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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 Certificate Name: MA / Language

School System:

Date of preparation of the description: 1/10/2025



Signature:

Name of Scientific Associate:

Prof. Dr. Nasser Wali Freih

Date: 17/10/2025

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

Signature:

Name of Head of Department:

Prof. Dr. Jabbar Ihleil Zughair

Date:

The file was reviewed by:

Quality Assurance and University Performance Division

Name of Director of Quality Assurance and University Performance

Division:

Date:

Signature:

Dean's Approval

Prof. Dr. Mahmoud Hammod 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 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,	<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

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.	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 problems and contributing to achieving the common good.andHelping the needy and vulnerable in society.andProtecting the environment and preserving natural resources.	<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.

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. Thaer Abdul Majeed Al-Adhari	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. Ahmed Jaafar Dawood	Arabic	the language		Staff	
Prof. Dr. Aziz Salim Ali	Arabic	the language		Staff	
Prof. Dr. Nahla Abdullah Khalaf	Arabic	the language		Staff	
Prof. Dr. Jassim Farih Daikh	Arabic	the language		Staff	
Prof. Dr. Hussein Karim Fawzan	Education and Psychology	Methods of teaching Arabic		Staff	
Dr. Jumana Abdul Mahdi Jassim	Arabic	the language		Staff	
Dr. Thamer Rashid Al-Zubaidi	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
Master of Languages / First Semester		Linguistic studies	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Morphological studies	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Origins of Arabic Grammar	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Sources of linguistic studies	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Ancient phonetic studies	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Grammatical studies	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
		Lexicographical studies	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Studies in Semitic Languages	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Semantic studies	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Methodology of research and text verification	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Modern language approaches	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Teaching methods	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

		English language	essentia 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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Course description template

1. Course name:					
Linguistic studies					
2. codeThe course:					
UWA26-CEH-ARB-A501					
3. Semester/Year					
Master of Language 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: 30 hours					
Number of hours30/ Number of units: 2					
7. Name of course coordinator					
Prof. Dr. Jabbar Ahleel Zghair Email jhlail@uowasit.edu.iq					
8. Course Objectives					
Course Objective					
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		The Origins of Linguistic Studies among the Arabs	Giving the lecture	discussi on
the second	Two hours	The Book of Characteristics by Ibn Jinni	Chapter on the discussion of speech Chapter on the discussion of language	Giving the lecture	discussi on

the third	Two hours		Chapter on the saying in the manner	Giving the lecture	discussion
Fourth	Two hours		Chapter on the discussion of construction Chapter on the discussion of grammar	Giving the lecture	discussion
Fifth	Two hours		Chapter on the origin of language: Is it inspiration or convention?	Giving the lecture	discussion
Sixth	Two hours		A chapter on Arabic grammar A chapter on the courage of the Arabs Deletion, deletion of a noun, deletion of a verb, deletion of a letter	Giving the lecture	discussion
Seventh	Two hours		Presentation and delay	exam	exam
Eighth	Two hours		The burden of meaning	Giving the lecture	discussion
Ninth	Two hours		Predominance in Arabic	Giving the lecture	discussion
tenth	Two hours		Predominance in Arabic	Giving the lecture	discussion
eleventh	Two hours		Chapter on the discussion of the Arabic language: Is it divinely revealed or conventional?	Giving the lecture	discussion
twelfth	Two hours		Chapter on the topic of Arabic calligraphy	Giving the lecture	discussion

thirteenth	Two hours	The Book of the Companion by Ibn Fari	Chapter on the language in which the Holy Quran was revealed	Giving the lecture	discussion
fourteenth	Two hours		Chapter on Islamic Causes	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 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:	
Morphological studies	
2. Course code:	
UWA26-CEH-ARB-A502	
3. Chapter/Year:	
Master of Language 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 hours30/ 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. Majid Khairallah Rahi Email: uowasit.edu.iq@malzamili	
8. Course Objectives	
Course Objectives	Course Objectives 1- To enable students to master the rule 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 morphological phenomena in modern studies. 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 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.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2	Knowledge of the forms of the triliteral root verb	The doors of the triliteral root verb	Presentation and discussion	Oral and written test

the second	2	Understanding verb structure in contemporary Arabic	Verb structure in contemporary Arabic	Presentation and discussion	Oral and written test
the third	2	Understanding the vowel movement of the middle radical in doubled triliteral verbs	The movement of the middle radical in the present tense of doubled triliteral verbs	Presentation and discussion	Oral and written test
Fourth	2	Understanding the structures of derivatives in contemporary Arabic	Derivational structure in contemporary Arabic	Presentation and discussion	Oral and written test
Fifth and sixth	2	Understanding the structures of the verbal noun in contemporary Arabic	Source structures in contemporary Arabic	Presentation and discussion	Oral and written test
Seventh and eighth	2	Understanding broken plural patterns in contemporary Arabic	Plural forms in modern Arabic	Presentation and discussion	Oral and written test
Ninth	2	Knowledge of vowel changes and substitutions	Elision and substitution	Presentation and discussion	Oral and written test
tenth	2	Knowledge of the defect in the heart	Elision of the heart	Presentation and discussion	Oral and written test
eleventh	2	Knowledge of vowel change by quiescence	Elision by quiescence	Presentation and discussion	Oral and written test

twelfth	2	Knowledge of elision	Elision	Presentation and discussion	Oral and written test
Thirteenth and fourteenth	2	Knowledge of substitution	Substitution	Presentation and discussion	Oral and written 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)					
Main references (if any)					
Recommended supporting books and references (scientific journals, reports,).					
Electronic references, website			ebooksPDF		

Course description template

1. Course name:	
Origins of Arabic Grammar	
2. Course code:	
UWA26-CEH-ARB-A503	
3. Chapter/Year:	
Master of Language Chapter One 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):	
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)	
1- Prof. Dr. Ahmed Jaafar Dawood Al-Zubaidi Email: aalzbedi@uowasit.ed.iq	
8. Course Objectives	
Course Objectives	1- A statement of the difference between the principles of grammar and the rules of Arabic grammar. 2- Detailed breakdown of origins from beginning to end 3- Uncovering the grammatical differences in the origins of Arabic grammar. 4- Using principles in explaining grammatical reasoning 5- The relationship of the principles of grammar to other linguistic sciences. 6- The fundamentals of grammar help in

		understanding sentence structure and how to construct them.			
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 writingAnd research.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learnin g method	Evaluation Method
Octobert he first1	2	Differentiating between grammar, jurisprudence, and language in light of definitions, through a review of the evolution of definitions.	The limits of language, the limits of grammar, and the limits of the principles of grammar according to the ancients and moderns.	Lecture	Classroom performan ce and exams
Octobert he first2	2	A statement explaining the concept of hearing, linguistically and technically, and the types of hearing among the Arabs.	Hearing and its authority	Lecture	Classroom performan ce and exams
Octobert he first3	2	The Prophetic Hadith plays an important role in clarifying some rules of the Arabic language and the principles of grammar..	The noble Prophetic Hadith on the principles of Arabic grammar.	Lecture	Classroom performan ce and exams

October the first ⁴	2	The evidence of classical Arabic speech and the authority of poetry are fundamental elements in the study of the Arabic language, contributing to the understanding of the origins and methods of grammar. Arabic poetry reflects the language's antiquity and richness, making it an indispensable source in linguistic studies.	The evidence of the speech of the Arabs, the authority of poetry.	Lecture	Classroom performance and exams
October the second ¹	2	Defining the term "poetic necessity" and explaining the validity of using it as evidence among Arabic language scholars.	Evidence of necessity	Lecture	Classroom performance and exams
October the second ²	2	Express Anonymous examples are an important part of the study of Arabic, as they contribute to enhancing linguistic and grammatical understanding. Although their authors are unknown, they provide valuable examples that help clarify grammatical rules and understand the evolution of the language over time..The poem is of unknown authorship.	Unknown witnesses	Lecture	Classroom performance and exams
October the	2		monthly exam	examsT paper	

second ³					
October the second ⁴	2	Defining the concept of the term and to learn about its beginnings.	Grammatical analogy and its origins	Lecture	Classroom performance and exams
Canon the first ¹	2	Understanding the manifestations of analogy according to Al-Khalil and explaining the methodology used in reasoning.	Measurement according to Al-Khalil ibn Ahmad Al-Farahidi	Lecture	Classroom performance and participation
Canon the first ²	2	The concept evolved along with an explanation of its significance in reasoning within the grammatical lesson.	Measurement after Al-Khalil	Lecture	Classroom performance and exams
Canon the first ³	2	To enable master's students to learn about measurement methods and how to infer from them.	Examples in grammatical and morphological measurement	Lecture	Classroom performance and exams
Canon the first ⁴	2	Understanding the relationship and connection between logic and analogy, and the development of analogy, was linked to the entry of logic into Arab culture.	Logic and analogy	Lecture	Classroom performance and exams
Canon the second ¹	2	Defining consensus and disagreement, as well as explaining the most important grammatical issues related to it.	Consensus in Arabic Grammar	Lecture	Classroom performance and exams
Canon the second ²	2	Defining the term linguistically and	Maintaining the status quo	Lecture	Classroom performance

		technically, explaining its importance among the principles of Arabic grammar, with selected examples.			ce and exams
Canonthe second3			First semester final exams	Lecture	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) degreesPaper exam,and(10) degreeDaily 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 Fundamentals of Grammar / Ibn al-Sarraj. 2- The Proposal in the Science of the Principles of Grammar / Jalal al-Din al-Suyuti 3- In the Principles of Grammar / Saeed Al-Afghani. 4- The Principles of Grammar / Saleh Belaid. 5- The Foundations of Arabic Grammar / Mahmoud Ahmed Nahla.		
Recommended supporting books and references (scientific journals, reports,).			1- The Book of Witness and Principles of Grammar in Sibawayh's Book / Khadija A Hadithi 2- The Foundations of Arabic Grammar / Muhammad Eid 3- The Foundations of Arabic Grammar / Muhammad Khair Al-Halawani. 4- Measurement: Its Origin and Developmer Saeed Al-Zubaidi. 5- Consensus: A Study in the Principles of Arabic Grammar / Muhammad Ismail Al-Mashhadani.		
Electronic references, website			Principles of Arabic Grammar / Islamic		

	University of Madinah https://mawdoo3.com/%D9%85%D9%81%D9%87%D9%88%D9%85_%D8%B9%D9%84%D9%85_%D8%A3%D8%B5%D9%88%D9%84_%D8%A7%D9%84%D9%85_%D8%AD%D9%88
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Course description template

1. Course name:	
Sources of linguistic study	
2. Course code:	
UWA26-CEH-ARB-A504	
3. Chapter/Year:	
Master of Language 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:	
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)	
Prof. Dr. Jassim Farih Daikh Email: Jassamf@uowasit.edu.iq	
8. Course Objectives	
Course Objectives 1- Accessing linguistic resources for graduate students Grammar 2- Informing graduate students about Ways to read the book Traditional.	

9. Teaching and learning strategies					
strategy					
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learnin g method	Evaluation Method
the first	2		Audio sources		
the second	2		Morphological sources		
the third	2		Lexical sources		
Fourth	2		Grammatical sources		
Fifth	2		Linguistic sources		
Sixth	2		A reading of Sibawayh's bo		
Seven th	2		A reading of the book Al-Kashshaf		
Eight h	2		A reading of the book Mughal-Labib		
Ninth	2		A reading of the book "Key the Sciences"		
tenth	2		A reading of the book "Al-Khasais"		
eleven th	2		A reading of the book "Al-Muhtasib"		

twelfth	2		A reading of Ibn Khalaway book		
thirteenth	2		A reading of the book "Proofs of Inimitability"		
fourteenth	2		A reading of the book "The Proverb of the Common Sight"		
fifteenth	2		exam		
11. Course evaluation:					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			Nothing		
Main references (if any)			Fundamentals of Grammar Dictionary books		
Recommended supporting books and references (scientific journals, reports,).			1- Linguistic sources: Saeed Bahiri.		
Electronic references, website			ebooksPDF		

Course description template

1. Course name:					
Ancient phonetic studies					
2. Course code:					
UWA26-CEH-ARB-A505					
3. Semester/Year: Second/2025					
Master of Language 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 hours30/ Number of units: 2					
7. Name of course coordinator					
Dr. Jumana Abdul Mahdi Jassim, Email: jumana@uowasit.edu.iq					
8. Course Objectives					
Course Objectives: To introduce Master's students to ancient phonetic studies, how to study and analyze them, compare the articulation points and characteristics of letters among the ancients, and to familiarize them with the phonetic phenomena of the Arabic language, such as vowel shift, assimilation, pause, vowel change, and substitution. The morphological explanation of the triliteral verb structures					
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 phonetics studies	Lecture	Classroom performance and exams

			among the ancients		
the second	Two hours		Sources of phonetic lessons, both old and new	Lecture	Classroom performance and exams
the third	Two hours		The foundations of the old phonetics lesson.	Lecture	Classroom performance and exams
Fourth	Two hours		The articulation points of letters according to Al-Khalil in the book of Ain	Lecture	Classroom performance and exams
Fifth	Two hours		The articulation points of letters according to Sibawayh in the book	Lecture	Classroom performance and exams
Sixth	Two hours		The articulation points of letters according to Ibn Jir	Lecture	Classroom performance and exams
Seventh	Two hours		Ibn Sina's articulation points of letters	Lecture	Classroom performance and exams
Eighth	Two hours		The articulation points of letters: A comparative study among previous scholars	Lecture	Classroom performance and exams
Ninth	Two hours		Parts of the vocal tract with diagrams definitions, and explanations of each part, and an explanation of its effect in producing speech sounds.	Lecture	Classroom performance and exams

tenth	Two hours		Characteristics of letters according to the ancients: A comparative study	Lecture	Classroom performance and exams
eleventh	Two hours		exam		
twelfth	Two hours		The phenomenon of pauses and its application in linguistic texts	Lecture	Classroom performance and exams
thirteenth	Two hours		The phenomenon of vowel shift and its applications in linguistic texts	Lecture	Classroom performance and exams
fourteenth	Two hours		The phenomenon of vowel shift and its applications in linguistic texts	Lecture	Classroom performance and exams
fifteenth	Two hours		The phenomenon of vowel change and substitution and the applications in linguistic books	Lecture	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 (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)	Nothing
Main references (if any)	The Book of Al-Ayn, Sibawayh's Book, Characteristics, The Events of the Letter by Ibn Sin, Ahmed Mukhtar Omar, The Phonetic Approach to Arabic Structure, Abd al-Sabur Shahin, Phonetic Reasoning, Adel Nadhir
Recommended supporting books and references (scientific journals, reports, ...).	The beginnings of phonetics among the Arabs, the history of phonetics, the features

	of the emergence of phonetics, phonetic and linguistic studies among the Arabs, phonetics: its origins and development up to the fifth century AH
Electronic references, website	ebookspdf Dr. Ibrahim Anis (Linguistic Sounds), Phonetics Dr. Kamal Bishr, Arabic Phonetics Ahmed Jawad Al-Nouri, Dictionary of Phonetics Dr. Muhammad Al Al-Khouli, A Study in Phonetics Dr. Hazer Kamal Al-Din.

Course description template

1. Course name:	
Grammatical Studies	
2. Course code:	
UWA26-CEH-ARB-A506	
3. Chapter/Year:	
Master of Language Chapter One 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	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
1- Mr. Dr.Nahla Abdullah Khalaf Email: nalwaili@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	Grammatical studies form the foundation for a deep understanding of the Arabic language and help develop linguistic and writing skills. These studies contribute to preserving the linguistic heritage and enhancing eloquence and rhetoric in expression. To consolidate and document the grammatical foundations of the master's student, and stimulate his research awareness, by presenting multiple grammatical topics.
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 writing And research.

10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
October first ¹	2	Inflection (i'rab) is a grammatical system used in Arabic to determine the function of words in sentences. It relies on changes in word form, such as vowel markings or nunation. Inflection is a fundamental part of grammar and is crucial for understanding the meanings and nuances of sentences.	Arabic grammar	Lecture	Classroom performance and exams
October first ²	2	Proto-Semitic language and evidence of the authenticity of the Arabic language	Grammatical features in Arabic before pre-Islamic poetry	Lecture	Classroom performance and exams
October the first ³	2	Defining the concept of grammar, both linguistically and technically, and parsing, both linguistically and technically.	The concept of grammar and syntax	Lecture	Classroom performance and exams
October the first ⁴	2	Revealing the difference in phonetic and grammatical levels, Qutrub's opinion on parsing, and explaining the work of Abu al-Aswad and al-Khalil.	Grammatical inflections and their letters	Lecture	Classroom performance and exams
October the second ¹	2	1- Classification of factors 2- Identifying the initial signs of the factor theory.	The theory of the agent in Arabic	Lecture	Classroom performance and exams

		3- Reasoning according to Al-Khalil and Sibawayh. 4- Reasoning among later scholars			
October the second ²	2	Distinguishing between the reasons of grammarians and the reasons of theologians, and defining aspects of interpretation and estimation.	Interpretation and assessment	Lecture	Classroom performance and exams
October the second ³	2	1- The opinion of Arab grammarians 2- Qutrub's opinion 3- Responses to Qutrub	The effect of grammatical inflection on meaning	Lecture	Classroom performance and exams
October the second ⁴	2		First month exam	paper exam	Classroom performance and exams
Canon the first ¹	2	The intricacies of grammatical structure represent important aspects of understanding inflection in Arabic. These intricacies reflect the complexity of the language and its ability to adapt to different contexts, making the study of grammar and inflection essential for a deep understanding of the language. 1- Addition and deletion 2- Estimation and interpretation 3- Compensation 4- Acceptable	Problems of the grammatical industry	Lecture	paper exam

		symptoms 5- Unacceptable symptoms			
Canonthe first ²	2	1- Presentation and delay 2- Contraindications for application 3- Impediments related to meaning and position	Sentence composition method	Lecture	Classroom performance and exams
Canonthe first ³	2	Differentiating between sentences: nominal, verbal, adverbial, conditional.	Types of camels	Lecture	Classroom performance and exams
Canonthe first ⁴	2	1- Sentences that have a grammatical function 2- Sentences that have no grammatical function 3- Spoken sentences	Sentences and their grammatical positions	Lecture	Classroom performance and exams
Canonthe second ¹	2	1- Letters resembling verbs 2- Not the worker 3- The negative particles "ma" and "inna" 4- Condition and Interrogation	Tools that have the beginning of speech	Lecture	Classroom performance and exams
Canonthe second ²	2	1- Delete the letter 2- Deleting the verb 3- Delete the name 4- Delete the sentence	Mention and omission	Lecture	Classroom performance and exams
Canonthe second ³	2		End-of-term exam	paper exam	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-The essence of the reasons for construction and inflection Abu al-Ba al-Akbari 2- The Secret of the Art of Parsing, Ibn Jinni 3-phenomenon Bedouins In Arabic grammar Ahmed Suleiman Yaqout 4- Foundations of Grammar and its Problems / Taher Suleiman 5- The Arabic Sentence: A Grammatical and Linguistic Study, Ibrahim Abada 6- The grammar of camels and camel-like expressions / Fakhr al-Din Qabawa. 7- Explanation of Shudhur al-Dhahab in Understanding the Speech of the Arabs / Ibn Hisham
Main references (if any)	1- Explanation of the Reasons for Grammar / Al-Zujaji 2- The Arabic sentence: its composition and parts / Fadel Al-Samarrai. 3- The grammatical marker between the old and the new / Muhammad Hamasa Abdul Latif. 4- In Arabic Grammar: Criticism and Guidance / Mahdi Al- Makhzoumi. 5- Linguistic research among the Arabs / Ahmed Mukhtar Omar
Recommended supporting books and references (scientific journals, reports,).	1-Disagreement regarding sentence structure among grammarians and linguists ٤NArabs Abdul Halim Abdullah. 2-The phenomenon of inflection in the Arabic language: its signs and implications. 3-The phenomenon of inflection and its importance in the Arabic language 4-The Arabic sentence: its patterns and transformations.
Electronic references, website	https://www.asjp.cerist.dz/en/downArticle/366/12/12/39183 https://www.asjp.cerist.dz/en/downArticle/327/2/4/141782 https://www.ijohss.com/index.php/IJoHSS/article/view/72

Course description template

1.Course Name:						
Headway - Academic Skills – Level 2 - A curriculum designed for Master's students						
2. Course code:						
UWA26-CEH-ARB-A513						
3. Chapter/Year:						
First semester / Academic year 2025-2026						
4.Date of preparation of description:						
1/9/2025						
5. Available forms of attendance:						
In-person lectures						
6. Number of hours / Number of units						
Number of hours30/One unit						
7. Name of the instructor (list them all if there is more than one)						
Name: Dr. Thamer Rashid Al-Zubaidi e-mail: thrashid@uowasit.edu.iq						
8. Course objectives						
Course Objective		The curriculum aims to develop the English language skills of graduate students - Master's level – in the Arabic Language Department, particularly in reading, writing, grammar, and vocabulary. In addition, the curriculum seeks to enhance students' cognitive skills through diverse units that combine academic, historical, scientific, and political material.SAnd according to the diversity of aspects of cognitive life				
9. Teaching and learning strategies						
		1 Developing smart reading skills through participation by engaging them in discussing diverse topics according to the units in the curriculum. 2. Adopting practical exercises to develop important writing skills in daily life, such as writing formal emails and writing single-purpose essays, such as writing about a country by addressing its history, political, economic and geographical reality, in addition to writing about important figures and symbols in the country. 3. Increasing students' awareness of the text through analyzing parts of speech, word derivations, and synonyms and antonyms. 4. To learn the principles of sentence structure, English grammar, and tenses.				
10.Course structure						
T	Week	Hou rs	Required learning outcomes	Unit or topic name	Learning method	Evaluatio n Method
1	Septem ber 1	2	Going abroad to study	1: International Student	Lecture	classroom performa nce

2	September 8	2	Effective Reading, Accommodation Message	1: International Student	Lecture	classroom performance
3	September 15	2	Writing: Writing an informal email, putting words in an alphabetical order, correcting spelling of words	1: International Student	Lecture	Daily test
4	September 22	2	Reading: The three passages on p. 11. Singapore, Morocco, and Wales and exercises 2,3,4 on p. 10.	2: Where in the world?	Lecture	classroom performance
5	September 29	2	Writing: p. 12. My country 1,2 and p. 13. Writing a description of my country	2: Where in the world?	Lecture	Daily test
6	October 6	2	Vocabulary Development, p. 14. 1,2,3,4 Review, p. 15	2: Where in the world?	Lecture	classroom performance
7	October 13	2	Reading: p. 16. A free flight to Dubai Exercises on p. 17.	3. Newspaper articles	Lecture	classroom performance
8	October 20	2	p. 18. Tenses: present and past simple, future, present continuous, present perfect, past perfect. p. 19. A case of mistaken identity.	3. Newspaper articles	Lecture	classroom performance
9	October 27		p. 20. Vocabulary development (using prefixes to change the meaning of adjectives, and writing antonyms) p. 21. Review	3. Newspaper articles	Lecture	classroom performance
10	November 3	2	International Students, Where in the World, and Newspaper articles	Mid-term Exam		Written exam
11	November 10	2	Reading: p. 23. Technology today and exercises on p. 22.	4. Modern technology		classroom performance
12	November 17	2	p. 24. Writing: Mobile phones and sequences	4. Modern technology	Lecture	Daily test
13	November 24	2	Vocabulary development: 1. Match the linking words (synonyms), 2. & 4. Replacing words with synonyms, Review: Laptop computers, voice-controlled technology	4. Modern technology	Lecture	classroom performance
14	December 1	2	A Reading passage on a famous Arabic figure	Reading passage	Lecture	For classroom performance
15	December 8	2		General review	Lecture	classroom performance

10.Course evaluation:	
	The grade out of 100 is distributed according to the following formula: 1- Annual effort grade from (30) marks, divided into (10) marks for attendance, participation and activities, and (20) marks for daily exams and the mid-term exam of the first semester. 2- The grade of the final written exam (70 degrees).
11.Learning and teaching resources:	
Required textbooks (Methodology, if any)	Headway -Academic Skills – Level 2
Main references (if any)	
Recommended supporting books and references (scientific journals, reports,).	
Electronic references, website The Internet	

Course description template

1. Course name:	
Lexicographical studies	
2. Course code:	
UWA26-CEH-ARB-A507	
3. Semester/Year	
Master of Language 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: 30 hours	
Number of hours30/ 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)	
Mr. DrNaeem Salman Al-Badri Email: nghali@uowasit.edu.ic	
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 linguistic differences. 5- Knowledge of the most important dialectal phenomena.

9. Teaching and learning strategies	
strategy	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 inLectureUsing examples and applications The process is to clarify the 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.

10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2		The importance of lexicographical studies	Presentation and discussion	Oral and written test
The second, the third, and the fourth	2		Foundations of lexicographical school classification.	Presentation and discussion	Oral and written test
Fifth and sixth	2		A study in dictionaries of words	Presentation and discussion	Oral and written test
Seventh and eighth	2		A study in books of dictionaries of meanings	Presentation and discussion	Oral and written test
The ninth, tenth, and eleventh	2		The first school. Al-Ain Dictionary: Its Methodology and Importance.	Presentation and discussion	Oral and written test
twelfth	2		The second school of thought: Ibn Duraid's Jamharat al-Lughah dictionary, its methodology and importance..	Presentation and discussion	Oral and written test
thirteenth	2		Dictionary of Language Standards and Summary by Ibn Faris.	Presentation and discussion	Oral and written test

fourteenth	2		The third school: Al-Jawhari's Taj al-Lughah wa Sahah al-Arabiyyah dictionary.	Presentation and discussion	Oral and written test
fifteenth	2		Al-Abab by Al-Sagha	Presentation and discussion	Oral and written test

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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

1. Course name: Master's/Language	
Studies in Semitic Languages	
2. Course code:	
UWA26-CEH-ARB-A508	
3. Chapter/Year:	
Second course/Master's /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):	
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)	
1- A.M.Dr.Miad Makki Faisal Email: miaadfaisal@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	1. To become familiar with the sister languages of Arabic in terms of their divisions, shared linguistic characteristics, and terminology. 2. To identify the phonological, morphological, syntactic and semantic systems of these languages and the extent of similarity and difference between them and Arabic. 3. To identify the influence and impact between them and what they have gained from each other over time.

9. Teaching and learning strategies					
		• Interactive lectures. • group discussions and dialogue. • Detailed explanation of the topics. • Report writing And research.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
Week 1	2	1. Acoustic characteristics. 2. Morphological characteristics. 3. Grammatical characteristics. 4. Semantic properties.	Semitic languages and their common linguistic characteristics.	Lecture	classroom performance and exams
Week 2	2	1. Reject the term. 2. Acceptance of the term. 3. Finding an alternative to the term.	Semitic languages and terminology	Lecture	classroom performance and exams
Week 3	2	1. The influence of Arabic on its sister languages. 2. Arabic was influenced by its sister languages.	Influence and interaction between Semitic languages	Lecture	classroom performance and exams
Week 4	2	1. Consonants in Semitic languages. 2. Vowels in Semitic languages.	Phonetic structure in Semitic languages	Lecture	classroom performance and exams
Week 5	2	1. Acceptance of bilingualism. 2. Rejection of bilingualism.	Bilingualism among Semitic languages	Lecture	classroom performance and exams

		3. The doctrine of linguistic monotheism.			
Week 6	2	1. Verb categories. 2. Verb patterns. 3. Verb conjugations. 4. Verb categories.	Verbs in Semitic languages	Lecture	classroom performance and exams
Week 7	2		monthly exam	paper exam	
Week 8	2	1. Categories of nouns. 2. The weights of nouns.	Names in Semitic languages	Lecture	classroom performance and exams
Week 9	2	1. The emergence of inflection. 2. Absence of grammatical analysis.	Grammatical analysis in Semitic languages	Lecture	Classroom performance and exams
Week 10	2	1. The origin of words in their beginnings. 2. The development and specialization of words.	Masculine and feminine genders in Semitic languages	Lecture	classroom performance and exams
Week 11	2	1. Indefiniteness and its signs. 2. Definition and its tools.	Definiteness and indefiniteness in Semitic languages	Lecture	classroom performance and exams
Week 12	2	1. The verbal sentence. 2. The nominal sentence. 3. The phrase. 4. The conditional sentence. 5. The interrogative sentence.	Syntax in Semitic languages	Lecture	classroom performance and exams
Week 13	2	1. Semantic specialization. 2. Generalizing the	Manifestations of semantic change in Semitic languages	Lecture	classroom performance and

		meaning. 3. The true meaning. 4. Figurative meaning.			exams
Week 14	2	1. Science. 2. Conscience. 3. Demonstrative pronouns. 4. The relative pronoun. 5. The noun defined by the definite article "al-". 6. The identifier in addition.	Knowledge in Semitic Languages	Lecture	classroom performance and exams
Week 15	2	1. Singular. 2. The dual form. 3. Collection.	Numerical structure in Semitic languages	Lecture	classroom performance and exams
			First semester final exams	Lecture	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- Final exam grade Editorial (70) degree.					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)					
Main references (if any)			1- History of Semitic Languages– Israel Wolfensohn. 2- History of Semitic Languages– Jawdat Mahmoud. 3- Historical linguistic development– Ibrahim al-Samarrai. 4- Comparative linguistic studies– Ismail Amayreh. 5- Hebrew language lessons– Rabhi Kamal.		

	6- Syriac grammar and morphology–Zakia Rushdi. 7- Arabic languages–Khaled Ismail
Recommended supporting books and references (scientific journals, reports,).	1- Linguistic effects in spoken Arabic dialects by Fatima Lawati. 2- The efforts of Iraqi linguists in studying Semitic languages - Miad Makki. 3- The Influence of Arabic on Semitic Languages - Miad Makki 4- Proper nouns in the Book of Kings– Muhammad Mahmoud 5- Interrogation in Torah Hebrew. 6- Singular, dual, and plural - Ronaq Jundi
Electronic references, website	Al-Mustafa Library, Al-Nour Library, Al-Ghamdi Library, Al-Aluka Library, Al-Faseeh Network and others.

Course description template

1. Course name:					
Semantic studies					
2. Course code:					
UWA26-CEH-ARB-A509					
3. Semester/Year					
Master of Language 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: 30 hours					
Number of hours30/ 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 outcomes	Unit or topic name	Learning method	Evaluation Method
the first	Two hours		The Origins of Semantics	Giving the lecture	discussion
the second	Two hours		Arab contributions to semantics	Giving the lecture	discussion
the third	Two hours		Types of meanings	Giving the lecture	discussion

Fourth	Two hours		The meaning according to Ibn Jinni	Giving the lecture	discussion
Fifth	Two hours		Meanings according to the fundamentalists	Giving the lecture	discussion
Sixth	Two hours		Multiple meanings and their problems	Giving the lecture	discussion
Seventh	Two hours		exam	exam	exam
Eighth	Two hours		Semantic development	Giving the lecture	discussion
Ninth	Two hours		Multiple meanings and their problems	Giving the lecture	discussion
tenth	Two hours		Central and marginal significance	Giving the lecture	discussion
eleventh	Two hours		Semantic Field Theory	Giving the lecture	discussion
twelfth	Two hours		linguistic context	Giving the lecture	discussion
thirteenth	Two hours		Modern semantic theories	Giving the lecture	discussion
fourteenth	Two hours		Modern Semantic Theories (Ahmed Mukhtar Omar)	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 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

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for students, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description.

University of Wasit/College of Education for Human Sciences	1. Educational institution
Arabic Language Department	2. Scientific Department / Center
Methodology of research and text verification/ UWA26-CEH-ARB-A510	3. Course Name/Code
Classroom lectures A.Dr. Raad Karim Hassan Email: raadkareem@uowasit.edu.iq	4. Available forms of attendanceName of the official
Decision quarterly	5. Semester/Year
30hour/Two units	6. Total number of study hours
1/10/2025	7. Date this description was prepared
8. Course Objectives	

9. Course outcomes, teaching and learning methods, and assessment
I- Cognitive objectives A1 - After receiving this material, the recipient will be awareBy writing research papers, master's theses, and doctoral dissertations.
B - Program-specific skills objectives B1- ControlSteps for writing a research paper. B2- DevelopmentThe skill of writing academic research.
Teaching and learning methods
The standard method (giving lectures) Text Method
Assessment methods
Formative assessment through daily tests and observationAStudents' participation in classroom discussions, homework assignments, follow-up, and classroom assessment Diagnostic assessment through midterm and final exams foreIssuing the rulings on passing and failing.
C- Affective and value-based objectives. A1- Child rearingLubaOn loveContinuous research and reading of what has been written and is being written Part 2 - Knowledge of aestheticsResearch, acquiring knowledge, and arriving at the truth.
Teaching and learning methods
Providing psychological motivation to achieve theAGoal of emotion Submitting formsResearchWith its cultural, artistic, linguistic, and literary dimensions, it instills in students an awareness of the importance of the Arab literary heritage in the pre-Islamic era.and what comes afterand rolehIn the construction of human civilization and universal culture.
Assessment methods

Used in calendar measurement More than one way to ensure inclusivity:

First - The essay measurement method through which the student's ideas about affective and value-based goals are understood.

Second - The objective testing method, which consists of short-answer tests such as multiple choice and multiple-choice questions. and Blanks, True/False

D - General and transferable skills (other skills related to employability and personal development).

D1- The ability to understand and critique poetic texts Knowledge of Qur'anic text analysis and sciences related to the Qur'an and Sunnah.

2- Preserving poetic texts and understanding their civilizational, artistic, and cultural importance as a science of a people who had no science more accurate than it.

D3- Acquiring knowledge General knowledge in the field of Arabic language literature and other related sciences.

10.Course structure					
Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
February 2	2	Knowledge, understanding, and analysis	Introduction to the research methodology among the Arabs - Books that presented the research methodology in ancient and modern times - The methodology, its importance and trends.	Standard method	Classroom performance and exams
February 3	2	Knowledge, understanding, and analysis	Characteristics of scientific research - topic selection	Standard method	Classroom performance and exams
February 3	2	Knowledge, understanding, and analysis	Scientific research plan	Standard method	Classroom performance and exams
March 1	2	Knowledge, understanding, and analysis	Sources, references, and material collection	Standard method	Classroom performance and exams
March 2	4	Knowledge, understanding, and analysis	Applications in research writing Scientific	Standard method	Classroom performance and exams
March 3	4	Knowledge, understanding, and analysis	Textual analysis and its modern rules	Standard method	Classroom performance and exams

March 4	4	Knowledge, understanding, and analysis	Textual analysis and its modern rules	Standard method	Classroom performance and exams
April 1	4	Knowledge, understanding, and analysis	Literary and linguistic sources in the Arab heritage, ancient and modern	Standard method	Classroom performance and exams
April 2	4	Knowledge, understanding, and analysis	Literary and linguistic sources in the Arab heritage, ancient and modern	Standard method	Classroom performance and exams
Nissan3	4	Knowledge, understanding, and analysis	An evaluation of a selected research paper by the course instructor to determine the extent of students' understanding of methodological issues.	Standard method	Classroom performance and exams
April 4	4	Knowledge, understanding, and analysis	An evaluation of a selected research paper by the course	Standard method	Classroom performance and exams

			instructor to determine the extent of students' understanding of methodological issues.		
May 1	4	Knowledge, understanding, and analysis	Applied review	Standard method	Classroom performance and exams
May 2	4	Knowledge, understanding, and analysis	Applied review	Standard method	Classroom performance and exams
Mays3	4	Knowledge, understanding, and analysis	Applied review	Standard method	Classroom performance and exams
May 4	4	Knowledge, understanding, and analysis	exam Second course	Standard method	Classroom performance and exams

11.Infrastructure

1- Required textbooks	1-Methodology of literary researchDr.Ali Jawad Al-Taher The Methodology of Literary Research among the Arabs. Dr. Ahmed Jassim Al-Najdi
2- Main references (sources)	1- How do you prepare a research paper or thesis? Dr. Ali Awad Hassan How do you write a research paper or thesis? Dr. Ahmed Shalaby How do you write a research paper or thesis? Dr. Salah El-Din El-Hawari

أ) Recommended books and references (scientific journals, reports, etc.)	Research Methodology and Language Books
ب) Electronic references, websites,.....	ebooksPDF or Word

12. Curriculum Development Plan
Reliance on sourcesThe author's work is modern and suitable for the scientific and cognitive level of graduate students, moving away from the theoretical aspect as much as possible and focusing on the practical aspect.

Course description template

1. Course name:	
Modern language approaches	
2. Course code:	
UWA26-CEH-ARB-A511	
3. Chapter/Year:	
Master of Language the chapterthe first/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 course coordinator	
1- Prof. Dr. Ali Hassan Abdul Hussein Al-Dalfi	
8. Course Objectives	
Course Objectives	Enabling the student to distinguish between linguistic approach (descriptive, historical, comparative, contrastive). Training graduate students to apply modern linguistic techniques to Arabic texts. Developing the student's critical thinking skills towards important linguistic theories.

9. Teaching and learning strategies					
		I adopted a variety of methods, including lectures, panel discussions, and self-learning through presentations, to suit the level of graduate studies..			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	Two hours	Introducing the student to basic linguistic terminology.	Linguistic concepts and terminology	lecture	Reports and posts
the second	Two hours	Understanding the nature and development of linguistics.	Linguistics	Discussion panels	Reports and posts
the third	Two hours	Saussure's precise distinction between (language, speech, and tongue).	Language, speech, and tongue	Self-learning (offers)	presentation
Fourth	Two hours	Analyzing the impact of society on the formation and diversity of language.	sociolinguistics	lecture	Reports and posts
Fifth	Two hours	Understanding the mental and psychological processes	Psycholinguistics	Discussion panels	Reports and posts

		of language production.			
First month exam					
Seventh	Two hou	Employing linguistic theories in solving linguistic problems.	Applied Linguistics	lecture	Reports and posts
Eighth	Two hou	Defining the criteria and components of an objective scientific study of language.	Characteristics of the scientific study of language	Discussion panels	Reports and posts
Ninth	Two hou	Understanding the intellectual foundations of Western linguistic studies.	History of ancient Western linguistic studies	lecture	Daily participation
tenth	Two hou	Applying descriptive methodology to Arabic texts.	Descriptive Linguistics	Self-learning (offers)	presentation
eleventh	Two hou	Analysis of linguistic development according to the historical method.	Historical Linguistics	lecture	Reports and posts
Second month exam					
thirteenth	Two hou	Performing linguistic comparisons between languages of the same family.	Comparative Linguistics	lecture	Reports and posts

fourteenth h	Two hours	Study of the geographical distribution of languages and dialects.	Geographical Linguistics	lecture	Reports and posts
fifteenth	Two hours	Understanding Chomsky's theory of deep and surface structure.	Transformational Linguistics	Discussion panels	Reports and posts

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)	6- Linguistic research methodologies between heritage and modernity, Dr. Na'ma Rahim Al-Azzawi. 7- <i>Lectures in General Linguistics</i> Ferdinand de Saussure 8- <i>Arabic language: its meaning and structure</i> - Dr. Tamam Hassan
Recommended supporting books	<i>Language curricula</i> - Dr. Mahmoud Al-Saaran. <i>Linguistics and the Arabic Language</i> - Dr. Abdul Qader Al-Fahr

and references (scientific journals, reports,).	
Electronic references, website	

Description templateThe course

1. Course name:	
Methods of teaching Arabic	
2. Course code:	
UWA26-CEH-ARB-A512	
3. Chapter/Year:	
Master's /language(the chapter the second)2025 - 2026 AD	
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 hours30/ Number of units: 2	
7. Name of course coordinator	
Mr. Dr. Hussein Karim Fawzan	Email:
hfouzan@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	By the end of the course, the student will be able to: By the end of the course, the student will be able to: • Being able toThe teaching methods course aims to familiarize studentsbasicsteaching processand gainingStudents describe the teacher's qualities in terms of • Characteristics, qualities, and duties. And mastery of lesson planning competencies in terms of procedural objectives and procedures. • Teaching methods and approachesCalendar,The

	course also covers a number of teaching methods that can be used in teaching any subject. • materialacademic,For example: the method of dialogueAnd the discussion, induction, Conclusion,LearningCooperative,Inquiry with the provision of opportunities • Students are given the opportunity to practice through micro-teaching. • Planning skills include learning objectives, content analysis, learner characteristics analysis, and lesson planning. • Mastering the skills of lesson presentation, classifying classroom questions, stimulating motivation and reinforcement, classroom management, and communication skills. • Mastering assessment skills, including how to prepare a test item plan, create a test specifications table, interpret scores, develop a diagnostic assessment statement, and extract psychometric properties of achievement tests such as validity and reliability.
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9. Teaching and learning strategies

strategy

10. Course structure

Week	Hou rs	Required learning outcomes	Unit or topic name	Lear ning meth od	Evaluatio n Method
the first	2	Introduction to teaching	Educational concepts: learning, teaching, instruction, and trainingStrategy, approach, method, design, skill, competence, program, etc.	blen ded learn ing	Quick test
the secon d	2	Strategiesteachi ng	Its importance, the best strategy, how to choose the strategyThe best University teaching strategies: lecturing, inductive, standard, problem-solving, collaborative.Creative.....etc	blen ded learn ing	Quick test

the third	2	Educational objectives	Educational objectives, their levels, types, conditions, and formulation.	blended learning	Quick test
Fourth	2	Lesson planning	Lesson planning, its justifications, functions, types, identifying its elements, and preparation.	blended learning	Quick test
Fifth	2	teaching skills	Lesson presentation skills include preparation, diversification of stimuli, and closure.	blended learning	Quick test
Sixth	2	Classroom questions	Classification of classroom questions, their importance, levels, methods and strategies.	blended learning	Quick test
Seventh	2	Motivation	Stimulating motivation, attracting the learner, its activity, its methods.	blended learning	Quick test
Eighth	2	Reinforcement	Reinforcement: its uses, types, and non-verbal forms..	blended learning	Quick test
Ninth	2	Classroom management	Classroom management strategy: definition, types, and behavior modification	blended learning	Quick test
tenth	2	classroom problem	Classroom management problems, how to solve them, and their types.	blended	Quick test

				learn ing	
eleven th	2	Assessment skills	Assessment skills: Steps for preparing achievement tests, characteristics of a good test	blen ded learn ing	Quick test
twelft h	2	Types of calendar	Types of assessment, its methods, advantages, and disadvantages	blen ded learn ing	Quick test
thirtee nth	2	Specifications table	Preparing a specifications table (test map)	blen ded learn ing	Quick test
fourte enth	2	Psychometric properties (Honesty)	Psychometric properties of achievement tests: validity, its types, methods of calculating it, item difficulty and ease, its distinctiveness, and the effectiveness of incorrect alternatives.	blen ded learn ing	Quick test
fifteen th	2	Psychometric properties (Steadfastness)	Psychometric properties of achievement tests Reliability: its types – factors affecting it – methods of calculating it	blen ded learn ing	

11. Course evaluation:

5%	Throughout the semester	Discussion and participation
5%	Throughout the semester	Duties and report writing
10%		First semester exam
10%		Second semester exam
70%	End of chapter	Final exam

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	The main book(s) required: Teaching Skills, Prof. Dr. Jaber Abdel Hamid Jaber and others Classroom teaching skills, Professor Dr. Muhammad Mahmoud Al-Hilah Measurement and Evaluation for University Students, Prof. Dr. Abdul Hussein Razouqi, and Prof. Dr. Yassin Hamid Ayal
Main references (if any)	Teaching Skills, Prof. Dr. Jaber Abdel Hamid Jaber and others
Recommended supporting books and references (scientific journals, reports,).	Principles of Educational Measurement and Evaluation. Dr. Sabah Al-Ajeeli and others.
Electronic references, website	ebooksPDF

Course description template

1. Course name:	Headway -Academic Skills – Level 2 - A curriculum designed for Master's students	
2. Course code:	UWA26-CEH-ARB-A513	
3. Chapter/Year:	Master of Language 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 hours30/One unit	
7. Chapter/Year:	Second course/Master's 2025- 2026	
A.Dr. Thamer Rashid Al-Zubaidi thrashid@uowasit.edu.iq		Email:

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 One	International Student	In-person	Oral discussion
the second	2	Unit One	International Student	In-person	Oral discussion
the third	2	Unit One	International Student	In-person	Oral discussion
Fourth	2	Unit Two	Where in the world?	In-person	Oral discussion
Fifth	2	Unit Two	Where in the world?	In-person	Daily Exam
Sixth	2	Unit Two	Where in the world?	In-person	Oral discussion
Seventh	2	Unit Three	Newspaper articles	In-person	Oral discussion

Eight h	2	Unit Three	Newspaper articles	In-person	Daily Exam
Ninth	2	Unit Three	Newspaper articles	In-person	Oral discussion
tenth	2		Mid-terms Exam	In-person	Written Exam
eleven th	2	Unit Four	Modern Technology	In-person	Oral discussion
twelfth	2	Unit Four	Modern Technology	In-person	Oral discussion
thirteenth	2	Unit Five	Conferences and Visits	In-person	Oral discussion
fourteenth	2	Unit Five	Conferences and Visits	In-person	Oral discussion
fifteenth	2		General Revision	In-person	Oral discussion

11. Course evaluation:

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	Headway -Academic Skills – Level 2
Main references (if any)	
Recommended supporting books and references (scientific journals, reports,).	
Electronic references, website	