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Guide Academic program and course description

Arabic Language Department
2025-2026

Academic Program Description – Arabic Language Department 2025-
2026

University Name: University of Wasit

College/ Institute: College of Education for Humanities

Scientific Department: Arabic Language Department

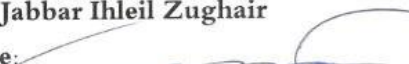
Academic or professional program name: Arabic

Final Degree Name: PhD / Language

School System:

Date of preparation of the description: 1/9/2025

Date the file was filled out: 8/10/2025

Signature: 	Signature: 
Name of Scientific Associate: Prof. Nasser Wali Faryeh Deputy Dean For Academic and Postgraduate Affairs	Name of Head of Department: Prof. Dr. Jabbar Ihleil Zughair
Date: 17/10/2025	Date: 

The file was reviewed by:

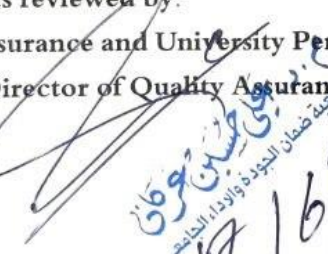
Quality Assurance and University Performance Division

Name of Director of Quality Assurance and University Performance

Division:

Date:

Signature:


17/10/2025
قسم ضمان الجودة وأداء الجامعة

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

Dean's Approval
Prof. Dr. Mahmood Hammoud Arrak

2025/10/17

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 up 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 outputs are based on the needs of public and private schools.

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

6. 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: 4-Speaking in Modern Standard Arabic:	<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. 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 story, novel, 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. 2- Writing scientific research papers and studies. 3- Using various scientific research tools. 4- Mastering presentation skills.	<u>Technical skills:</u> 1-Mastering the use of Microsoft Office programs (Word, Excel, PowerPoint) and its application in the fields of scientific research. 2- MasteryUseInternet in the field-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 centrismKSpreading 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:yourPreserving 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 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	<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, and working to solve community problems.

problems and contributing to achieving the common good.andHelping the needy and vulnerable in society.andProtecting the environment and preserving natural resources.	
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7. Teaching and learning strategies

Ano/Traditional methods:

- **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.

Secondly / Modern methods:

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.

Thirdly / Strategies for developing language skills:

Reading learning strategies:

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, taking into account 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.

8. Assessment methods

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

9. Faculty					
Faculty members					
academic rank	Specialization		Special requirements/skills (if any)	Faculty preparation	
	general	private		staff	lecturer
Prof. Dr. Mahmoud Hammoud Arak	Arabic	the language		staff	
Prof. Dr. Jabbar Ahleel Zghair	Arabic	the language		staff	
Prof. Dr. Majid Khairallah Rahi	Arabic	the language		staff	
Prof. Dr. Naeem Salman Al-Badri	Arabic	the language		staff	
Prof. Dr. Aziz Salim Ali	Arabic	the language		staff	
Prof. Dr. Ahmed Jaafar Dawood	Arabic	the language		staff	
Prof. Dr. Ali Hassan Abdul Hussein	Arabic	the language		staff	
Prof. Dr. Mohammed Mazal Khalati	Arabic	the language		staff	
Prof. Dr. Nahla Abdullah Khalaf	Arabic	the language		staff	
Prof. Dr. Jassim Farih Daikh	Arabic	the language		staff	
Dr. Jumana Abdul Mahdi Jassim	Arabic	the language		staff	
Dr. A.M.D. Thamer Rashid Al-Zubaydir	the language English	the language			lecturer

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 providing assistance to 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.

10. 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.

11. 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

12. 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 market And 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
PhD language/ the chapter the first		An analytical study of an old grammar book	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Linguistic criticism	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Linguistic issues	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Issues in Arabic dialects	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Quranic expression	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Modern audio issues	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		english language	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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
PhD language/ the chapter the second		The influence of the Holy Quran on grammatical studies	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Arabic structures and forms	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Philosophy of language	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Grammatical issues	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Issues in linguistic analysis	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Linguistic study according to the fundamentalists	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		English language	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

1.	Course name: PhD
Studies in an old grammar book	
2.	Course code:
UWA26-CEH-ARB-A601	
3.	Chapter/Year:
First Course/PhD 2025- 2026	
4.	Date this description was prepared:
1/9/2025	
5.	Available attendance formats:
My presence	
6.	Number of study hours (total) / Number of units (total):
30 hours/2 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.Mahmoud Hammoud Arak Al-Quraishi Email: mhammodi@uowasit.edu.iq	
8.	Course Objectives
Course Objectives	This course deals with the study of Sibawayh's book as one of the oldest and most important sources in the Arabic grammatical heritage, by analyzing its methodology and principles, and demonstrating its impact on the construction of grammatical theory, while training students to read, analyze and critique the old grammatical text in light of modern linguistic studies. 1 Understanding the grammatical thought in Sibawayh's book 2. Foundations of systematic thinking among ancient grammarians 3. Analysis of the method and style followed by Sibawayh.

	4. A statement of the types of grammatical evidence in the book 5Clarification of grammatical issues 6. The value of the book				
9. Teaching and learning strategies					
	• 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 writingResearch				
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learnin g method	Evaluation Method
October the first1	2	To understand the book's place in the grammatical heritage, and to grasp the circumstances of its composition and its scholarly value. 1. Book Material	An introduction to Sibawayh's book and its importance	Lecture	Classroom performance and exams

		2. Its topics 3. His methodology 4. Evidence and Terminology			
October the first ²	2	1- Distinguishing the characteristics of the descriptive and analytical approach 2-Analyzing the door arrangement method	Sibawayh's approach to presenting grammatical issues	Lecture	Classroom performanc e and exams
October the first ³	2	1. Al-Khalil 2. Ancient Grammarians	Sources of Sibawayh's book	Lecture	Classroom performanc e and exams
October the first ⁴	2	1. Introduction 2. Chapters of the book 3. Arranging the topics of the book	The text of Sibawayh's book	Lecture	Classroom performanc e and exams
October the second ¹	2	1. Al-Khalil's Methodology 2. Sibawayh's approach to dealing with the details and chapters of the book	Sibawayh's approach in the book	Lecture	Classroom performanc e and exams
October the second	2	1. Explaining grammatical phenomena 2. Explanation of morphological	The phenomenon of reasoning in	Lecture	Classroom performanc e and

2		phenomena 3. Explanation in general linguistic phenomena. 4. Characteristics of these explanations.	Sibawayh		exams
October the second 3	2		monthly exam	paper exams	
October the second 4	2	1. Introduction to the term 2. The term among the ancients 3. Specifications of the term according to Sibawayh	Grammatical terminology according to Sibawayh	Lecture	Classroom performance and exams
Canont he first1	2	Identifying the sources of protest Evaluating the value of each source in grammatical rules	The Principles of Citation according to Sibawayh	Lecture	Classroom performance and participation
Canont he first2	2	1. Its impact on grammatical studies 2. Scholars' opinions on it	The value of Sibawayh's book	Lecture	Classroom performance and exams

Canont he first ³	2	- Discussing controversial issues - Comparison with the views of the Kufans	Controversial issues in Sibawayh's book	Lecture	Classroom performance and exams
Canont he first ⁴	2	- The effect of movements on meaning - Its effect on polysemy - Its impact on the location and the problem of defining the function.	The final channels of words	Lecture	Classroom performance and exams
Canont he second ¹	2	- Letters resembling verbs - Not the worker - The negative particles "ma" and "inna" - Conditional and Interrogative - Remaining tools	Tools that take precedence in speech	Lecture	Classroom performance and exams
Canont he second ²	2	Uncovering the elements of linguistic communication in Sibawayh's grammatical lessons	Considering the speaker's situation in the speech And taking into account the situation of the	Lecture	Classroom performance and exams

			person being addressed		
Canon2 nd 3	2	Arabic dialects are the primary source from which linguists drew the material for establishing the rules of their linguistic sciences, especially grammar.	The influence of Arabic dialects on the book	Lecture	Classroom performance and exams
			First semester final exams		paper exam
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- Annual effort grade from (30) degree, It is divided into (20) degrees Paper exam, and(10) degree Daily research, reports, and posts. 2- The grade of the final written exam (70) degree.					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)					

Main references (if any)	1- The book/ by Sibawayh. 2- Explanation of the book by Al-Sirafi 3- Seaway's approach to grammatical evaluation Muhammad Kazim Al-Bakkaa. 4- The witness and the principles of grammar in Sibawayh's book/Khadija Al-Hadithi 5- The descriptive approach in Sibawayh's book / Nawzad Hassan Ahmed
Recommended supporting books and references (scientific journals, reports,).	1- Sibawayh and the Readings: A Standard Analytical Study / Ahm Makki Al-Ansari. 2- Arabic dialects in Sibawayh's book. 3- Grammatical evidence in Sibawayh's book 4- The pattern of grammatical composition in Sibawayh's work
Electronic references, website	1. http://dspace.univ-tissemsilt.dz/bitstream/handle/123456789/494/%D9%85%D8%B0%D9%83%D8%B1%D8%A9%20%D8%AE%D8%AF%D8%A%D8%AC%D8%A9%20%D8%A7%D9%84%D8%AD%D8%AF%D9%8A%D8%AB%D9%8A%20%D8%B9%D9%D9%84.pdf?sequence=1&isAllowed=y 2. https://www.benkjournal.com/article/download/1263/957/209 3. https://www.hindawi.org/books/62591496/2/ 4. https://aust.uni.ye/magazine/sh/2020/7/34/5d6b31e1f5f46c57

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Course description template

13. Course name:	
Linguistic criticism	
14. Course code:	
UWA26-CEH-ARB-A602	
15. Chapter/Year:	
PhD in Linguistics First semester / 2025-2026	
16. Date this description was prepared:	
1/9/2025	
17. Available attendance formats:	
My presence	
18. Number of study hours / Number of units:	
Number of hours: 30 / Number of units: 2	
19. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
Prof. Dr. Majid Khairallah Rahi <u>uowasit.edu.iq@malzamili</u> Email:	
20. Course Objectives	
Course Objectives	Course Objectives 1- To enable students to master the rules of the Arabic language, 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 linguistic phenomena and modern studies. 4- Introducing students to subtle semantic linguistic differences. 5- Knowledge of the trends in old and modern linguistic criticism.

21. Teaching and learning strategies					
strategy					
22. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2	Understanding the meaning of linguistic criticism and its trends	The meaning of linguistic criticism and its trends	Presentation and discussion	Oral and written test
the second	2	Knowledge of the tools of the linguistic critic	The tools of the linguistic critic	Presentation and discussion	Oral and written test
the third	2	Exposing the delusions of those who err	Illusions of those who err	Presentation and discussion	Oral and written test
Fourth	2	Understanding the shortcomings of linguistic criticism	Flaws in linguistic criticism	Presentation and discussion	Oral and written test
Fifth and sixth	2	Understanding the scale of linguistic criticism among Iraqi scholars	The standard of linguistic criticism among Iraqi scholars	Presentation and discussion	Oral and written test
Seventh and eighth	2	Understanding the efforts of Iraqi scholars in the balance	The efforts of Iraqi scholars are weighed in the balance	Presentation and discussion	Oral and written test
The ninth and tenth	2	Knowledge of the scale of error among Andalusian scholars	The scale of error among Andalusian scholars	Presentation and discussion	Oral and written test
Eleventh and twelfth	2	Understanding the efforts of Andalusian scholars in the balance	The efforts of Andalusian scholars in the balance	Presentation and discussion	Oral and written test

Thirteenth and fourteenth th	2	Knowledge of linguistic criticism in the modern era	Linguistic criticism the modern era	Presentation and discussion	Oral and written test
The teaching and learning strategies for the subject of linguistic criticism 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 the most prominent morphological phenomena, thus enhancing 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.					
23. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (30) points, divided into (20) points, and (10)					

points for research, reports and daily participation. 2- The final written exam grade is (70) marks.	
24. Learning and teaching resources:	
Required textbooks (methodology, if applicable)	
Main references (if any)	
Recommended supporting books and references (scientific journals, reports,).	
Electronic references, website	ebooksPDF

Course description template

1. Course name:	Linguistic issues
2. Course code:	UWA26-CEH-ARB-A603
3. Chapter/Year:	PhD in Linguistics Chapter One 2025-2026
4. Date this description was prepared:	1/9/2025
5. Available attendance formats:	My presence
6. Number of study hours / Number of units:	Number of hours: 30 / 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)	Prof. Dr. Ali Hassan Abdul Hussein Al-Dalfi Email:
8. Course Objectives	
Course Objectives	Linguistics seeks to understand the secrets of language as a general human phenomenon in human

	existence, to explore the implicit laws that control its essential structure, and to search for features (phonetic, syntactic, and semantic) in order to arrive at universal rules. Linguistics is a field of knowledge that has contributed to the advancement of scientific and cognitive output, by using pedagogical means to build techniques for learning and teaching languages in order to overcome the difficulties and obstacles that hinder the means of learning or using the language.
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9. Teaching and learning strategies

strategy	
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10. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2		The concept of language	Presentation and discussion	a test
the second	2		Language and Civilization	Presentation and discussion	a test
the third	2		Language and thought	Presentation and discussion	a test

Fourth	2		Language, linguistics, and speech	Presentation and discussion	a test
Fifth	2		The concept of linguistics	Presentation and discussion	a test
Sixth	2		Linguistics and Language	Presentation and discussion	a test
Seventh	2		Linguistics and other sciences	Presentation and discussion	a test
Eighth	2		Linguistic theories	Presentation and discussion	a test
Ninth	2		The Origins of Western Linguistics	Presentation and discussion	a test
tenth	2		Comparative Historical Linguistics	Presentation and discussion	a test
eleventh	2		Descriptive Linguistic Theory	Presentation and discussion	a test
twelfth	2		Transformational-Generative Linguistic Theory	Presentation and discussion	a test
thirteenth	2		Brotherhood theory	Presentation and discussion	a test
fourteenth	2		Cognitive theory	Presentation and discussion	a test
fifteenth	2		Textual theory	Presentation and discussion	a test
11. Course evaluation:					

The grade out of 100 is distributed according to the following formula:	
1- Annual effort grade out of (30).	
2- The final written exam grade is (70) marks.	
12. Learning and teaching resources:	
Required textbooks (methodology, if applicable)	General Linguistics, Dr. Mustafa Ghalfan Arabic Linguistics, Dr. Mustafa Ghalfan Linguistics in Contemporary Arab Culture, Dr. Hafez Ismail Alawi
Main references (if any)	
Recommended supporting books and references (scientific journals, reports,).	
Electronic references, website	ebooksPDF

Course description template

1. Course name:	CasesIn Arabic dialects
2. Course code:	UWA26-CEH-ARB-A604
3. Chapter/Year:	PhD in Linguistics Chapter One 2025-2026
4. Date this description was prepared:	1/9/2025
5. Available attendance formats:	My presence
6. Number of study hours / Number of units:	Number of hours: 30 / 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)	Dr. Mohammed Mazal Khalati's email: mmiziel@uowasit.edu.iq

8. Course Objectives					
Course Objectives			Course Objectives 1- To enable students to master the rule of the Arabic language, 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 linguistic phenomena. 4- Introducing students to subtle semantic and linguistic differences. 5- Knowledge of the most important dialectal phenomena.		
9. Teaching and learning strategies					
strategy					
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2		The value of studies in ancient Arabic dialects and the perspective of ancient and modern Arab linguists.	Presentation and discussion	Oral and written test
The second, the third, and the fourth	2		The origins, characteristics, and influence of Semitic languages on Classical Arabic	Presentation and discussion	Oral and written test
Fifth and sixth	2		The origins of ancient Arabic dialects, their	Presentation and discussion	Oral and written

			causes, and the influence of Islam on them..		test
Seventh and eighth	2		The influence of ancient Arabic dialects on modern Arabic dialects	Presentation and discussion	Oral and written test
The ninth, tenth, and eleventh	2		The origins of Classical Arabic, its characteristics, and scholars' opinions on it.	Presentation and discussion	Oral and written test
twelfth	2		Linguists' views on the level of eloquence of ancient Arab tribes	Presentation and discussion	Oral and written test
thirteenth	2		The dialect of the Quraysh tribe and the opinions of scholars regarding it.	Presentation and discussion	Oral and written test
fourteenth	2		Unacceptable and reprehensible dialectal phenomena among Arab tribes and opinions regarding them.	Presentation and discussion	Oral and written test
fifteenth	2		The most important hypotheses regarding the oldest languages of the world and the oldest Semitic languages.	Presentation and discussion	Oral and written test

The teaching and learning strategies for the subject of linguistic criticism 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 the most prominent morphological phenomena, thus enhancing 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.

11. Course evaluation:

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

1- The annual effort grade is out of (30) points, divided into (20) points, and (10) points for research, reports and daily participation.

2- The final written exam grade is (70) marks.

12. Learning and teaching resources:	
Required textbooks (methodology, if applicable)	
Main references (if any)	
Recommended supporting books and references (scientific journals, reports,).	
Electronic references, website	ebooksPDF

Course description template

1. Course name:					
Quranic expression					
2. Course code:					
UWA26-CEH-ARB-A605					
3. Chapter/Year:					
PhD in Linguistics Chapter One 2025-2026					
4. Date this description was prepared:					
1/9/2025					
5. Available attendance formats:					
My presence					
6. Number of study hours / Number of units:					
Number of hours: 30 / Number of units: 2					
7. Name of course coordinator					
Prof. Dr. Aziz Salim Ali (email): azeezsaleem@uowasit.edu.iq					
8. Course Objectives					
Course Objectives					
9. Teaching and learning strategies					
strategy					
10. Course structure					
Week	Hours	Required learning	Unit or topic name	Learning method	Evaluation Method

		outcomes			
the first	Two hours		Books on the miraculous nature of the Quran	Giving the lecture	discussion
the second	Two hours		Presentation and delay	Giving the lecture	discussion
the third	Two hours		Mention and omission	Giving the lecture	discussion
Fourth	Two hours		Quranic punctuation	Giving the lecture	discussion
Fifth	Two hours		Repetition and its effect on Qur'anic expression	Giving the lecture	discussion
Sixth	Two hours		Verbal substitution in the Holy Quran	Giving the lecture	discussion
Seventh	Two hours		exam	exam	exam
Eighth	Two hours		Actual substitution in the Quran	Giving the lecture	discussion
Ninth	Two hours		Significance of expression using the Quranic word	Giving the lecture	discussion
tenth	Two hours		The style of expression in the Quranic story	Giving the lecture	discussion
eleventh	Two hours		Preferring one word over another	Giving the lecture	discussion
twelfth	Two hours		The eloquence of the word in the Quranic description	Giving the lecture	discussion
thirteenth	Two hours		The influence of context on Qur'anic expression	Giving the lecture	discussion
fourteenth	Two hours		Student research discussion	Giving the lecture	discussion

fifteenth	Two hours		exam	exam	exam
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (30) points, divided into (20) points and (10) points at Daily research, reports, and posts. 2- The final written exam grade is (70) marks.					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)					
Main references (if any)					
Recommended supporting books and references (scientific journals, reports,).					
Electronic references, website			ebooksPDF		

Course description template

1. Course name:	Modern audio issues
2. Course code:	UWA26-CEH-ARB-A606
3. Chapter/Year:	PhD in Linguistics Chapter One 2025-2026
4. Date this description was prepared:	1/9/2025
5. Available attendance formats:	My presence
6. Number of study hours / Number of units:	Number of hours: 30 / 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)	
Prof. Dr. Naeem Salman Ghali nghali@uowasit.edu.iq	Email:

8. Course Objectives					
Course Objectives		Course Objectives 1- To enable students to master the rules of the Arabic language, 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 phonetic phenomena. 4- Introducing students to the subtle linguistic and semantic differences of morphological structures. 5- Understanding the most important phonetic rules and their impact on dialects and Quranic readings			
9. Teaching and learning strategies					
strategy					
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
First and second	2	Understanding audio clips and clip types	audio clip	Presentation and discussion	Oral and written test
Third and fourth	2	Understanding the rules of the hamza al-wasl in Arabic	The hamza al-wasl in Arabic	Presentation and discussion	Oral and written test
Fifth and sixth	2	Knowing the source of chest sounds	chest voice	Presentation and discussion	Oral and written test

Seventh and eighth	2	Understanding the phenomenon of transformation and stability in Arabic sounds	Transformation and stability in Arabic voices	Presentation and discussion	Oral and written test
The ninth and tenth	2	Understanding the intricacies of vowel change and substitution	Elision and substitution	Presentation and discussion	Oral and written test
Eleventh and twelfth	2	Understanding the differences in vowel changes and substitutions	Elision and substitution	Presentation and discussion	Oral and written test
Thirteenth and fourteenth	2	Knowledge of assimilation resources	Assimilation	Presentation and discussion	Oral and written test
fifteenth	2		Review and exercises		

The teaching and learning strategies for the subject of linguistic criticism 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 the most prominent morphological phenomena, thus enhancing 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.

11. Course evaluation:

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

1- Annual effort grade out of (30).

2- The final written exam grade is (70) marks.

12. Learning and teaching resources:

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

Course description template

13. Course name:					
Headway -Academic Skills – Level 3 - A curriculum designed for PhD students					
14. Course code:					
UWA26-CEH-ARB-A613					
15. Chapter/Year:					
PhD in Linguistics Chapter One 2025-2026					
16. Date this description was prepared:					
1/9/2025					
17. Available attendance formats:					
My presence					
18. Number of study hours / Number of units:					
Number of hours: 30 / Number of units 1					
19. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)					
A.Dr. Thamer Rashid Al-Zubaidi			Email:		
thrashid@uowasit.edu.iq					
20. Course Objectives					
Course Objectives			The syllabus aims at improving the postgraduate students' capabilities in English language, especially reading and writing skills, as well as grammar and vocabulary development.		
21. Teaching and learning strategies					
strategy		1. Employing real-life and practical exercises that develop their writing skills, eg, writing emails and paragraphs about well-known figures. 2. Improving the postgraduate students' intensive reading skills by engaging them to participate in diverse exercises depending on the reading passages in each unit. 3. Enhancing the students' knowledge in vocabulary, such as using synonyms, antonyms, parts of speech, and word derivation.			
22. Course structure					
Week	Hours	Required learning	Unit or topic name	Learning method	Evaluation Method

		outcomes			
the first	2	Unit One	Education & learning	In- person	Oral Discussion
the second	2	Unit One	Education & learning	In- person	Oral Discussion
the third	2	Unit One	Education & learning	In- person	Oral Discussion
Fourth	2	Unit Two	Innovations in health a medicine	In- person	Oral Discussion
Fifth	2	Unit Two	Innovations in health a medicine	In- person	Oral Discussion
Sixth	2	Unit Two	Innovations in health a medicine	In- person	Oral Discussion
Seventh	2	Unit Three	Urban Planning	In- person	Daily Exam
Eighth	2	Unit Three	Urban Planning	In- person	Oral Discussion
Ninth	2	Unit Four	Water, food, and energy	In- person	Oral Discussion
tenth	2		Mid-terms Exam	In- person	Written Exam
eleventh	2	Unit Four	Water, food, and energy	In- person	Oral Discussion
twelfth	2	Unit Four	Water, food, and energy	In- person	Oral Discussion
thirteenth	2	Unit Five	Free trade & fair trade	In- person	Daily Exam
fourteenth	2	Unit Five	Free trade & fair trade	In- person	Oral discussion
fifteenth	2		General Revision	In- person	Oral discussion
23. Course evaluation:					

24. Learning and teaching resources:	
Required textbooks (methodology, if applicable)	Headway -Academic Skills – Level 3
Main references (if any)	
Recommended supporting books and references (scientific journals, reports,).	
Electronic references, website	ebooksPDF

Course description template

25. Course name:	
The influence of the Holy Quran on grammatical studies⁵	
26. Course code:	
UWA26-CEH-ARB- A607	
27. Chapter/Year:	
Chapter Two/PhD 2025-2026	
28. Date this description was prepared:	
1/9/2025	
29. Available attendance formats:	
My presence	
30. Number of study hours (total) / Number of units (total):	
30 hours/2 units	
31. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
1- Prof. Dr. Mahmoud Hammoud Arak Al-Qurashi Email: mhammodi@uowasit.edu.iq	
32. Course Objectives	
Course Objectives	1- Clarifying the impact of the Holy Quran on the emergence and development of grammatical studies. 2- Highlighting that the science of grammar was established primarily to serve the Qur’anic text; to understand and interpret it, and to protect it from errors

	and distortion. 3- Defining a set of linguistic issues closely related to Qur'anic studies. 4- A statement of the connection between the grammatical lesson and its rules and the Qur'anic text, as the reference that controls the principles and methods of reasoning.
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33. Teaching and learning strategies

	• 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 And research.
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34. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October the first ¹	2	The benefit of studying this introduction lies in understanding the role of the Holy Quran in the emergence of the science of grammar and the preservation of the Arabic language..	A historical introduction to the influence of the Qur'an on the emergence of grammatical studies	Lecture	Classroom performance and exams
October the first ²	2	Statement of the Basrawi position on martyrdomIn the Holy Quran	The Basran school's stance on using the Qur'an and its readings as evidence.	Lecture	Classroom performance and exams

October the first ³	2	The position of the Basrans was represented in rejecting or interpreting anything that contradicted their standards in order to conform to their strict standard rules.	The position of the Basrans regarding what contradicted their standards	Lecture	Classroom performance and exams
October the first ⁴	2	Statement of the validity of citing the Qur'anic text to match what is heard from the speech of the Arabs.	The authority of citation	Lecture	Classroom performance and exams
October the second ¹	2	Identifying statements that violate grammatical rules, and isolating many of its verses due to their violation of analogical reasoning.	Mechanisms of interpretation	Lecture	Classroom performance and exams
October the second ²	2	Revealing the position of the Kufa scholars and explaining their methodology in citing evidence while taking the apparent meaning of the verses, and basing many of their principles and analogies on the Qur'anic evidence, and mentioning practical examples.	The position of the Kufans regarding citing the Holy Qur'an and its readings	Lecture	Classroom performance and exams
October the second ³	2		monthly exam	examsT paper	
October the second ⁴	2	The general position of both schools was to adopt the Holy Quran as the basis for grammatical evidence, although they differed in their method of	The general situation of both schools	Lecture	Classroom performance and exams

		reasoning and the way they employed evidence..			
Canonthe first1	2	Defining the concept and terminology of the science of readings and the meaning of readings.	The impact of Quranic readings on grammatical studies	Lecture	Classroom performance and participation
Canonthe first2	2	A statement of the connection between Arabic dialects and the position of the Qur'anic text together	The influence of dialects on the Quran	Lecture	Classroom performance and exams
Canonthe first3	2	Defining the nature of reasoning using the Quranic text to prove the validity of the grammatical rule.	Readings and Grammarians of Old Basra	Lecture	Classroom performance and exams
Canonthe first4	2	Understanding the mechanisms of consultationdThe Quranic text in addressing grammatical issues among Basra scholars	Basran scholars' reliance on readings	Lecture	Classroom performance and exams
Canonthe second1	2	A statement rejecting certain Quranic readings due to their failure to adhere to the principles of Arabic grammar. An explanation of the phenomenon of "criticizing reciters" for not meeting the correct criteria and standards in their readings.	Doubts about the narrators of the readings due to lack of precision or error; accusing the reciters of mistakes.	Lecture	Classroom performance and exams

Canon the second	2	Defining the issues that the Kufans permitted based on the readings	The position of the Kufans regarding citing the variant readings	Lecture	Classroom performance and exams
Canon 2 and 3	2	Uncovering the issues on which the scholars of Basra differed from the scholars of Kufa, according to their view of the Qur'anic evidence.	The disagreement between the Kufan and Basran grammarians in their view of the Qur'anic evidence		
			First semester final exams	Lecture	paper exam

35. Course evaluation:

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

- 1- Annual effort grade from (30) degree, It is divided into (20) degrees Paper exam, and (10) degree Daily research, reports, and posts.
- 2- The grade of the final written exam (70) degree.

36. Learning and teaching resources:

Required textbooks (methodology, if applicable)	
Main references (if any)	• The Holy Quran and its impact In Grammatical Studies / Abdul Aal Salem. • The influence of the Quran and its variant readings on Arabic grammar. Dr. Muhammad Samir Al-Labadi. • A reading in the grammar of Qur'anic readings (a semantic study of models). • 4- The Kufa School and its approach to studying language and grammar / Mahdi Al-Makhzoumi
Recommended supporting books and references (scientific journals, reports,).	1- The Book of Witness and Principles of Grammar in Sibawayh's Book / Khadija Al-Hadithi 2- The Foundations of Arabic Grammar / Muhammad Eid 3- Sibawayh's approach to citing the Holy Quran and guiding its readings and the take Some of the modern scholars on it/Suleiman Youssef Khater.

	4-The influence of Quranic evidence on the rules of Arabic grammar/Dr. Abdul Razzaq Abdul Rahman
Electronic references, websites	1- https://alameed.alameedcenter.iq/amd/index.php/ameed/article/download/52/28/87 2- https://dqa.chu.edu.iq/dqa/lectures/06_12_2024%2009_45_4%20am.pdf 3- http://repository.uin-malang.ac.id/45/1/%D8%AF%D8%B1%D8%A7%D8%B3%D8%A9%20%D8%AA%D8%A7%D8%B1%D9%8A%D8%A9%D9%8A%D8%A9%20%D8%B9%D9%86%20%D8%A3%D8%AB%D8%B1%20%D8%A7%D9%84%D9%82%D8%B1%D8%A9%D9%86%20%D8%A7%D9%84%D9%83%D8%B1%D9%A%D9%85%20%D9%81%D9%8A%20%D8%A7%D9%84%D8%B9%D8%B1%D8%A8%D9%8A%D8%A9.pdf

Course description template

1. Course name:	Arabic structures and forms
2. Course code:	UWA26-CEH-ARB-A608
3. Chapter/Year:	PhD in Linguistics Chapter Two 2025-2026
4. Date this description was prepared:	1/9/2025
5. Available attendance formats:	My presence
6. Number of study hours / Number of units:	

Number of hours: 30 / 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)

Dr. Jumana Abdul Mahdi Jassim, Email: jumana@uowasit.edu.iq

8. Course Objectives

Course objectives: To familiarize PhD students with the structures and forms of Arabic, how to study them, analyze them, distinguish between them, and the difference between studying those structures in the linguistic heritage and modern studies.

9. Teaching and learning strategies

Strategy: Brainstorming, collaborative concept planning, group dialogue

10. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	Two hours		The history of the emergence and development of morphological studies.	Giving lecture	discussion
the second	Two hours		Sources of morphological studies, both old and new	Giving lecture	discussion
the third	Two hours		The foundations of the morphological balance between the ancients and the moderns.	Giving lecture	discussion
Fourth	Two hours		The three-letter verb forms: the weight, rules, and meanings	Giving lecture	discussion
Fifth	Two hours		Quadrilateral verbs and augmented verbs The three-letter and four-letter forms, their rules and meanings	Giving lecture	discussion

Sixth	Two hours		Letters of addition, their positions, and the opinions of scholars regarding them.	Giving lecture	discussion
Seventh	Two hours			Giving lecture	discussion
Eighth	Two hours		The structures of sources and the opinions of scholars regarding them The types of sources, their structures, and the opinions of scholars regarding them. and its types	Giving lecture	discussion
Ninth	Two hours		The structures of sources and the opinions of scholars regarding them and its types	Giving lecture	discussion
tenth	Two hours		The difference between the verbal noun, the active participle of augmented verbs, the passive participle of augmented verbs, and the noun of place	Giving lecture	discussion
eleventh	Two hours		exam	Giving lecture	discussion
twelfth	Two hours		Plurals, and their types, The rules and regulations for correcting plurals according to scholars, and the weights of plurals of paucity and abundance.	Giving lecture	discussion
thirteenth	Two hours			Giving lecture	discussion
fourteenth	Two hours		Broken plurals and their types And its rules, the plural of few and many The collective noun, the singular noun, the plural of paucity, and	Giving lecture	discussion

			the plural of paucity		
fifteenth	Two hours		Vowel changes, substitutions, and their locations	Giving lecture	discussion
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (30) points, divided into (20) points and (10) points at Daily research, reports, and posts. 2- The final written exam grade is (70) marks.					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			Nothing		
Main references (if any)			Sibawayh's Book, Morphology, Al-Muqtabas, Daqa'iq al-Tasrif, Al-Takmilah by Abu Ali Ali, Al-Mumtī' fi al-Tasrif, Al-Shafiyah and its commentaries, Al-Tasrif al-Muluki, Al-'Umdah fi al-Tasrif, Al-Miftah fi al-Sarf, The morphological significance of the word structure in light of the opinions of the interpreters, Movement and its effect on the significance of morphological structures, Change of morphological forms in Qur'anic readings and its semantic effect, The relationship of the morphological level to other language levels.		
Recommended supporting books and references (scientific journals, reports,).			Morphological deviation, morphological enrichment, etc., and modern morphological books, the phonetic approach to Arabic structure, Abd al-Sabur Shahin, verbs of the sixth chapter, a lexical-morphological study,		
Electronic references, website			ebookspdf, Comprehensive Library, Dar al-Manzuma, Poetic Encyclopedia.		

Course description template

1. Course name:					
Philosophy of language					
2. Course code:					
UWA26-CEH-ARB-A609					
3. Chapter/Year:					
PhD in Linguistics Chapter Two 2025-2026					
4. Date this description was prepared:					
1/9/2025					
5. Available attendance formats:					
My presence					
6. Number of study hours / Number of units:					
Number of hours: 30 / Number of units: 2					
7. Name of course coordinator					
Prof. Dr. Jabbar Ahleel Zghair Email jhlail@uowasit.edu.iq					
8. Course Objectives					
Course Objectiv					
9. Teaching and learning strategies					
strategy					
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	Two hours		Philosophy: Definition and Origins	Giving the lecture	discussi on
the second	Two hours		Philosophy of language and the language of philosophy	Giving the lecture	discussi on

the third	Two hours		Philosophy of language and the language of philosophy	Giving the lecture	discussion
Fourth	Two hours		The origin and development of language, and its acquisition	Giving the lecture	discussion
Fifth	Two hours		The origin and development of language, and its acquisition	Giving the lecture	discussion
Sixth	Two hours		exam	Giving the lecture	discussion
Seventh	Two hours		Philosophy of Sound	exam	exam
Eighth	Two hours		Philosophy of Sound	Giving the lecture	discussion
Ninth	Two hours		Philosophy of Morphology	Giving the lecture	discussion
tenth	Two hours		Philosophy of Morphology	Giving the lecture	discussion
eleventh	Two hours		Philosophy of Grammar	Giving the lecture	discussion
twelfth	Two hours		Philosophy of Grammar	Giving the lecture	discussion
thirteenth	Two hours		Philosophy of meaning	Giving the lecture	discussion
fourteenth	Two hours		Philosophy of meaning	Giving the lecture	discussion
fifteenth	Two hours		exam	exam	exam
11. Course evaluation:					
12. Learning and teaching resources:					
Required textbooks (methodology, if					

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

Course description template

1. Course Name: PhD	
Cases Grammar	
2. Course code:	
UWA26-CEH-ARB-A610	
3. Chapter/Year:	
PhD in Linguistics Chapter Two 2025-2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
My presence	
6. Number of study hours / Number of units:	
Number of hours: 30 / Number of units: 2	
7. Name of course coordinator:	
Prof. Dr. Nahla Abdullah Khalaf Email: nalwaili@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	1. Reviewing the grammatical efforts of both advanced and late scholars 2. Explaining the grammatical phenomena that characterize the Arabic language 3. Establishing the origins of some grammatical phenomena and tracing some terms and their concepts in the books of the ancients, and attempting to understand the term and how it was employed by the predecessors and those who came after

	them. 4. Explaining the linguistic differences between some grammatical terms such as grammatical borrowing, borrowing, grammatical enrichment, and sufficiency. 5. To understand the grammatical thought of the early grammarians by interpreting some grammatical phenomena such as predication. On meaning and grammatical relation.
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9. Teaching and learning strategies

	• 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 and research writing
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10. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2	1. Attachment, linguistically and technically 2. Establishing the origins and concept of the term from the books of the ancients and moderns	grammatical attachment	Lecture	Classroom performance and reports
2	2	1. The difference between attachment, suspension, and	grammatical attachment	Lecture	Classroom performance and reports

		dependence 2. Ibn Hisham al-Ansari's opinion on grammatical dependence			
	2	1. Definition of the term linguistically and technically 2. Rooting the term	grammatical borrowing	Lecture	Classroom performance and reports
	2	1. The concept of borrowing according to Sibawayh and those who disagreed with him 2. The first person to use the term 3. Borrowing, inclusion, and implication 4. Practical examples, including the borrowing between (other than), (except), (what), and (not).	grammatical borrowing	Lecture	Classroom performance and reports
T	2	Inclusion and representation	grammatical borrowing	Lecture	Classroom performance and reports
	2	The burden on the meaning and the filling of the void	grammatical borrowing	Lecture	Classroom performance and reports
3	2		monthly exam	paper exams	
October 4	2	1. Definition of cognitive interference 2. The chronological	The cognitive overlap between Arabic	Lecture	Classroom performance and reports

		order of the emergence of Islamic sciences 3. Mutual influence and interaction	grammar and other Islamic sciences		
	2	1. The overlap between grammar and exegesis 2. The overlap between grammar and jurisprudence 3. The overlap between grammar, theology, philosophy, and logic	The cognitive overlap between Arabic grammar and other Islamic sciences	Lecture	Classroom performance and participation
Ka2	2	1. Definition of the term linguistically and technically 2. The difference between enrichment and self-sufficiency 3. Establishing the origin of the term and its concept in Sibawayh's book	Grammatical omission	Lecture	Classroom performance and participation
	2	1. The origin of the term in the works of those who succeeded Sibawayh 2. Types of dispensing	Grammatical omission	Lecture	Classroom performance and participation
	2	1. Dispensing with the mayor 2. Eliminating waste	Grammatical omission	Lecture	Classroom performance and reports

1	2	1. Definition of pregnancy, linguistically and technically 2. Establishing the origins of the term and its concept in the books of early and later scholars	The burden of meaning	Lecture	Classroom performance and reports
	2	Practical examples from the Holy Quran	The burden of meaning	Lecture	Classroom performance and reports
	2	1. Its meaning in language and terminology 2. The opinion of ancient and modern grammarians	Pregnancy based on illusion	Lecture	Classroom performance and reports
			Second semester final exams	Lecture	paper exam
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (30) points, divided into (20) points and (10) points at Daily research, reports, and posts. 2- The final written exam grade is (70) marks.					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)					

Main references (if any)	6- The book/ by Sibawayh. 7- The Fundamentals of Grammar by Ibn al-Sarraj 8- Characteristics by Ibn Jinni 9- Mughni al-Labib by Ibn Hisham al-Ansari
Recommended supporting books and references (scientific journals, reports,).	5- Grammatical Borrowing by Dr. Raja Al-Hasnawi 6- Letters and dissertations that addressed these phenomena 7- Evaluating the Grammatical Thought of Dr. Kadhim Al-Bakka 8- Grammatical Thinking by Dr. Ali Abu Al-Makarem
Electronic references, website	

Course description template

37. Course name:
Issues in linguistic analysis
UWA26-CEH-ARB-A611
1. Chapter/Year:
PhD in Linguistics
Chapter Two / 2025-2926
2. Date this description was prepared:

1/9/2025	
3. Available attendance formats:	
My presence	
4. Number of study hours / Number of units:	
Number of hours: 30 / Number of units: 2	
5. Chapter/Year:	
PhD in Linguistics Chapter Two / 2024-2025	
38. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
1- Prof. Dr. Ahmed Jaafar Dawood Al-Zubaidi Email: aalzbedi@uowasit.ed.iq	
39. Course Objectives	
Linguistic analysis is an important field that deals with study of language from multiple perspectives, and includes several issues related to theoretical and applied foundations. 1- Track the development of language comprehension and knowledge of its levels. 2- The relationship between the four language levels. 3- Understanding modern linguistic approaches. 4- A statement of the differences between the curricula 5- Enabling students to perform linguistic analysis according to levels and curricula.	Course Objectives
40. Teaching and learning strategies	

• 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 writingAnd research.					
41. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Lecture	The evolution of the definition of language among the ancients	The evolution of the definition of language among the ancients reflects a shift from viewing it as a simple means of communication to understanding it as a complex phenomenon encompassing scientific, intellectual, and cultural aspects. This evolution demonstrates how social and intellectual changes influenced the understanding of language and its role in people's lives.	2	October the first ¹
Classroom performance and exams	Lecture	The evolution of the definition of language among modern Western scholars	Understanding the definitions of language according to modern linguists and explaining the differences between them.	2	October the first ²

Classroom performance and exams	Lecture	Language levels, voice level	A statement on the impact of phonetic level and its relationship to writing.	2	October the first ³
Classroom performance and exams	Lecture	Morphological level	Determining the relationship of morphology to other linguistic levels	2	October the first ⁴
Classroom performance and exams	Lecture	structural level	Analyzing the relationship between the impact of the syntactic level on other linguistic levels.	2	October the second ¹
Classroom performance and exams	Lecture	lexical level	The lexical level is a fundamental part of language study, focusing on words, their meanings, and their relationships. Understanding this level is essential for analyzing texts and developing language skills in general..	2	October the second ²
Classroom performance and exams	Lecture	De Saussure's ideas and theses	Unveiling de Saussure's views, ideas, and perspective on language and linguistics	2	October the second ³
	exams Tpaper	monthly exam		2	October the second ⁴
Classroom performance	Lecture	Structuralist approach	The structuralist approach is a powerful tool for understanding	2	Canon the first ¹

ce and exams			the complex relationships between elements in language and culture. By focusing on structure and relationships, researchers can analyze meanings more deeply and gain new insights into linguistic systems.		
Classroom performance and exams	Lecture	Applications of structuralism	Enabling students to analyze in light of the structuralist approach	2	Canon the first ²
Classroom performance and exams	Lecture	Functional approach	Highlighting the origins and development of functionalism and its relationship with other sciences	2	Canon the first ³
Classroom performance and exams	Lecture	Applications of the functional approach	Highlighting the functional applications in Arabic grammar through the works of Dr. Ahmed Al-Mutawakkil.	2	Canon the first ⁴
Classroom performance and exams	Lecture	generative approach	A statement of the reasons for the emergence of the generative approach and its relationship to general psychology.	2	Canon the second ¹
Classroom performance and exams	Lecture	pragmatic approach	A statement of the reasons and motives behind the emergence of this approach and its relationship to other applied sciences.	2	Canon the second ²

Classroom performance and exams	Lecture	Applications in linguistic analysis	Selected models that the student can analyze in light of linguistic curricula.	2	Canon 2nd 3
paper exam		First semester final exams			
42. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- Annual effort grade from (30) degree, It is divided into (20) degrees, and (10) degree Daily research, reports, and posts. 2- The grade of the final written exam (70) degree.					
43. Learning and teaching resources:					
			Required textbooks (methodology, if applicable)		
1- General Linguistics / Mahmoud Fahmy Hegazy 2- Linguistic Analysis of the Text / Klaus Brinker 3- Linguistic Analysis in Light of Semantics / Mahmoud Okasha 4- Linguistic Analysis at the Oxford School / Salah Ismail 6- Contemporary Linguistic Schools / Nouman Bougra.			Main references (if any)		
1- Schools of Linguistic Analysis in the Modern Era / Sumaya Asidi 2- Linguistic Analysis of Nahj al-Balagh Katia Jarallah Sattam 3- Levels of linguistic analysis according to Ibn Jinni. 4- Studies in Linguistics / Ahmed Hassan 5-			Recommended supporting books and references (scientific journals, reports,).		

1- http://faculty.ksu.edu.sa/ar/nsaldayel/cou-material/55265	Electronic references, website
2- https://mawdoo3.com/%D9%85%D8%B%D8%AA%D9%88%D9%8A%D8%A7%D8%AA_%D8%A7%D9%84%D8%AA%D8%AD%D9%84%D9%8A%D9%84_%8%A7%D9%84%D9%84%D8%B3%D8A7%D9%86%D9%8A	
3- How to analyze a linguistic text.	

Course description template

13. Course name:	Linguistic study according to the fundamentalists
14. Course code:	UWA26-CEH-ARB-A612
44. Chapter/Year:	PhD in Linguistics Chapter Two 2025-2026
45. Date this description was prepared:	1/9/2025
46. Available attendance formats:	My presence
47. Number of study hours / Number of units:	Number of hours: 30 / Number of units: 2
15. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	Prof. Dr. Jassim Farih Da
	EmailJassamf@uowasit.edu.iq
16. Course Objectives	
Course Objectives	
1- Informing graduate students on how to read literary texts	

2- Introducing graduate students to modern approaches in reading Literary text.					
17. Teaching and learning strategies					
strategy					
18. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2		A symbolic reading of Al-Fadil's book	a lecture	Questions and discussion
the second	2		A pragmatic reading of Al-Fadil's book	a lecture	Questions and discussion
the third	2		An argumentative reading of Al-Fadil's book	a lecture	Questions and discussion
Fourth	2		A linguistic reading of Al-Fadil's book	a lecture	Questions and discussion
Fifth	2		A textual reading of Al-Fadil's book	a lecture	Questions and discussion
Sixth	2		A deliberate reading of Al-Fadil's book	a lecture	Questions and discussion

					on
Seventh	2		A historical reading of Al-Fadil's book	a lecture	Questions and discussion
Eighth	2		Linguistic issues in the book of Al-Fadil	a lecture	Questions and discussion
Ninth	2		A critical reading of Al-Fadil's book	a lecture	Questions and discussion
tenth	2		A symbolic reading of Al-Fadil's book	a lecture	Questions and discussion
eleventh	2		A textual reading of Al-Fadil's book	a lecture	Questions and discussion
twelfth	2		A linguistic study of text from Al-Fadil's book	a lecture	Questions and discussion
thirteenth	2		Trading reviews	a lecture	Questions and discussion
fourteenth	2		Trading reviews	a lecture	Questions and discussion
fifteenth			exam		
19. Course evaluation:					

20. Learning and teaching resources:	
Required textbooks (methodology, if applicable)	Al-Fadil's Book by Al-Mubarrad
Main references (if any)	Introduction to Linguistics, Muhammad Muhammed Yunus. Text linguistics in Iraqi universities pragmatics by George Yule
Recommended supporting books and references (scientific journals, reports,).	
Electronic references, website	ebooksPDF

Course description template

1. Course name:	Headway - Academic Skills – Level 3 - A curriculum designed for PhD students
2. Course code:	UWA26-CEH-ARB-A613
3. Chapter/Year:	PhD in Linguistics Chapter Two 2025-2026
4. Date this description was prepared:	1/9/2025
5. Available attendance formats:	My presence
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)	ADr. Thamer Rashid Al-Zubaidi, Email: thrashid@uowasit.edu.iq
8. Course Objectives	
Course Objectives	The syllabus aims at improving the postgraduate students' capabilities in

			English language, especially reading and writing skills, as well as grammar and vocabulary development.		
9. Teaching and learning strategies					
strategy		1. Employing real-life and practical exercises that develop their writing skills, eg, writing emails and paragraphs about well-known figures. 2. Improving the postgraduate students' intensive reading skills by engaging them to participate in diverse exercises depending on the reading passages in each unit. 3. Enhancing the students' knowledge in vocabulary, such as using synonyms, antonyms, parts of speech, and word derivation.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2		Unit Four: Water, food and energy	My presence	Daily test
the second	2		Unit Four: Water, food and energy	My presence	Daily test
the third	2		Unit Four: Water, food and energy	My presence	Daily test
Fourth	2		Unit Five: Free trade and fair trade	My presence	Daily test
Fifth	2		Unit Five: Free trade and fair trade	My presence	Daily test
Sixth	2		Unit Five: Free trade and fair trade	My presence	Daily test
Seventh	2		Unit Six: Conserving the past	My presence	Daily test
Eighth	2		Unit Six: Conserving the past	My presence	Daily test
Ninth	2		Unit Six: Conserving the past	My presence	Daily test

tenth	2		Mid-terms Exam	My presence	Written test
eleventh	2		Unit Seven: Wonder of the modern world	My presence	Daily test
twelfth	2		Unit Seven: Wonder of the modern world	My presence	Daily test
thirteenth	2		Unit Seven: Wonder of the modern world	My presence	Daily test
fourteenth	2		Unit Eight: Olympic business	My presence	Daily test
fifteenth	2		General review	My presence	Daily test

11. Course evaluation:

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

1- The annual effort grade is out of (30) points, divided into (20) points and (10) points at Daily research, reports, and posts.

2- The final written exam grade is (70) marks.

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	Headway -Academic Skills – Level 3
Main references (if any)	
Recommended supporting books and references (scientific journals, reports,).	
Electronic references, website	ebooksPDF