectives	1- Rhetoric: Concept, Characteristics, and Main Types	theoretical	Questions and discussion
4	2	Skills objectives	2- Debates: Concept, Characteristics, and Main Types	theoretical	Questions and discussion
5	2	Cognitive objectives	3- Sermons: Concept, Characteristics, and Main Types	theoretical	Questions and discussion
6	2	Skills objectives	Written prose: its themes and types	theoretical	Questions and discussion
7	2	Cognitive objectives	1- Artistic messages: concept, characteristics, and main types	theoretical	Questions and discussion
8	First two exams				
9	2	Skills objectives	2- Signatures: Concept, Characteristics, and Main Types	theoretical	Questions and discussion

10	2	Cognitive objectives	3- Narrative prose: concept, characteristics, and main types	theoretical	Questions and discussion
11	2	Skills objectives	4- Maqamat: Concept, Characteristics, and Main Types	theoretical	Questions and discussion
12	2	Cognitive objectives	5- Tales and stories: concept, characteristics, and main types	theoretical	Questions and discussion
13	2	Skills objectives	Al-Jahiz: His Life and Most Important Achievements in Artistic Prose	theoretical	Questions and discussion
14	Second exam				
15	2	Cognitive objectives	Abu Hayyan al-Tawhidi: His Life and Most Important Achievements in Artistic Prose	Look	Questions and discussion
16	2	Skills objectives	Al-Hamadani: His Life and Most Important Achievements in Artistic Prose	theoretical	Questions and discussion
17	2	Cognitive objectives	Analysis of some prose texts and revealing their aesthetic elements	theoretical	Questions and discussion
18	2	Skills objectives	Studying prose models of animal stories	theoretical	Questions and discussion
19	2	Cognitive objectives	Studying examples of humorous prose	theoretical	Questions and discussion
20	2	Skills objectives	Studying examples of religious stories	theoretical	Questions and discussion
21	2	Cognitive objectives	Studying examples of anecdotes, humor, and maqamat	theoretical	Questions and discussion
22	First two exams				
23	2	Skills objectives	Review and discussions	theoretical	Questions and discussion
11. Course evaluation					
Chapter One		Chapter Two		Final grade	
20%		20%		60%	

12. Learning and teaching resources	
Required textbooks (methodology, if applicable)	No textbook is approved except for official textbooks.
Main references (sources)	- History of Arabic Literature - The Second Abbasid Era, by Shawqi Daif. - Abbasid poetry, its development and artistic values, by Muhammad Abu Al-Anwar. - Princes of Arabic Poetry: Anis al-Maqdisi - Poetry's Stance on Art and Life in the Abbasid Era by Muhammad Zaki Al-Ashmawi - Artistic prose up to the fourth century AH, by Zaki Mubarak - Poetry in the Procession of Civilization by Mustafa al-Shak'a - Abbasid Poetry: Vision and Art, by Dr. Ezz El-Din Ismail
Recommended supporting books and references (scientific journals, reports...)	Academic research and some master's theses
Electronic references, websites	http://www.al-mostafa.com/index.htm Al-Mustafa Library http://www.alwaraq.net/index Al-Waraq website http://www.almeshkat.net/books/index.php Mishkat Al-Islam Library http://www.imamu.edu.sa/arabiyah Saudi Scientific Society for the Arabic Language http://www.alukah.net Al-Aluka http://www.iwan.fajjal.com The portico http://www.alarabiyah.ws Voice of Arabia http://www.alfaseeh.com/vb/index.php Al-Faseeh Network http://pdfbooks.net/vb/login.php Comic Book Forums

Course description template

1. Course name:	
Andalusian literature	
2. Course code	
UWA26-CEH-ARB-305	
3. Semester/Year: First and Second	
Phase Three / 2025- 2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
Number of hours/2Number of units: 4	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
Prof. Dr. Raad Nasser Mayoud Al-Waeli Email: ralwaili@uowasit.edu.iq M.M. Ahmed Mukhaif Banai	
8. Course Objectives	
Course Objectives	-Introducing students to the trends in Andalusian literature from the era of the governors to the era of the kings of the Taifas, then the Almoravids, then the Almohads, then the Banu al-Ahmar. - Getting to know the prominent poets and writers of these eras - Recognizing aspects of renewal in this literature- - Developing students' ability to appreciate art and sense beauty in literary works. - Helping students to read consciously, not merely approving or disapproving, but rather distinguishing the good from the bad, guided by insightful vision and keen perception, while selecting texts by famous poets.
9. Teaching and learning strategies	
strategy	1- Brainstorming 2-Cooperative 3- Presentation and explanation 4- Planning and participation

10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	Two hours	Familiarity with the scientific material The ability to discuss its content.	Introducing Andalusian literature, defining the subject matter, assigning related research topics for students, and agreeing on the creation of an educational platform such as [the platform/platform].class room	Giving the lecture And assigning students By studying With report writing A brief overview of it	Direct questions during the lecture and surprise quiz
2	Two hours	Familiarity with the scientific material With the ability to discuss its content	A To introduce Andalusia: its geography, conquest, and history of Islam there	Giving the lecture And assigning students By studying With report writing A brief overview of it	Direct questions during the lecture and surprise quiz
3	Two hours	Familiarity with the scientific material With the ability to discuss its content	Andalusian society: its diversity and characteristics, and the impact of this on language and literature.	Giving the lecture And assigning students By studying With report writing A brief overview of it	Direct questions during the lecture and surprise quiz
4	Two hours	Familiarity with the scientific material With the ability to discuss its content	mPublished study of Andalusian literature A brief overview of the role of Orientalists: The fragrant scent of Andalusian branches	Giving the lecture And assigning students By studying With report writing A brief overview of it	Direct questions during the lecture and surprise quiz
5	Two hours	Familiarity with the scientific material With the ability to discuss its content	A Poetry in the early days of the conquest of Andalusia	Giving the lecture And assigning students By studying With	Direct questions during the lecture and surprise quiz

				report writing A brief overview of it	
6	Two hours	Familiarity with the scientific material With the ability to discuss its content	Prose in the early days of the conquest of Andalusia, the speech of Tariq ibn Ziyad, the book of peace by Abd al-Aziz ibn Musa ibn Nusayr	Giving the lecture And assigning students By studying With report writing A brief overview of it	Direct questions during the lecture and surprise quiz
7	Two hours	.	First month exam		
8	Two hours	Familiarity with the scientific material With the ability to discuss its content	Abd al-Rahman al-Dakhi	Giving the lecture And assigning students By studying With report writing A brief overview of it	Direct questions during the lecture and surprise quiz
9	Two hours	Familiarity with the scientific material With the ability to discuss its content	Abu al-Makhshi (the master of objective renewal), and his daughter Hassana al- Tamimiyya	Giving the lecture And assigning students By studying With report writing A brief overview of it	Direct questions during the lecture and surprise quiz
10	Two hours	Familiarity with the scientific material With the ability to discuss its content	Yahya Al-Ghazal	Giving the lecture And assigning students By studying With report writing A brief overview of it	Direct questions during the lecture and surprise quiz
11	Two hours	Familiarity with the scientific material With the ability to discuss its content	Ibn Abd Rabbih al- Andalusi	Giving the lecture And assigning students By studying With report writing	Direct questions during the lecture and surprise quiz

				A brief overview of it	
12	Two hours	Familiarity with the scientific material With the ability to discuss its content	The Unique Contract	Giving the lecture And assigning students By studying With report writing A brief overview of it	Direct questions during the lecture and surprise quiz
13	Two hours		Prose during the Caliphate Al-Baluti's Sermon	Giving the lecture And assigning students By studying With report writing A brief overview of it	Direct questions during the lecture and surprise quiz
14	Two hours	.	A Second month exam		
15	Two hours	Familiarity with the scientific material With the ability to discuss its content	A Literature in the era of the Almoravid dynasties has characteristics and prominent writers	Giving the lecture And assigning students By studying With report writing A brief overview of it	Direct questions during the lecture and surprise quiz
			Second semester		
16	Two hours	Familiarity with the scientific material With the ability to discuss its content	Ibn Darraj al-Qastali	Giving the lecture And assigning students By studying With report writing A brief overview of it	Direct questions during the lecture and surprise quiz
17	Two hours	Familiarity with the scientific material With the ability to discuss its content	Ibn Shahid al-Andalusi, and the Epistle of the Followers and the Storms	Giving the lecture And assigning students By studying With	Giving the lecture And assigning students By studying With

				report writing A brief overview of it	report writing A brief overview of it
18	Two hours	Familiarity with the scientific material With the ability to discuss its content	Ibn Hazm al-Andalusi, and the book The Ring of the Dove	Giving the lecture And assigning students By studying With report writing A brief overview of it	Giving the lecture And assigning students By studying With report writing A brief overview of it
19	Two hours	Familiarity with the scientific material With the ability to discuss its content	Ibn Zaydun and Wallada bint al- Mustakfi: The Serious and the Humorous Epistle	Giving the lecture And assigning students By studying With report writing A brief overview of it	Giving the lecture And assigning students By studying With report writing A brief overview of it
20	Two hours	Familiarity with the scientific material With the ability to discuss its content	Al-Mu'tamid ibn Abbad, his wife I'timad al-Rumaykiya, and his daughter Buthayna	Giving the lecture And assigning students By studying With report writing A brief overview of it	Giving the lecture And assigning students By studying With report writing A brief overview of it
21	Two hours	Familiarity with the scientific material With the ability to discuss its content	Ibn Khafajah al-Andalusi (Renewal in Nature Poetry)	Giving the lecture And assigning students By studying With report writing A brief overview of it	Giving the lecture And assigning students By studying With report writing A brief overview of it
22	Two hours	Familiarity with the scientific material With the ability to discuss its content	First month exam	Giving the lecture And assigning students By studying With report writing A brief overview of it	Giving the lecture And assigning students By studying With report writing A brief overview of it

23	Two hours	Familiarity with the scientific material With the ability to discuss its content	The origins of muwashshahat and zajal	Giving the lecture And assigning students By studying With report writing A brief overview of it	Giving the lecture And assigning students By studying With report writing A brief overview of it
24	Two hours	Familiarity with the scientific material With the ability to discuss its content	Its parts and topics	Giving the lecture And assigning students By studying With report writing A brief overview of it	Giving the lecture And assigning students By studying With report writing A brief overview of it
25	Two hours	Familiarity with the scientific material With the ability to discuss its content	Literature in the Almohad and Nasrid Era: Its Characteristics and Prominent Writers	Giving the lecture And assigning students By studying With report writing A brief overview of it	Giving the lecture And assigning students By studying With report writing A brief overview of it
26	Two hours	Familiarity with the scientific material With the ability to discuss its content	The poet Lisan al-Din ibn al-Khatib	Giving the lecture And assigning students By studying With report writing A brief overview of it	Giving the lecture And assigning students By studying With report writing A brief overview of it
27	Two hours	Familiarity with the scientific material With the ability to discuss its content	Lament for Andalusia	Giving the lecture And assigning students By studying With report writing A brief overview of it	Giving the lecture And assigning students By studying With report writing A brief overview of it
28	Two hours	Familiarity with the scientific material	The influence of Andalusian literature on European literature	Giving the lecture And assigning students By	Giving the lecture And assigning students By

		With the ability to discuss its content		studying With report writing A brief overview of it	studying With report writing A brief overview of it
29	Two hours	Familiarity with the scientific material With the ability to discuss its content	Second month exam	Giving the lecture And assigning students By studying With report writing A brief overview of it	Giving the lecture And assigning students By studying With report writing A brief overview of it
30		.			

11. Course evaluation:

The grade out of 100 is distributed according to the following formula:

1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams.

2- The final written exam grade is (50) marks.

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	(1) Andalusian Literature from the Conquest to the Fall of Granada, by Dr. Munjid Mustafa Bahjat (2) Women's Poetry in Andalusia by Muhammad al-Muntasir al-Raysuni (3) Andalusian Literature: Its Themes and Arts, by Dr. Mustafa al-Shak'a
Main references (if any)	Nafh al-Tayyib by al-Maqqari with the collected works of poets
Recommended supporting books and references (scientific journals, reports,).	Al-Mawrid Iraqi Magazine
Electronic references, website	The location of Andalusia and its civilization

Course description template

1. Course name:	
linguistics/Linguistics	
2. Course code:	
UWA26-CEH-ARB-306	
3. Chapter/Year:	
Phase Three /2025-2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
Number of hours/2Number of units: 4	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
Mr. Dr.Mohammed Mazal Khalati's email: mmiziel@uowasit.edu.iq A ADr. Badriya Nasser Abdul Dr. Nawras Nouri Abdul HusseinEmail: nawras.no@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	1- To study the history and development of language, languages, dialects, and the influence and interaction between them 2- To analyze the structure of the word, its sound, its meaning, and how it developed 3- Focusing on the historical aspect of the language 4-Knowledge of the articulation points and characteristics of letters

9. Teaching and learning strategies					
strategy	• Lecture: The lecture method is one of the most common traditional methods in education, where the professor explains the course content to the students. • Discussion: Discussions are organized between students on specific topics from the course. • Reports and research: Students are required to write reports or research papers on specific topics from the course. • Tests: Students' level is assessed through tests. • Active learning: This approach focuses on students' active participation in the learning process through activities and projects.				
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2		The significance of linguistics and philology among the ancients and moderns	Standard methodThe oral method	PerformanceClassroom and exams
2	2		AThe difference between linguistics and philology	Standard methodThe oral method	PerformanceClassroom and exams
3	2		History and development of linguistic studies	Standard methodThe oral method	PerformanceClassroom and exams
4	2		THistory of linguistic studies	Standard methodThe	PerformanceClassroom and exams

			among Westerners	oral method	
5	2		History of linguistic studies among modern Arabs	Standard methodThe oral method	PerformanceClassroom and exams
6	2		audio level	The standard method, the methodThe speech	PerformanceClassroom and exams
7	2		The syllabic system in Arabic	Standard methodThe oral method	PerformanceClassroom and exams
8	2		Loud and whispered	Standard methodThe oral method	PerformanceClassroom and exams
9	2		linguistic sound production	Standard methodThe oral method	PerformanceClassroom and exams
10	2		First month exam		PerformanceClassroom and exams
11	2		Classifying sounds according to their articulation and characteristics	Standard methodThe oral method	PerformanceClassroom and exams
12	2		The articulation of sounds	Standard methodThe	PerformanceClassroom and exams

			according to the ancients and moderns	oral method	
13	2		Sound characteristics according to the ancients and moderns	Standard methodThe oral method	PerformanceClassroom and exams
14	2		Second month exam		PerformanceClassroom and exams
15	2		painSyntactic level	Standard methodThe oral method	PerformanceClassroom and exams
			Second semester		
16	2		Morphological level	Standard methodThe oral method	PerformanceClassroom and exams
17	2		semantic level	Standard methodThe oral method	PerformanceClassroom and exams
18	2		Reasons for semantic evolution: change in meaning	Standard methodThe oral method	PerformanceClassroom and exams
19			Manifestations of semantic development	Standard methodThe oral method	PerformanceClassroom and exams
20			Linguistic Geography (Linguistic Atlas)	Standard methodThe	PerformanceClassroom and exams

				oral method	
21	2		First month exam		PerformanceClassroom and exams
22	2		Meanings of morphological structures	Standard methodThe oral method	PerformanceClassroom and exams
23	2		descriptive approach	Standard methodThe oral method	PerformanceClassroom and exams
24	2		Transformational Generative Approach	Standard methodThe oral method	PerformanceClassroom and exams
25	2		pragmatic approach	Standard methodThe oral method	PerformanceAl-Safi and exams
26	2		AHistorical approach	Standard methodThe oral method	PerformanceClassroom and exams
27	2		Comparative approach	Standard methodThe oral method	PerformanceClassroom and exams
28	2		Arabic's need for the historical method	Standard methodThe oral method	PerformanceClassroom and exams
29	2		The historical and comparative	Standard methodThe	PerformanceClassroom and exams

			approach in modern Arabic studies	oral method	
30			Second month exam	Standard methodThe oral method	—

11. Course evaluation:

The grade out of 100 is distributed according to the following formula:

1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams.

2- The final written exam grade is (50) marks.

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	
Main references (if any)	1-Arabic Linguistics. Dr. Mahmoud Fahmy Hegazy. (2) Linguistics in Arabic Books. Dr. Abdo Al-Rajhi. (3) Chapters in Linguistics. Dr. Ramadan Abdel-Tawab. (4) Introduction to Linguistics. Dr. Atef Fadl Muhammad. (5) Introduction to Arabic Phonetics. Dr. Ghanem Qaddouri Al-Hamd. (6) Studies in phonetics. Dr. Ahmed Mukhtar Omar. (7) Research in Arabic Phonetics. Dr. Hussam Saeed Al-Nuaimi. (8) The Arabic Language: Its Meaning and Structure. Dr. Tamam Hassan (9) Meaning and Shades of Meaning. Dr. Muhammad Muhammad Yunus. (10) Introduction to Linguistics and Linguistic Research Methods. Dr. Ramadan Abdel-Tawab. (11) The meanings of grammatical structures in Arabic. Dr. Fadhil Al-Samarrai. (12) In Linguistics and Text Grammar. Dr. Ibrahim Mahmoud Khalil. (13) Linguistic Research Methods Between Heritage and Modernity, by Dr. Ni'ma Rahim Al-Azzawi.

	(14) The Generative Approach in Modern Arabic Grammar: A Study in the Thought of Khalil Ahmad Amayreh, edited by Abu Bakr (Thesis) Majesticyer).
Recommended supporting books and references (scientific journals, reports,).	
Electronic references, website	

Course description template

1. Course name:	
Analysis of a Qur'anic text	
2. Course code:	
UWA26-CEH-ARB-307	
3. Chapter/Year:	
Phase Three/2025- 2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
Number of hours/ 2Number of units: 4	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
1- Prof. Dr. Aziz Salim Ali, email: azeezsaleem@uowasit.edu.iq Dr. Tayseer Hassan Kamel	
8. Course Objectives	
Course Objectives	1- To enable students to understand the words of the Holy Quran, 2- Enabling students to read the Quran 3- Introducing students to important source of interpretation. 4- Teaching students the rhetorical style of the Holy Quran

9. Teaching and learning strategies					
strategy		indoctrination Lecture Tests. Brainstorming and discussion			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	Two hours		The concept of Qur'anic text analysis (foundational terms)	The standard method and the lecture method	Classroom performance and exams
2	Two hours		Rules for analyzing Qur'anic text	The standard method and the lecture method	Classroom performance and exams
3	Two hours		Rules for analyzing Qur'anic text	The standard method and the lecture method	Classroom performance and exams
4	Two hours		An introductory overview of Surah Al-Kahf	The standard method and the lecture method	Classroom performance and exams
5	Two hours		Analysis of the opening of the Surah (verses 1-8)	The standard method and the lecture method	Classroom performance and exams

6	Two hours		Analysis of the story of the Companions of the Cave (verses 9-16)	The standard method and the lecture method	Classroom performance and exams
7	Two hours		First month exam of the first semester	The standard method and the lecture method	Classroom performance and exams
8	Two hours		TEExplanation of the story of the People of the Cave (verses 17-26)	The standard method and the lecture method	Classroom performance and exams
9	Two hours		Detailed commentary analysis (verses 27-31)	The standard method and the lecture method	Classroom performance and exams
10	Two hours		Analysis of the story of the owners of the two gardens to illustrate the temptation of wealth (verses 32-44)	The standard method and the lecture method	Classroom performance and exams
11	Two hours		Analysis of the commentary (verses 45-49)	The standard method and the lecture method	Classroom performance and exams
12	Two hours		Analysis of (verses 50-54) and (verses 55-59)	The standard method and the lecture method	Classroom performance and exams
13	Two hours		Analysis of the story of our master Moses (peace be upon him) with the righteous	The standard method and the lecture method	Classroom performance and exams

			servant (verses 60-82).		
14	Two hours		Second month exam of the first semester	The standard method and the lecture method	Classroom performance and exams
15	Two hours		Analysis of the story of Dhul-Qarnayn (verses 83-98)	The standard method and the lecture method	Classroom performance and exams
			Second semester		
16	Two hours		Analysis of the endings of the Surah (verses 99-106)	The standard method and the lecture method	Classroom performance and exams
17	Two hours		SolveytoThe concluding verses of the Surah (verses 107-110)	The standard method and the lecture method	Classroom performance and exams
18	Two hours		Analysis of the Noble Prophetic Hadith	The standard method and the lecture method	Classroom performance and exams
19	Two hours		Foundational terms	The standard method and the lecture method	Classroom performance and exams
20	Two hours		Rules for analyzing the Prophetic Hadith	The standard method and the lecture method	Classroom performance and exams
21	Two hours		Rules for analyzing the Prophetic Hadith	The standard method and	Classroom performance and exams

				the lecture method	
22	Two hours		First month exam of the second semester	The standard method and the lecture method	Classroom performance and exams
23	Two hours		Recent Analysis 1	The standard method and the lecture method	Classroom performance and exams
24	Two hours		Modern Analysis 2	The standard method and the lecture method	Classroom performance and exams
25	Two hours		Recent Analysis 3	The standard method and the lecture method	Classroom performance and exams
26	Two hours		Recent analysis4	The standard method and the lecture method	Classroom performance and exams
27	Two hours		Recent analysis5	The standard method and the lecture method	Classroom performance and exams
28	Two hours		Recent analysis6	The standard method and the lecture method	Classroom performance and exams
29	Two hours		Second month exam, second semester	The standard method and the lecture method	Classroom performance and exams

30	Two hours		Recent analysis7	The standard method and the lecture method	Classroom performance and exams
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams. 2- The final written exam grade is (50) marks.					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)					
Main references (if any)			1-The Surrounding Sea; by Abu Hayyan al-Andalusi. 2-Arrangement of pearls in the harmony of verses and chapters, by Burhan al-Din al-Biq 3-Guiding the sound mind to the merits of the Holy Book; by Abu Al-Saud Al-Amadi. 4-Liberation and Enlightenment; by Tahar Be Achour. 5-A stylistic study of Surah Al-Kahf, by Marwan Muhammad Saeed. 6. Stylistic touches in the texts of the noble Prophetic Hadith: Dr. Mazen Muwaffaq Sadi Al-Khairu. 7-Sentence structure in the noble Prophetic Hadith in the two Sahihs, Dr. Awda Khalil A Awda.		
Recommended supporting books and references (scientific journals, reports,).			Specialized research in Qur'anic studies		
Electronic references, website					

Course description template

1. Course name:					
Curricula and teaching methods					
2. Course code:					
UWA26-CEH-ARB-308					
3. Chapter/Year:					
Phase Three / 2025-2026					
4. Date this description was prepared:					
1/9/2025					
5. Available attendance formats:					
In-person					
6. Number of study hours Number of units:					
Number of hours/3Number of units: 4					
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)					
Dr. Sari Mu'ayyad Fadhil, Email: salsarraf@uowasit.edu.iq					
8. Course Objectives					
Course Objectives			1-Acquiring teaching skills 2-Acquiring lecture planning skills 3-Students successfully employ lecture time management skills 4-Acquiring skills in delivery, presentation, and closing a lecture		
9. Teaching and learning strategies					
strategy		Active learning. - Cooperative learning. Brainstorming. - Free and guided discussions. Task analysis			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	3	Focus on the aspect of information,	traditional approach Learning, teaching, and instruction Is teaching an art or a science?	Discussion panels (seminars)	One-minute paper test

		knowledge, facts, and concepts			
2	3	Multiple educational experiences	Elements of the educational process Foundations of good teaching	discussion	Short reports
3	3	Multiple educational experiences	Pillars of the teaching process Obstacles to the teaching process Characteristics of a successful teacher	Cooperative learning	Short reports
4	3	Learning theories	Concepts of strategy, method, and approach	Discussion panels (seminars)	Written test
5	3	Learning theories	Factors affecting teaching methods Criteria for selecting teaching methods Criteria for evaluating the effectiveness of a teaching method	Discussion panels (seminars)	One-minute paper test
6	3	Learning theories	Teaching methods and the pillars of the educational process	Cooperative learning	Written test
7	3	Learning theories	First month exam	Cooperative learning	note
8	3	Educational curricula	Teaching methods - their classification and types	Active learning	note
9	3	Types of curricula	Teacher-based teaching methods	brainstorming	note
10	3	Types of curricula	Teacher- and student-centered teaching methods	Active learning	One-minute paper test
11	3	Types of curricula	Student-centered teaching methods	Cooperative learning	Short reports
12	3	Types of curricula	Teaching methods and classroom questions	Active learning	Written test

13	3	Types of curricula	Types of classroom questions	Short reports	oral test
14	3	Types of curricula	Second month exam	brainstorming	Written test
15	3	Curriculum components	Modern teaching models and strategies	Cooperative learning	Written test
			Second semester		
16	3	Curriculum components	Teaching methods and the challenges of artificial intelligence	Cooperative learning	Written test
17	3	Curriculum components	Teaching methods stemming from artificial intelligence	Active learning	oral test
18	3	Curriculum components	Technology-based teaching methods	Short reports	Written test
19	3	Curriculum components	Common teaching methods	Short reports	Written test
20	3	Curriculum components	Teaching methods and classroom and extracurricular activities	Short reports	Written test
21	3	Curriculum components	Teaching methods and educational games	brainstorming	Written test
22	3	Curriculum components	First month exam	Cooperative learning	Written test
23	3	textbook	Arabic grammar rules: origin, importance, concept, teaching objectives, teaching methods, and practical examples.	Cooperative learning	oral test
24	3	Literature	Literature and texts: origins, importance, concept, teaching objectives, and methods. Teaching, practical models	Active learning	Written test
25	3	Reading	Reading and Studying Origins, Importance,	Short reports	Written test

			Concept, Teaching Objectives, Teaching Methods, Practical Examples		
26	3	Dictation	Dictation: Origins, Importance, Concept, Teaching Objectives, Teaching Methods, Practical Examples	brainstorming	Written test
27	3	Rhetoric	Rhetoric: Origins, Importance, Concept, Teaching Objectives, Teaching Methods, Models Applied	Cooperative learning	oral test
28	3	Expression	Expression, Origin, Importance, Concept, Teaching Objectives, Teaching Methods, ModelsC Applied	Cooperative learning	Written test
29	3		Second month exam		Written test
30	3		Teaching language according to the integrated method - applied models	Short reports	Written test
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams. 2- The final written exam grade is (50) marks.					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			Arabic language curricula and teaching methods Saad Ali Zayer and Iman Ismail Ayez, 2016. Curriculum and Teaching Methods, Hassan Khalabas Hammadi, 2019 General Teaching Methods. Saad Ali Zayer, Dawood Abdul Salam Sabri, and Muhammad Hadi Hassan, 2013 Teaching Methods, Muhammad Mahmoud Al-Haliyah, 2012.		
Main references (if any)			Modern trends in teaching Arabic.		

	Dr. Saad Ali Zayer, Dr. Samaa Turki Dakhel
Recommended supporting books and references (scientific journals, reports, etc.)	

Course description template

1. Course Name	
Educational and psychological guidance	
2. Course code	
UWA26-CEH-ARB-309	
3. Semester/Year	
Phase Three / 2025-2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
2 hours per week (30 hours per semester / 60 hours per academic year) – Four units	
7. Name of the course coordinator (if there is more than one, please mention it).	
Name: Dr. Afaq Abdul Ghani Ali Email: afaqbdlgghnv39@gmail.com	
8. Course objectives	
Course objectives	
1-The aim of teaching the subject of psychological counseling and educational guidance is to increase students' knowledge of the nature of psychological counseling and its importance in providing psychological and guidance services to others.	
2-To provide students with the skills and information that will help them provide psychological counseling services to educational institutions.	
3-To deal effectively with the educational and psychological problems of children and adolescents.	
4-Monitoring and diagnosing psychological problems and phenomena in the educational environment.	
5-Implementing guidance programs in the educational process.	
6 - How to deal with educational problems in the school and family environment.	
7- Providing guidance to students and counseling to their families.	
8-How to use and employ information gathering methods in guidance work.	
9-How to conduct a counseling interview.	

10-Employing guidance applications derived from counseling and psychotherapy theories.					
11- How to implement guidance and educational programs in the educational process.					
12- The students’ ability to activate the role of parents and teachers’ councils and their role in educational guidance.					
9. Teaching and learning strategies					
strategy		1- Explanation and clarification through lectures. 2- roadDiscussion. 3- Brainstorming method			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learnin g method	Evaluation Method
the first	2	To understand the concept of psychological counseling and its historical development	The concept of psychological counseling - A brief history of the origins of psychological counseling - Justifications and practical objectives of psychological counseling; the goals of psychological counseling and its role in achieving mental health	Lecture and discussion	Questions and discussion
the second	2	Distinguish the justifications and objectives of guidance	The goals of psychological counseling and its role in achieving mental health A Principles upon which psychological counseling and educational guidance are based	Lecture and discussion	Questions and discussion

the third	2	To use the basic principles upon which psychological and educational counseling is based	-Educational guidance: its importance and the need for it The difference between psychological counseling, educational guidance, and psychotherapy	Lecture and discussion	Questions and discussion
Fourth	2	It explains the relationship between guidance and other sciences.	Psychological counseling approaches and strategies	Lecture and discussion	Questions and discussion
Fifth	2	To distinguish the fields of psychological counseling	Skills needed for a psychological counselor Ethics and professional qualifications of a psychological counselor	Lecture and discussion	Questions and discussion
Sixth	2	To know educational guidance	The relationship of guidance to other sciences Philosophical and Psychological Foundations of Psychological and Educational Counseling	Lecture and discussion	Questions and discussion
Seventh	2	To know career guidance	AFirst month exam	Lecture and discussion	Questions and discussion
Eighth	2	To determine marital counseling	Fields of psychological counseling / therapeutic counseling / educational counseling / guidance Professional marriage counseling, family counseling	Lecture and discussion	Questions and discussion

Ninth	2	To know family counseling	Guidance for children, guidance for youth, guidance for adults - guidance for the exceptional (special)	Lecture and discussion	Questions and discussion
tenth	2	To know how to guide children	Methods and techniques of psychological counseling: individual counseling - group counseling (psychotherapy) Drama - Direct - Indirect	Lecture and discussion	Questions and discussion
eleventh	2	To know Guidance for youth and adolescents	Optional guidance - Brief guidance - Behavioral guidance - Play-based guidance - Religious guidance	Lecture and discussion	Questions and discussion
twelfth	2	To distinguish between guiding the elderly	Theories of Counseling and Psychotherapy - The Importance of Theory in the Work of the Counselor / Theory Psychoanalysis and Behavioral Theory	Lecture and discussion	Questions and discussion
thirteenth	2	To define the intended meaning: guidance for the extraordinary	Client-centered counseling theory Rational Emotive Behavior Therapy Reality counseling theory	Lecture and discussion	Questions and discussion
fourteenth	2	To know the methods of guidance	Second month exam	Lecture and discussion	Questions and discussion
fifteenth	2	It defines the philosophical and psychological foundations	Information necessary for the educational guidance process and its importance for the counselor and the counselee	Lecture and discussion	Questions and discussion
			Second semester		

Sixteenth	2	To explain the ethical principles	Information gathering methods/guidance interview: its importance, characteristics, and conditionsIts successes vary.	Lecture and discussion	Questions and discussion
seventeenth	2	To understand counseling theories and to apply the principles of psychoanalytic theory in his future educational work	Cumulative record, observation, tests and measures, case study, anecdotal records, autobiography	Lecture and discussion	Questions and discussion
eighteenth	2	To apply the principles of behavioral theory in his life	Methods of modifying human behavior within the framework of psychological counseling Responsive behavior - Operative behavior	Lecture and discussion	Questions and discussion
nineteenth	2	To be able to understand existential theory	Behavioral characteristics Key dimensions of behavior modification - General goals of behavior modification	Lecture and discussion	Questions and discussion
Twenty	2	To know the information necessary for the guidance process	Areas of Behavior Modification Main trends in behavior modification Educational guidance in the school mentor teacher	Lecture and discussion	Questions and discussion
Twenty-one	2	To use information gathering methods	The role of the educational and psychological counselor in the school	Lecture and discussion	Questions and discussion
Twenty-second	2	To employ tests and measurements	First month exam	Lecture and discussion	Questions and discussion

		to obtain information			
Twenty-third	2	To use observation to obtain information	Parents' and teachers' councils and their role in educational guidance	Lecture and discussion	Questions and discussion
Twenty-fourth	2	To use the interview to obtain information	Parental Rights - Hadith 8 from the book "The Family in Islam" by Sayyid al-Shahid Muhammad Al-Sadr, may his secret be sanctified	Lecture and discussion	Questions and discussion
Twenty-fifth	2	To utilize guidance information in schools	Marital and family counseling and psychotherapy	Lecture and discussion	Questions and discussion
Twenty-sixth	2	To activate the role of parents' and teachers' councils in educational guidance	Fundamentals of marital counseling and therapy Family (social) choice Individual (psychological) choice	Lecture and discussion	Questions and discussion
Twenty-seventh	2	To explain to others the importance of educational guidance programs	Theories of marriage selection and their role in family formation Homogeneity theory - spatial convergence theory	Lecture and discussion	Questions and discussion
Twenty-eighth	2	To clarify the problems addressed by educational guidance	Value theory, complementary needs theory	Lecture and discussion	Questions and discussion
Twenty-ninth	2	To understand the concept of mental health	Second month exam	Lecture and discussion	Questions and discussion
thirty	2	To understand the importance of mental health and its goals.	. Crisis guidance	Lecture and discussion	Questions and discussion
First semester 40%, Second semester 40%, Final grade 80%					

11. Learning and teaching resources	
Required textbooks (methodology, if applicable)	(1) Al-Daraji, Hassan Ali Sayed Marzouq Saheb Abd (2016) Psychological Counseling and Mental Health (Basic Principles and Applications), Baghdad, 2nd Edition (2) Kafafi, Alaa El-Din (1999) Family Counseling and Psychotherapy: The Systemic Communicative Perspective, Dar Al-Fikr Al-Arabi, Cairo (3) Al-Shinawi / Muhammad Mahrous (1994), Theories of Counseling and Psychotherapy, Dar Gharib for Printing and Publishing, Cairo (4) Psychological guidance and counseling. Zahran Hamed Abdel Salam, 1982. (5) Patterson, S.,h , 1981.Theories Guidance Treatment Psychological , Ta. (6)Introduction to Psychological Counseling (2011 translated by Murad Ali Saad and Ahmed Abdullah Al-Sharifain, First Edition Amman, Dar Al Fikr Distributors and Publishers (7) Al-Daraji, Hassan Ali Sayed (Psychological Guidance and Educational Counseling: Basic Principles and Theories) 2021
Main references (sources)	1- Zahran Hamed Abdel Salam (1982): Psychological Guidance and Counseling. Cairo 2- Marzouk, Saheb Abdul (2011): Guidance and Mental Health.
Recommended supporting books and references (scientific journals, reports...)	Patterson, 1982: Theories of Counseling and Psychotherapy
Electronic references, websites	Websites related to counseling and psychology

Course description template

1. Course name:	
Research methodology, library, and text verification	
2. Course code:	
UWA26-CEH-ARB-310	
3. Chapter/Year:	
Phase Three /2025-2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
Number of hours: 2, Number of units: 4	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
ADr. Jamil Badawi Email: jbadawi@uowasit.edu.iq M.Dr. Samah Mahdi Mureeh Email: samah10@uowasit.edu.iq M.D. Hussein Sadiq Dhari 	
8. Course Objectives	
Course Objectives	Preparing scientific personnel in the field of Arabic language and its sciences who are capable of occupying teaching positions in educational institutions to perform teaching duties in various educational institutions, as well as teaching research methodology to prepare distinguished researchers in research and authorship. - Increasing scientific awareness and culture regarding the importance of the Arabic language and demonstrating its impact on developing national sentiment among students, which serves the Arabic language. - To increase students' awareness of the importance of the Arabic language and to explain its function in understanding the Holy Quran.

	- Providing students with the scientific information that enables them to conduct sound research.
9. Teaching and learning strategies	
strategy	The teaching strategies for the Research Methodology, Library, and Textual Criticism course rely on a range of methods and techniques aimed at enhancing students' understanding and comprehension of the material. These strategies include: ○ Interactive teaching: This involves encouraging discussions and debates in the classroom, and using examples and practical applications to illustrate concepts. ○ Cooperative learning: encourages teamwork and knowledge sharing among students through group activities and classroom projects. ○ Using technology: Technological means such as educational software and digital applications can be used to provide an interactive and engaging learning environment. ○ Problem-based learning: encourages students to solve practical problems related to Arabic morphology, which enhances their deep understanding of the subject. ○ Activating students' self-directed role: This involves encouraging students to conduct self-research and explore materials independently, thereby enhancing their skills in deduction and analysis. ○ Employing applied activities: This involves using applied activities such as simulations and educational games to apply theoretical concepts in practical and realistic contexts. By choosing appropriate strategies and diversifying learning methods, the effectiveness of learning the subject of research methodology, library and text verification can be enhanced, and students can be motivated to actively participate in the learning process.

10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2	Introducing research and studies, and providing a historical overview of research, and a statement of the types of research	Introduction to Research Methodology among the Arabs (The Grammarians' Methodology in Criticism) to And the composition and handling of the opinions they convey	Standard method and text method	Classroom performance and exams
2	2	Introducing students to the qualities that a good researcher should possess, such as originality, desire, skepticism, verification, and a good memory.	The curriculum: its importance and trends	-	-
3	2	Providing the fundamentals of topic selection and familiarizing students with the requirements for a good topic	Linguistic research methodologies	-	Students are required to submit a report on how they chose their topic and the criteria by which a researcher selects their subject.

4	2	Introducing students to the plan's structure and the research framework upon which it is based and completed	Types of scientific research and the characteristics of each type of research		Classroom performance and exams
5	2	Defining sources, their importance, and the difference between a source and a reference.	Characteristics of a scientific researcher, research language and its characteristics	-	-
6	2	Introducing students to worksheets and how to use them	Choosing a topic	-	-
7	2		First month exam		Questions
8	2	Introducing students to drafts and how to benefit from using drafts in research and studies.	Scientific research plan	-	Classroom performance and exams
9	2	Introducing students to the draft paper, explaining its contents, and outlining the mechanism and methods by which the researcher writes the final version of his research.	Scientific research supplements	-	-
10	2	From printing to printing press, where students are shown how to complete the final edition before sending it to print.	Sources and reference	-	-
11	2	Introducing students to this field of study, the tools of the researcher, and the problems the	Transcribing texts from sources and reference	-	-

		researcher faces in his work, such as comparing manuscripts and extracting evidence and verses.			
12	2	Textual verification introducing students to heritage and manuscripts, and the work performed by the researcher.	Scientific plagiarism	-	-
13	2	Table of Contents and its Importance Scientific Research	Plagiarism and plagiarism	-	-
14	2	Second month exam	Second month exam		Questions
15	2	Introducing students to the Arabic library its most important books, and when authorship began among the Arabs.	Material acquisition and compilation (cards), and types of reading	-	-
			Second semester		
16	2	Morphological scribes	Punctuation marks and how to use them in scientific research writing	-	-
17	2	Grammar Library	Literary sources in the Arab heritage, ancient and modern	-	-
18	2		Linguistic sources in the Arab heritage, ancient and modern		Questions
19			Arabic dictionaries, their methodologies, and how to use them in the linguistic definition of vocabulary.		

20			Electronic resources, CDs, the internet, websites Electronic libraries		
21	2		Scientific research writing by students (practical applications)	-	-
22	2		First month exam		
23	2	Students were given training research papers that enabled them to learn research writing, its fundamentals, and how to draw up a plan in preparation for writing their graduation thesis.	Discussion of student research papers (practical applications)	-	-
24	2		Textual analysis and its modern rules		
25	2		General principles of manuscript verification		
26	2		Rules for manuscript verification	Text method	oral test
27	2		Extracting the manuscript	Text method	oral test
28	2		The Arabic Library and its History	Text method	oral test
29	2		Second month exam		Questions
30			Visit the college and university library and visit the library's exhibition. ⁵ Central / University of Diyala		

11. Course evaluation:	
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams. 2- The final written exam grade is (50) marks.	
12. Learning and teaching resources:	
Required textbooks (methodology, if applicable)	Research Methodology of Ali Jawad Al-Taher
Main references (if any)	(1) A reminder for the listener and the speaker of the etiquette of the scholar and the student, by Badr al-Din ibn Jama'ah (d. 733 AH) (2) The definition of the etiquette of writing, by Al-Suyuti (d. 911 AH). (3) The Methodology for Writing Research Paper and Verifying Manuscripts, Dr. Muhammad Al-Tunji. (4) Research and Library, Dr. Nouri Hammoudi Al-Qaisi / Dr. Hatem Saleh Al-Dhamin. (5) Scientific research methods for university students, Thuraya Abdel Fattah.
Recommended supporting books and references (scientific journals, reports,).	Methodology of Literary Research by Dr. Ali Jawad Al-Taher The Arabic Library, Dr. Hatem Saleh Al-Dhamin Methodology of Textual Criticism and Publication: Dr. Nouri Hammoudi Al-Qaisi, Dr. Sami Makki Al-Ani
Electronic references, website	

Course description template

1. Course name:
Grammar
2. Course code:
UWA26-CEH-ARB-401
3. Chapter/Year:
Stage Four / 2025- 2026
4. Date this description was prepared:
1/9/2025
5. Available attendance formats:
In-person
6. Number of study hours Number of units:
3hour weekly Number of units /6

7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)					
Dr. Firdous Abdul Wahid					
8. Course Objectives					
Course Objectives			1- Learning the rules of the Arabic language 2- Controlling grammatical rules 3- Studying ancient linguistic texts and understanding their grammar		
9. Teaching and learning strategies					
strategy		○ Explanation and clarification. ○ Direct presentation of the evidence to the students. ○ The method of live interrogation. ○ Oral practice of the approved texts for each student during			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	3	Regulating the rule of the vocative	The vocative particle and its usage.	theoretical	Questions and discussion
October 2	3	Knowing the categories of vocative	Ruling on omitting the vocative particle	theoretical	Questions and discussion
October 3	3	How to write the added word To the first person singular pronoun	Types of vocatives and the rules governing each type	theoretical	Questions and discussion
October 4	3	Distinguishing between Scar and cry for help	The ruling on the vocative of a proper noun described as "son of"	theoretical	Questions and discussion

November 1	3	Knowing the nam of verbs	The ruling on the combination of the vocative particle and	theoretical	Questions and discussion
November 2	3		First month exam		
November 3	3	Knowledge of the specialization	Rules governing the dependent element o vocative.	theoretical	Questions and discussion
November 4	3	Knowing the ABC Facilitation	Rules of the vocative noun added to the first- person singular pronoun (ya' al- mutakallim)	theoretical	Questions and discussion
December 1	3	Knowing the attempts Old	Names that are alway used in calling out	theoretical	Questions and discussion
December 2	3	recent attempts In facilitation	Ruling on repeating t word of the vocative and shortening the word of the vocative	theoretical	Questions and discussion
December 3	3	knowledge The conceptual sentence The procedure	Supplication and lamentation	theoretical	Questions and discussion
December 4	3	Types of camels	Specialization	theoretical	Questions and discussion

January 1	3	Grammar applications In sentences	Warning and enticement	theoretical	Questions and discussion
January 2	3	The verb's governing particle Present tense	The indeclinable	theoretical	Questions and discussion
January 3	3	visible tools In the monument	The indeclinable	theoretical	Questions and discussion
January 4	3	The implied in the accusative	The implied in the accusative	theoretical	Questions and discussion
February 1	3		Second semester		
February 2			Conjugation of the present tense verb		
			Factors of certainty		
			If, but, were it not, if not		
March 1			number		
March 2			Grammatical schools and the grammatical doctrine in Basra		
March 3			The emergence of the Basran school of grammar and the early grammarians		
March 4			First month exam		

April ¹			Characteristics of the grammatical school in Basra		
April ²	3	Jussive mood of the imperfect verb	The grammatical school in Kufa: its origins and early figures	theoretical	Questions and discussion
April ³	3	Names of the jussive mood	Characteristics of the Kufan grammatical school	theoretical	Questions and discussion
April ⁴	3	Conditional tools	Grammar in Baghdad	theoretical	Questions and discussion
Mays ¹	3	The conjunction for the jussive mood	Baghdad School of Grammar	theoretical	Questions and discussion
Mays ²	3	Grammatical applications	Grammar in Egypt and Andalusia	theoretical	Questions and discussion
Mays ³	3		Second month exam		
Mays ⁴			Grammar in (Hijaz, Yemen, and the Levant)		Questions and discussion
11. Course evaluation:					
Chapter One 25 degrees		Chapter Two 25 degrees	Final exam 50 degrees	Final grade 100%	

12. Learning and teaching resources:	
Required textbooks (methodology, if applicable)	(1) Ibn Aqil's commentary on Ibn Malik's Alfiyya / by Ibn Aqil (2) Grammatical Schools / Dr. Khadija Al-Hadithi (3). Mughni al-Labib by Ibn Hisham al-Ansar (4) Meanings of Grammar, by Dr. Fadhil al-Samarrai
Main references (if any)	The clearest paths, Ibn Hisham al-Ansari Mustafa al-Ghalayini, compiler of Arabic lessons The grammar application of Khalid bin Abdul Aziz
Recommended supporting books and references (scientific journals, reports,).	Explanation of Al-Kafiya by Al-Radi Attempts at simplifying grammar, by Dr. Hassan Mandil
Electronic references, website	Mohammed Saeed Al-Ghamdi's website Abdul Aziz Al-Harbi's website YouTube (grammar skills).

Course description template

1. Course name:	
Modern Arab Criticism	
2. Course code:	
UWA26-CEH-ARB-402	
3. Chapter/Year:	
StageFourth/2025-2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours Number of units:	
Number of hours: 3, Number of units: 6	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
Prof. Dr. Jassim Hussein Sultan Email: jsultan@uowasit.edu.iq Dr. Haider Ismail Askar	
8. Course Objectives	
Course Objectives	After receiving this material, students will develop a broad knowledge of modern criticism, including its most important terms, schools, and critical trends.

			A2. Familiarization with the most important modern critical approaches, represented by contextual and textual approaches, which gives the student the ability to analyze texts and identify their imagery and metaphors, especially when analyzing high-level poetic models, particularly in the modern era. A3. The ability to appreciate and critically analyze literary texts in a way that reveals their unique characteristics in light of modern critical approaches.		
9. Teaching and learning strategies					
strategy		1- 2- 3- 4-			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	2		Common critical terms in modern criticism (art, literature, aesthetics)	Standard method	Classroom performance and exams
October 2	2		Common critical terms in modern criticism (art, literature, aesthetics)	Standard method	Classroom performance and exams
October 3	2		Elements of a literary work (emotion, imagination, idea, style, image)	Standard method	Classroom performance and exams
October 4	2		Elements of a literary work (emotion, imagination, idea, style, image)	Standard method	Classroom performance and exams

November 1	2		Elements of a literary work (emotion, imagination, idea, style, image)	Standard method	Classroom performance and exams
November 2	2		The theory of gender: its concept and its modern important schools; the classical school that separates the boundaries of each gender. The school of intertextuality in literature	Standard method	Classroom performance and exams
November 3	2		The relationship between literature and society (the theory of art for art's sake, and for society)	Standard method	Classroom performance and exams
November 4	2		Literary schools (Classical, Romantic, Realistic, Symbolist, Surrealist)	Standard method	Classroom performance and exams
December 1	2		Literary schools (Classical, Romantic, Realistic, Symbolist, Surrealist)	Standard method	Classroom performance and exams
December 2	2		Literary schools (Classical, Romantic, Realistic, Symbolist, Surrealist)	Standard method	Classroom performance and exams
December 3	2		Literary schools (Classical, Romantic,	Standard method	Classroom performance and exams
December 4	2		Literary schools (Classical, Romantic, Realistic, Symbolist, Surrealist)	Standard method	Classroom performance and exams

January 1	2		Critical theory and the meaning of criticism	Standard method	Classroom performance and exams
January 2	2		Literary Genre Theory: The Difference Between Poetry and Prose (Lyrical, Epic, Dramatic)	Standard method	Classroom performance and exams
January 3	2		Literary Genre Theory: The Difference Between Poetry and Prose (Lyrical, Epic, Dramatic)	Standard method	Classroom performance and exams
January 4	2		Literary Genre Theory: The Difference Between Poetry and Prose (Lyrical, Epic, Dramatic)	Standard method	Classroom performance and exams
February 1	2		Literary Genre Theory: The Difference Between Poetry and Prose (Lyrical, Epic, Dramatic)	Standard method	Classroom performance and exams
February 2	2		Literary Genre Theory: The Difference Between Poetry and Prose (Lyrical, Epic, Dramatic)	Standard method	Classroom performance and exams
			Spring break		
			application		
March 1			application		
March 2			application		
March 3			application		

March ⁴			application		
April ¹			application		
April ²			Critical approaches: impressionistic, historical, social, psychological	Standard method	Classroom performance and exams
April ³			Critical approaches: impressionistic, historical, social, psychological	Standard method	Classroom performance and exams
April ⁴			Critical approaches: Impressionistic, Historical, Sociological	Standard method	Classroom performance and exams
Mays ¹			Critical approaches: impressionistic, historical, social, psychological Al-Sayyab's poem "The Rain Song": An applied text	Standard method	Classroom performance and exams
Mays ³			Final exams		
Mays ⁴					

11. Course evaluation:

The grade out of 100 is distributed according to the following formula:

1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams.

2- The final written exam grade is (50) marks.

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)

- inModern Literary Criticism: Principles and Applications, by Dr. Faiq Mustafa and Dr. Abd SatisfactionAli, Publications of the Ministry of Higher Education and Scientific Research, University MosulSecond edition.

	• introductionIn modern criticism, Ali Jawad Al-Tahir. • CriticismModern Literature, Dr. Muhammad Ghunaimi Hilal. • LiteratureAnd his arts, by Izz al-Din Ismail. • inLiterary criticism: study and application, by Kamal Nash'at • dictionaryLiterary terminology, Magdi Wahb • Modern Critical Approaches, Dr. Saleh Huwa • Modern Critical Approaches, Dr. Salah Fadl
Main references (if any)	Approaches to Literary Criticism in Iraq / Dr. Samir Zamel Hussein
Recommended supporting books and references (scientific journals, reports,).	Modern Literary Criticism / Dr. Ahmed Matloub Introduction to Literary Criticism / Dr. Ali Jawad Al-Dhaher
Electronic references, website	Dr. Ibrahim Hajjaj's website

Course description template

1. Course name:	
Modern Arabic poetry	
2. Course code:	
UWA26-CEH-ARB-403	
3. Chapter/Year:	
Stage Four / 2025- 2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
In-person	
6. Number of study hours / Number of units:	
Number of hours: 2, Number of units: 4	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
Prof. Dr. Karim Ajil Sahi	Email:
Dr. Hawraa Jawad Aboud	
8. Course Objectives	
Course Objectives	1. Attention should be paid to scientific and applied aspects, and opportunities should be given to female students to participate, criticize, and express their opinions. 2. The study of poetic texts is an analytical and critical study based on modern

			principles, attempting to uncover all that new in form and content, as well as addressing the elements of the literary work and other aspects. 3.Reviewing and appreciating literary work and the repeated practical practice of reading literary works.		
9. Teaching and learning strategies					
strategy		Written exams for courses oral exams Classroom testsquiss Group-based competitions through which the student is evaluated Testing the student's ability by encouraging them to memorize poetic texts and how to analyze them Classroom and extracurricular assignments that involve assigning specific tasks, discussing them, and evaluating them.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	2	Introducing the student to the unique characteristics of literary life, explaining the factors behind its revival and the impact of translation on changing the course of modern Arabic poetry.	An introduction to literary life, the factors behind its revival, and the impact of translation on changing the course of modern Arabic poetry.	Presentation and discussion Application and analysis	Oral and written questions and answers
October 2	2	An introduction to Arabic poetry in the nineteenth century and its most important poets	Iraqi poetry in the nineteenth century	Presentation, discussion, application, and analysis	Oral and written questions and answers
October 3	2	Highlighting the most important	Poetry and its themes in the nineteenth century	Presentation, discussion,	Oral and written

		themes of poetry in that era.		application, and analysis	questions and answers
October 4	2	Introducing the Revivalist movement and distinguishing between conservative and moderate poets.	The Revival Group, Conservative Poets: Mahmoud Sami al-Baroudi, Life and Biography	Presentation, discussion, application, and analysis	Oral and written questions and answers
November 1	2	Introducing Mahmoud Sami al-Baroudi, his poetry and poetic style through his texts, as a poet	Mahmoud Sami al-Baroudi, his poetry and poetic style through texts	Presentation, discussion, application, and analysis	Oral and written questions and answers
November 2	2	Introducing moderate poets: Al-Rusafi and Hafez Ibrahim, and the most important political and social issues that united them.	Moderate poets: Al-Rusafi and Hafez Ibrahim	Presentation, discussion, application, and analysis	Oral and written questions and answers
November 3	2	Highlighting the life of the poet Ahmed Shawqi: his life, biography, and cultural influences in the palace, in exile, and after his death.	The poet Ahmed Shawqi: His life, biography, and cultural influences in the palace, in exile, and after his death	Presentation, discussion, application, and analysis	Oral and written questions and answers
November 4	2	Clarifying the most important cultural influences and poetic fields of Ahmed Shawqi, along with an analysis of his	Cultural influences and poetic fields in the work of Ahmed Shawqi, along with the poet's most important texts.	Presentation, discussion, application, and analysis	Oral and written questions and answers

		most important poetic texts.			
December 1	2	An introduction to the Diwan group, the factors influencing the development of their poetry, and the innovations that occurred within it.	The Diwan Group, and the most important factors influencing the development of poetry	Presentation, discussion, application, and analysis	Oral and written questions and answers
December 2	2	Highlighting the most important And the features of renewal in their poetry	Reasons for the emergence of the Diwan group, and features of renewal in their poetry	Presentation, discussion, application, and analysis	Oral and written questions and answers
December 3	2	A statement on the importance of translation in shaping the critical positions of the Apollo Group	The influence of English criticism on the critical stances of the Diwan group	Presentation, discussion, application, and analysis	Oral and written questions and answers
December 4	2	An introduction to the poet's life and culture that influenced his poetic direction.	Abdul Rahman Shukri, Features of Life and Tributaries of Culture	Presentation, discussion, application, and analysis	Oral and written questions and answers
January 1	2	Highlighting the most important poetic and critical positions of Abdul Rahman Shukri	The fields of poetry and criticism in the positions of Abd al-Rahman Shukri And his hair turned	Presentation, discussion, application, and analysis	Oral and written questions and answers
January 2	2	Examining the poet's work and analyzing some texts that adopted the emotional approach	The Emotional Poetry of Abd al-Rahman Shukri: Texts and Analysis	Presentation, discussion, application, and analysis	Oral and written questions and answers

January 3	2	Highlighting the most important artistic features in Shukri's poetry in terms of composition, language, style, and rhythm	The artistic level in the poetry of Abdul Rahman Shukri	Presentation, discussion, application, and analysis	Oral and written questions and answers
January 4	2	An introduction to the Apollo Group, its origins, and its goals.	The Apollo Group and the circumstances of its formation	Presentation, discussion, application, and analysis	Oral and written questions and answers
February 1	2	Identifying the main trends adopted by the Apollo group and explaining how they were presented	The poetic trends of the Apollo group: emotional, reflective, and descriptive	Presentation, discussion, application, and analysis	Oral and written questions and answers
February 2	2	Highlighting the most important innovations in the poetry of the Apollo group and the extent of their difference from the Diwan group	Manifestations of renewal in the form of the poem among the Apollo group	Presentation, discussion, application, and analysis	Oral and written questions and answers
			Spring break		
			application		
March 1			application		
March 2			application		
March 3			application		
March 4			application		

April ¹			application		
April ²	2	Highlighting the most important technical issues in diaspora poetry: composition, meter, language, style, and imagery.	Artistic issues among émigré poets,	Presentation, discussion, application, and analysis	Oral and written questions and answers
April ³	2	Defining the term and the extent of differing opinions surrounding it, while clarifying the main reasons that led to its emergence.	Free verse: its origins, causes, and terminology	Presentation, discussion, application, and analysis	Oral and written questions and answers
April ⁴	2	Highlighting the poet's life and demonstrating the influence of family and culture on her creative direction	Nazik Al-Malaika, Family, Environment and Culture	Presentation and discussion Application and analysis	Oral and written questions and answers
Mays ¹	2	Focusing on the most important themes the poet addressed concerning humanity, society, and alienation	Nazik Al-Malaika's Poetry: A Study and Analysis	Presentation, discussion, application, and analysis	Oral and written questions and answers
Mays ²	2	Highlighting the most important critical stances of the poet, especially regarding modern poetry	The critical stances of the poet Nazik Al-Malaika	Presentation, discussion, application, and analysis	Oral and written questions and answers

		the modern era who wrote and excelled in prose. ● trainingStudents are required to analyze prose texts by examining the most minute details related to the components of the various prose arts.			
9. Teaching and learning strategies					
strategy		● .OriginFor students onLove for the Arabic language, and understanding that it is a miraculous language in which the miracle of the Holy Quran was performed. ● .Understanding the aesthetics of the Arabic language in its methods of structuring speech and conveying meanings. ● Raising students' awareness of the value of words in expressing ideas and engaging in civilized dialogue.			
10. Course structure					
Week	Hour s	Required learning outcomes	Unit or topic name	Learning method	Evaluatio n Method
October 1		knowledgeConcept of the term proseModern Literature	proseModern Literature: Its Limits, Characteristics, and Artistic Value	Standard method (Lectures, Text Method, Inductive Method (Discussio n Method))	Classroom performanc e and exams
October 2		knowledgeConcepts, boundaries, and characteristics of these terms	Narrative The story -The Cut	Standard method (Lectures, Text Method, Inductive Method (Discussio n Method))	Classroom performanc e and exams

October 3		knowledgeThe characteristics upon which the narrative is based	mechanismsNarrative and related matters	Standard method (Giving lectures). roadText, inductive method (discussion method)	Classroom performance and exams
October 4		knowledgeThe art of storytelling, through its definition, understanding its history and origins, and contributing factors.	artThe story (definition, origins, and contributing factors)	Standard method (Lectures, Text Method, Inductive Method (Discussion Method))	Classroom performance and exams
November 1		identificationOn the components of the story and its construction mechanism	featuresThe story and its structure	Standard method (Lectures, Text Method, Inductive Method (Discussion Method))	Classroom performance and exams
November 2		identificationOn the most important pioneers who excelled in this prose art	PioneersThe story	Standard method (Lectures, Text Method, Inductive Method (Discussion Method))	Classroom performance and exams
November 3		tastingThe narrative text through understanding its depths and internal structures	analysisnarrative text	Standard method (Lectures, Text Method,	Classroom performance and exams

				Inductive Method (Discussion Method))	
November 4		knowledgeThe art of the novel, through its definition and understanding its history and contributing factors.	art(The novel) DefinitionOrigin and its factors	Standard method (Lectures, Text Method, Inductive Method (Discussion Method))	Classroom performance and exams
December 1		identificationOn components The noveland its construction mechanism	featuresThe novel And its construction	Standard method (Lectures, Text Method, Inductive Method (Discussion Method))	Classroom performance and exams
December 2		DiscriminationBetween the art of the short story and the novel	the differenceBetween the story The novel	Standard method (Lectures, Text Method, Inductive Method (Discussion Method))	Classroom performance and exams
December 3		identificationOn the most important pioneers who excelled in this prose art	PioneersThe novel	Standard method (Giving lectures. The text method, the inductive method	Classroom performance and exams

				(the discussion method))	
December 4		tastingThe narrative text through understanding its depths and internal structures	analysisnarrative text	Standard method (Giving lectures). roadText, inductive method (discussion method)	Classroom performance and exams
January 1		knowledgeThe art of theater, through its definition and understanding its history and contributing factors.	artThe play: Definition, origins, and contributing factors	Standard method (Lectures, Text Method, Inductive Method (Discussion Method))	Classroom performance and exams
January 2		identificationOn the components of the play and the mechanism of its construction	Characteristics of the playAnd its construction	Standard method (Lectures) Textual method, inductive method (discussion method)	Classroom performance and exams
January 3		To learnOn the types of theatrical characters and the distinction between them	Theatrical characters and their types	Standard method (Lectures, Text Method, Inductive Method (Discussion Method))	Classroom performance and exams
January 4		identificationOn the most important pioneers who	PioneersThe play	Standard method (Lectures,	Classroom performance

		excelled in this prose art		Text Method, Inductive Method (Discussion Method))	e and exams
February 1		tastingThe theatrical text through understanding its depths and internal structures	analysisplay script	Standard method (Lectures, Text Method, Inductive Method (Discussion Method))	Classroom performance and exams
February 2		knowledgeThe art of biography, through its definition and understanding its history and contributing factors.	artBiography (Definition, Origins, and Factors)	Standard method (Lectures, Text Method, Inductive Method (Discussion Method))	Classroom performance and exams
			Spring break		
			application		
March 1			application		
March 2			application		
March 3			application		
March 4			application		
April 1			application		

April ²		identificationOn the components of the article and its structure	featuresThe article and its structure	Standard method (Lectures, Text Method, Inductive Method (Discussion Method))	Classroom performance and exams
April ³		To learnOn the types of articles and the distinction between them	TypesArticle	Standard method (Lectures, Text Method, Inductive Method (Discussion Method))	Classroom performance and exams
April ⁴		identificationOn the most important pioneers who excelled in this prose art	PioneersArticle	Standard method (Lectures, Text Method, Inductive Method (Discussion Method))	Classroom performance and exams
Mays ¹		knowledgeThe art of storytelling, through its definition, understanding its history and origins, and contributing factors.	analysisText from the article	Standard method (Lectures, Text Method, Inductive Method (Discussion Method))	Classroom performance and exams
Mays ²		identificationOn the components of the story and its	reviewGeneral	Problem-solving method	Classroom performance and exams

		construction mechanism			
Mays ³		identificationOn the most important pioneers who excelled in this prose art	General review	Standard method (Lectures, Text Method, Inductive Method (Discussion Method))	Classroom performance and exams

11. Course evaluation:

The grade is distributed as follows: 40% (including a portion allocated to the student's daily activity) midterm exams and 60% final exam.

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	Modern Arabic Literature - Dr.Salem Al-Hamdani
Main references (if any)	dateArabic Literature - Dr. Shawqi Daif Literary Dictionary - Jabour Abdel Nour
Recommended supporting books and references (scientific journals, reports,).	NovelsStories, plays, articles, and literary biographies All critical sources that dealt with the arts of literary prose.
Electronic references, website	locationDr. Mohammed Saeed Al-Ghamdi. Arab Writers Union website.

Course description template

1. Course name:
Linguistics
2. Course code:
UWA26-CEH-ARB-405
3. Chapter/Year:
Phase Four /2025-2026
4. Date this description was prepared:
1/9/2025
5. Available attendance formats:
In-person
6. Number of study hours Number of units:
Number of hours/ 2Number of units/4

7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)					
- Prof. Dr. Ali Hassan Abdul Hussein Email: - Dr. Hussein Sadiq Dhari, email: husseinsd10@uowasit.edu.iq					
8. Course Objectives					
Course objectives:		1. numbersScientific and specialized personnel in the field of Arabic language, with the aim of improving the educational reality in the country. 2. To provide the Ministry of Education with qualified and specialized staff in the field of Arabic language. 3. The program fosters a comprehensive and broad understanding and awareness of thought and culture in general. 4. Teaching students writing and conversation skills at the analytical level by referring to the latest developments in modern thought in the field of language and its tools. 5. The program serves the university by providing students with a high-quality education through exposure to the latest developments in linguistic thought. UpdatesOn a theoretical and analytical level.			
9. Teaching and learning strategies					
strategy		Teaching and learning strategies in linguistics rely on a range of methods and techniques aimed at enhancing students' understanding and comprehension of the material. These strategies include: • Interactive teaching: This involves encouraging discussions and debates in the classroom. • Cooperative learning: encourages teamwork and knowledge sharing among students through group activities and classroom projects. • Problem-based learning: encourages students to solve practical problems related to linguistics, which enhances their deep understanding of the subject. • Activating students' self-directed role: This involves encouraging students to conduct self-research and explore materials independently, thereby enhancing their skills in deduction and analysis. By choosing appropriate strategies and diversifying learning methods, the effectiveness of learning linguistics can be enhanced and students can be motivated to actively participate in the learning process.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method

October 1	2	An introduction to linguistics and the characteristics of language as a human phenomenon, whether innate or acquired, including sounds, symbols, and signs.	Linguistics and the characteristics of language	Standard methodText method	Classroom performance and exams
October 2	2	Defining the characteristics of language in terms of its phonological, morphological, syntactic, and semantic systems.	Linguistics and the characteristics of language	Standard methodText method	Classroom performance and exams
October 3	2	Defining language as a variable (social) custom, as a homogeneous whole, and as meaning	Linguistics and the characteristics of language	Standard methodText method	Classroom performance and exams
October 4	2	Defining the term "linguistics" and outlining the characteristics of scientific study, because the study of language is indeed a scientific study.	Principles of Linguistics	Standard methodText method	Classroom performance and exams

November 1	2	Defining the terms philology, philology, and linguistics, and the subtle differences between them.	Principles of Linguistics	Standard methodText method	Classroom performance and exams
November 2	2	Introduction to theoretical linguistics	Branches of Linguistics	Standard methodText method	Classroom performance and exams
November 3	2	Introduction to Applied Linguistics	Branches of Linguistics	Standard methodText method	Classroom performance and exams
November 4	2	The origins of linguistic research and ancient linguistic studies among the Indians	The history of linguistic studies and its stages of development	Standard method,	Classroom performance and exams
December 1	2	Linguistic study among the Greeks, Romans, and the Middle Ages	The history of linguistic studies and its stages of development	Standard methodAnd the method of the text	Classroom performance and exams
December 2	2	Linguistic study among Arabs in light of linguistic levels (phonetic, morphological, syntactic and semantic)	The history of linguistic studies and its stages of development	The method Standard	Classroom performance and exams
December 3	2	An introduction to linguistic studies from the Renaissance to the end of the nineteenth	Modern linguistics	roadText And the methodStandard	Classroom performance and exams

		century and linguistic studies in the twentieth century			
December 4	2	An introduction to European and American linguistic schools	Modern linguistics	roadText And the methodStandard	Classroom performance and exams
January 1	2	Detailed definition of the sound level	Levels of linguistic study	roadText and deductive method	Classroom performance and exams
January 2	2	Detailed definition of the morphological level	Levels of linguistic study	roadText and standard method	Classroom performance and exams
January 3	2	Detailed definition of the grammatical level	Levels of linguistic study	Standard method	Classroom performance and exams
January 4	2	Detailed definition of the semantic level	Levels of linguistic study	Standard method	Classroom performance and exams
February 1	2	Introduction to the semiotic theory and the behavioral theory	Theories of Meaning	Standard method	Classroom performance and exams
February 2	2	Introduction to contextual theory and semantic field theory	Theories of Meaning	deductive methodAnd the method of the text	Classroom performance and exams
			Spring break		
			application		

March1			application		
March2			application		
March3			application		
March4			application		
April1			application		
April2	2	Introducing the trends in descriptive linguistic research	Trends in linguistic studies	STANDARD METHOD AND TEXT METHOD	Classroom performance and exams
April3	2	Introduction to the fundamentals of descriptive methodology	Trends in linguistic studies	Standard method and text method	Classroom performance and exams
April4	2	Introduction to descriptive linguistics in Arabic linguistic studies	Trends in linguistic studies	Standard method and text method	Classroom performance and exams
Mays1	2	Introduction to the generative approach	Trends in linguistic studies	Standard method and text method	Classroom performance and exams
Mays2	2	Introduction to generative linguistics in Arabic studies	Trends in linguistic studies	Standard method and text method	Classroom performance and exams
Mays3	2	Definition of the career path	Trends in linguistic studies	Standard method and text method	Classroom performance and exams
Mays4	2	Introducing the methodological principles of functional linguistics and functional	Trends in linguistic studies	Standard methodText method	Classroom performance and exams

		linguistics in Arabic studies			
Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams. 2- The final written exam grade is (50) marks.					
11. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			Lectures in Linguistics, Dr. Khalid Khalil Huwaidi - Dr. Na'ma Dahash Al-Ta'i		
Main references (if any)			Linguistic Research Methodologies: Between Tradition and Modernity, Dr. Ni'ma Rahim Al-Azzawi		
Recommended supporting books and references (scientific journals, reports,).			magazinesPublished by Iraqi and Arab universities and reputable academic institutions		
Electronic references, website			SitesLibraries belonging to various Iraqi and Arab universities and language institutes		

Course description template

1.	Course name:
	Comparative Literature
2.	Course code:
	UWA26-CEH-ARB-406
3.	Chapter/Year:
	Phase Four /2025-2026
4.	Date this description was prepared:
	1/9/2025
5.	Available attendance formats:
	In-person
6.	Number of study hours Number of units:
	Number of hours/ 2Number of units: 4
7.	Name of the course coordinator (if there is more than one name, mention it along with the personal email address)

Dr. Noha Jaafar M.M. Hawraa Munim Salman					
8. Course Objectives					
Course Objectives			• Acquiring knowledge and the intellectual framework for the subject of comparative literature. • Preparing a scientific researcher capable of conducting research in comparative literature Preparing research papers and reports in the field of comparative literature.		
9. Teaching and learning strategies					
strategy		1. Focus on comparative skills: Developing students' skills in analyzing literary texts from a comparative perspective. - Focusing on the similarities and differences between texts from different countries and cultures. - Using comparative analysis tools such as: influences, similarities, differences, and relationships between texts. 2. Diversity of learning methods: - Using diverse teaching methods such as: lectures, discussions, presentations, writing, and research. - Encouraging self-directed and collaborative learning among students. - Using modern technology in education, such as e-learning platforms and multimedia. 3. Linking comparative literature to contemporary life: - Linking the concepts of comparative literature to current issues in society. - Using literary texts to discuss issues such as: identity, culture, history, and politics. - Encouraging students to think critically and analyze issues from a global perspective			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1		Understanding the subject theoretically	The concept of comparative literature	Explanation and discussion	Oral exam/Research papers and presentations

October 2		Understanding the subject theoretically	Term and concept	Explanation and discussion	Oral exam/Research papers and presentations
October 3		Understanding the subject theoretically	The relationship of comparative literature other sciences	Explanation and discussion	Oral exam/Research papers and presentations
October 4		Understanding the subject theoretically	Origin and development	Explanation and discussion	Oral exam/Research papers and presentations
November 1		Understanding the subject theoretically	Origin and development	Explanation and discussion	Oral exam/Research papers and presentations
November 2		Understanding the subject theoretically	Fields of study of comparative literature	Explanation and discussion	Oral exam/Research papers and presentations
November 3		Understanding the subject theoretically	Researcher's tools	Explanation and discussion	Oral exam/Research papers and presentations
November 4		Understanding the subject theoretically	The importance of comparative literature	Explanation and discussion	Oral exam/Research papers and presentations
December 1		Understanding the subject theoretically	Translation and its importance in comparative literature	Explanation and discussion	Oral exam/Research papers and presentations
December 2		Understanding the subject theoretically	A Translation and its importance in literature Comparative	Explanation and discussion	Oral exam/Research papers and presentations
December 3		Understanding the subject theoretically	The difference between comparative literature and national literature	Explanation and discussion	Oral exam/Research papers and presentations
December 4		Understanding the subject theoretically	The difference between comparative literature and national literature	Explanation and discussion	Oral exam/Research papers and presentations

January 1		Understanding the subject theoretically	A World literature has own concept	Explanation and discussion	Oral exam/Research papers and presentations
January 2		Understanding the subject theoretically	Schools of Comparative Literature	Explanation and discussion	Oral exam/Research papers and presentations
January 3		Understanding the subject theoretically	The school French	Explanation and discussion	Oral exam/Research papers and presentations
January 4		Understanding the subject theoretically	the American School's	Explanation and discussion	Oral exam/Research papers and presentations
February 1		Understanding the subject theoretically	Slavic school	Explanation and discussion	Oral exam/Research papers and presentations
February 2		Understanding the subject theoretically	Edward Said and the concept of comparative literature	Explanation and discussion	Oral exam/Research papers and presentations
			Spring break		
			application		
March 1			application		
March 2			application		
March 3			application		
March 4			application		
April 1			application		
April 2		Understanding the subject theoretically	The connection of comparative literature some developments in modern literary criticism	Explanation and discussion	Oral exam/Research papers and presentations

April ³		Understanding the subject theoretically	The relationship between comparative literature and the concept of intertextuality	Explanation and discussion	Oral exam/Research papers and presentations
April ⁴		Understanding the subject theoretically	The relationship between comparative literature and cultural criticism	Explanation and discussion	Oral exam/Research papers and presentations
Mays ¹		Understanding the subject theoretically	Translation Studies	Explanation and discussion	Oral exam/Research papers and presentations
Mays ²		Understanding the subject theoretically	Translation Studies	Explanation and discussion	Oral exam/Research papers and presentations
Mays ³		Understanding the subject theoretically	General applications	Explanation and discussion	Oral exam/Research papers and presentations
Mays ⁴		Understanding the subject theoretically	Influence of Western Literature	Explanation and discussion	Oral exam/Research papers and presentations
11. Course evaluation:					
The grade is distributed as follows: 40% (including a portion allocated to the student's daily activity) midterm exams and 60% final exam.					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			Choosing books with an applied educational focus		
Main references (if any)			Books within the relevant field, ensuring they are not overly complex.		
Recommended supporting books and references (scientific journals, reports,).			We recommend academic studies, including theses and dissertations, that explore this topic.		
Electronic references, website			Literary libraries that include the vocabulary of modern and comparative literature.		

Course description template

1. Course name:					
Measurement and evaluation					
2. Course code:					
UWA26-CEH-ARB-407					
3. Chapter/Year:					
Phase Four /2025- 2026					
4. Date this description was prepared:					
1/9/2025					
5. Available attendance formats:					
In-person					
6. Number of study hours Number of units:					
Number of hours/ 2Number of units: 4					
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)					
Prof. Dr. Hussein Karim Fawzan Email: hfouzan@uowasit.edu.iq Dr. Sari Mu'ayyad Fadhil					
8. Course Objectives					
Course Objectives		1- The measurement process in education contributes to the development of the educational movement. 2- Measurement and evaluation contribute to improving student learning in various aspects. 3- The assessment process identifies the student's strengths and weaknesses and their readiness to learn. 4- The measurement process in education and assessment begins with formative assessment and ends with summative assessment.			
9. Teaching and learning strategies					
strategy	1- active learning Students are encouraged to participate actively in the learning process through practical activities and projects. 2- Use a variety of teaching methods, including visual aids, hands-on activities, and interactive technology. 3- Encouraging lifelong learning and critical thinking skills. 4- Self-learning: where students are encouraged to develop self-learning skills such as organization, planning, inquiry and evaluation.				
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October 1	2	Knowledge and understanding Analysis and remembering	The evolution of measurement and evaluation	The method discussion	Classroom performance and exams

October 2	2	Knowledge and understanding Analysis and remembering	Test concept	Standard method	Classroom performance and exams
October 3	2	Knowledge and understanding Analysis and remembering	ConceptsEvaluation and assessment	The methodCooperative learning	Classroom performance and exams
October 4	2	Knowledge and understanding Analysis and remembering	The concept of measurement and evaluation	The methodCooperative learning	Classroom performance and exams
November 1	2	Knowledge and understanding Analysis and remembering	The relationship between measurement testing, and evaluation	The method of solving problems	Classroom performance and exams
November 2	2	Knowledge and understanding Analysis and remembering	Characteristics and levels of psychometric measurement	The methodinductive	Classroom performance and exams
November 3	2	Knowledge and understanding Analysis and remembering	Types of calendars	Standard method	Classroom performance and exams
November 4	2	Knowledge and understanding Analysis and remembering	The role of assessment in improving the education process	The methodinductive	Classroom performance and exams
December 1	2	Knowledge and understanding Analysis and remembering	Teaching objectives (formulation, characteristics, classification) (its fields)	The methodpeer learning	Classroom performance and exams
December 2	2	Knowledge and understanding Analysis and remembering	Measurement and evaluation and its relationship to goal levels	The methodExploratory	Classroom performance and exams
December 3	2	Knowledge and understanding Analysis and remembering	Achievement test	The methodCooperative learning	Classroom performance and exams
December 4	2	Knowledge and understanding	Steps for building an achievement test	The methodCooperative learning	Classroom performance and exams

		Analysis and remembering			
January 1	2	Knowledge and understanding Analysis and remembering	Preparing the specifications table	The method of solving problems	
January 2	2	Knowledge and understanding Analysis and remembering	Statistical analysis of the objective items	The method inductive	Classroom performance and exams
January 3	2	Knowledge and understanding Analysis and remembering	Statistical analysis of essay paragraphs	Standard method	Classroom performance and exams
January 4	2	Knowledge and understanding Analysis and remembering	Test planning	The method inductive	Classroom performance and exams
February 1	2	Knowledge and understanding Analysis and remembering	Types of achievement tests	The method peer learning	Classroom performance and exams
February 2	2	Knowledge and understanding Analysis and remembering	Essay and objective tests	The method Exploratory	Classroom performance and exams
			Spring break		
			application		
March 1			application		
March 2			application		
March 3			application		
March 4			application		
April 1			application		

April ²	2	Knowledge and understanding Analysis and remembering	Specifications of a good test	Standard method	Classroom performance and exams
April ³	2	Knowledge and understanding Analysis and remembering	Honesty and its types	The method inductive	Classroom performance and exams
April ⁴	2	Knowledge and understanding Analysis and remembering	Stability and method of calculating it	The method peer learning	Classroom performance and exams
Mays ¹	2	Knowledge and understanding Analysis and remembering	Clarity and objectivity	The method Exploratory	Classroom performance and exams
Mays ²	2	Knowledge and understanding Analysis and remembering	Assessment without achievement tests	Standard method	Classroom performance and exams

11. Course evaluation:

The grade out of 100 is distributed according to the following formula:

1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams.

2- The final written exam grade is (50) marks.

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	Measurement and evaluation of university students Dr. Abdulhussain Razouqi. Dr. Yassin Hamid Ayal
Main references (if any)	Calendar and Measurement: Sabah Al-Ajeeli and Anwar Hussein
Recommended supporting books and references (scientific journals, reports,).	Measurement and evaluation in the educational process - Ahmed Salman Odeh
Electronic references, website	Electronic references include websites, articles, and research papers published on the internet.

Course description template

1. Course name:					
Practical education (observation and application)					
2. Course code:					
UWA26-CEH-ARB-408					
3. Chapter/Year:					
StageFourth/2025- 2026					
4. Date this description was prepared:					
1/9/2025					
5. Available attendance formats:					
In-person					
6. Number of study hours (total) / Number of units (total):					
60 hours / 4					
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)					
Prof. Dr. Mohammed Hadi Hassan Al-Shammari				Email:	
Mhadi@uowasit.edu.iq					
A.M. Adhraa Abdul Rahim Abdul Redha		Email: athraheem@uowasit.edu.iq			
8. Course Objectives					
Course Objectives			1. brainstorming method 2. Discussion method 3. Interrogation method		
9. Teaching and learning strategies					
strategy		Active learning. - Cooperative learning. Brainstorming. - Free and guided discussions. Task analysis			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	4		The concept of practical education	Lectures	Tests
2	4		Its goals and stages	Lectures	Tests

3	4		The teaching profession: its definition and foundations Her ethics	Lectures	Tests
4	4		Effective teacher and thought-provoking teacher	Lectures	Tests
5	4		Classroom management	Lectures	Tests
6	4		Viewing: its concept, interests, and guidelines	Lectures	Tests
7	4		classroom teaching skills Planning is a skill; asking questions is a skill; closing is a skill.	Lectures	Tests
8	4		Preparation skill (a field visit to a school)	Lectures	note
9	4		Individual student observations	Lectures	note
10	4		Individual student observations	Lectures	note
11	4		Individual student observations	Lectures	note
12	4		Individual student observations	Lectures	note
13	4		Individual student observations	Lectures	note
14	4		Individual student observations	Lectures	note
15	4		Individual student observations	Lectures	note
16	4		Individual student observations	Lectures	note
17	4		Individual student observations	Lectures	note

18	4		Tips and guidelines for student teachers before their actual placement in secondary schools	Lectures	note
19	4		Collective application in schools	Lectures	note
20	4		Collective application in schools	Lectures	note
21	4		Collective application in schools	Lectures	note
22	4		Collective application in schools	Lectures	note
23	4		Collective application in schools	Lectures	note
24	4		Collective application in schools	Lectures	note
25	4		Collective application in schools	Lectures	note
26	4		Collective application in schools	Lectures	note
27	4		Collective application in schools	Lectures	note
28	4		Collective application in schools	Lectures	note
29	4		Collective application in schools	Lectures	note

11. Course evaluation:	
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (50) points and is divided into (20) points for attendance and participation and (30) points for monthly exams. 2- The final written exam grade is (50) marks.	
12. Learning and teaching resources:	
Required textbooks (methodology, if applicable)	Classroom teaching skills, Muhammad Mahmoud Al-Hila, 2009 AD. Classroom observation and practical application, Saad Ali Zayer et al., 2011
Main references (if any)	1. Classroom teaching skills, Muhammad Mahmoud Al-Hila, 2009. 2. Classroom observation and practical application, Saad Ali Zayer and others, 2011 AD.
Recommended supporting books and references (scientific journals, reports,).	
Electronic references, website	ebooksPDF or Word