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to divide Accreditation**

Academic Program And Course Description Guide

2025

:the introduction

The educational program is a coordinated and organized package of courses that include procedures and experiences organized into study modules. The primary purpose of the program is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs, such as the External Examiner .Program

The academic program description provides a brief summary of the program 's main features and courses, indicating the skills that students are expected to acquire based on the program's objectives. The importance of this description is evident in that it represents the cornerstone for obtaining program accreditation, and the teaching staff participates in writing it under the supervision of the academic committees .in the academic departments

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the new developments and changes in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, semester) in addition to adopting the description of the academic program circulated pursuant to the letter of the Department of Studies TTM 3/2906 dated 5/3/2023 with regard to .programs that adopt the Bologna process as the basis for their work

In this context, we cannot but emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth .running of the educational process

:Concepts and terms

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

Course Description : Provides a concise summary of the course's key features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It is derived .from the program description

Program Vision: An ambitious vision for the future of the academic program to be .an advanced, inspiring, motivating, realistic, and applicable program explains the objectives and the activities required to **Program message**: It briefly achieve them, and it also identifies the paths and directions of the program's .development

Program objectives: These are statements that describe what the academic program intends to achieve within a specific time period and are measurable and .observable

Curriculum structure: All courses/subjects included in the academic program according to the approved learning system (semester, annual, Bologna track), whether required by (ministry, university, college, or scientific department), along .with the number of academic units

acquired by **Learning outcomes**: A consistent set of knowledge, skills, and values a student after successfully completing the academic program. Learning outcomes

for each course must be defined in a manner that achieves the program's objectives

Teaching and learning strategies : It is the strategies used by a faculty member. It is a plan followed to achieve learning and learning to develop student teaching objectives. It describes all classroom activities. And extracurricular to achieve the learning outcomes of the program

Academic Program Description Form

University Name: ..wasit.....

Faculty/Institute:college of art.....

Scientific Department: ... Arabic Language.....

Academic or Professional Program Name: Bachelor's degree in Arabic Language

Final Certificate Name Bachelor's degree in Arabic Language

The academic system is annual

Description Preparation Date: ١٠-١-٢٠٢٥

File Completion Date ٢٠-٢-٢٠٢٥

Signature: Asst. Prof. Dr

Mohammed Hassan Abbas Al-Zaidi

Head of Department Name: Asst. Dean for academic affairs and postgraduates

Date:

Signature:

Scientific Associate Name:

Asst. Prof. Dr
Mohammed Hassan Abbas Al-Zaidi
Asst. Dean for academic affairs and postgraduates

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/2/2025

Signature: Norwaa

Prof. Saad Dahi Naser
(PhD)
Dean of the college of Arts

Approval of the Dean



Form Academic Program Description

1. Program vision

The Department of Arabic Language aims to achieve the goals of university education and academic excellence in line with the Iraqi state's orientations, as well as to study the Arabic language and literature from an integrated scientific perspective by observing the standards of quality, . understanding and mastery at the undergraduate level

2. Program message

To advance the intellectual, cultural, and educational levels of students by developing their linguistic, intellectual, and research skills to meet the demands of the labor market, produce distinguished graduates and researchers to serve the community, and prepare researchers capable of keeping pace with scientific progress through sound scientific research. They also aim to serve the community through language and communication between different cultures in order to keep pace with the latest .developments

3. Program objectives

- Developing students' linguistic and communication skills through the latest technical means.**
- Providing students with comprehensive knowledge of the Arabic language**

and literature.

- Conducting theoretical, experimental and comparative research in the field of Arabic language and literature.
- Refining students' critical and creative thinking skills.
- Study of modern technology applications in the Arabic language and linguistics Modern
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.
- Encouraging critical understanding of the thought and cultures of the Arabic– speaking world and opening channels of dialogue with Arabic– . speaking nations
- Preparing specialized staff in the Arabic language and literature.
- Preparing well–qualified personnel to work as language proofreaders in government departments

4. Program accreditation

?Is the program accredited? By which authority
both

5. Other external influences

?Is there a sponsor for the program

6. Program structure

* comments	percentage	Study unit	Number of courses	Program structure
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		156	36	Institutional requirements
			Yes	College requirements
			Yes	Department requirements
			nothing	Summer training
				Other

.Notes may include whether the course is core or optional *

7. Program description				
Credit hours		Course name	Course code	Year/Level
practical	theoretical			2025-2024
	3	Grammar		First stage
	2	Exchange		First stage
	3	Pre-Islamic literature		First stage
	2	Rhetoric (the science of meaning		First stage
	2	Language skills		First stage
	2	Quranic Sciences and Methods of Interpretation		First stage
	1	English language		First stage
	1	computer		First stage
	1	human rights		First stage
	3	Grammar and Application		The second stage
	3	Islamic and Umayyad literature		The second stage
	2	The Old Book		The second stage
	2	Library		The second stage
	1	Baath crimes		The second stage
	2	Rhetoric		The second stage
	2	Prosody and rhyme		The second stage
	1	English language		The second stage
	2	Exchange		The second stage

	1	Calculators		The second stage
	3	Grammar and Application		Stage 3
	2	ancient literary criticism		Stage 3
	3	linguistics		Stage 3
	3	Andalusian literature		Stage 3
	3	Abbasid literature		Stage 3
	2	Late Middle Ages literature		Stage 3
	2	Analysis of the Qur'anic and literary text		Stage 3
	2	The Old Book		Stage 3
	3	Grammar		Stage Four
	2	Modern literary criticism		Stage Four
	3	Modern literature		Stage Four
	2	Philology		Stage Four
	2	Grammar schools		Stage Four
	2	semantics		Stage Four
	2	phonetics		Stage Four
	2	Literary schools		Stage Four
	2	Research project		Stage Four

8. Expected learning outcomes of the program

know I

Training the student to write different literary texts to improve his
. writing skills
. Training students to write articles and letters in Arabic
Acquiring writing and speaking skills about Arabic literature at its various stages
Introducing the student to the analysis and criticism of literary texts

Knowing the different methods that develop the student's linguistic knowledge

Skills

Developing the student's ability to engage in correct linguistic dialogue
To commit to studying literature and literary texts

Familiarize the student with the theoretical material given to him and provide him with more .examples and models

Developing the student's ability to understand the language

The student must show full

	interest in his/her systematic studies
values	
Student interaction with classmates to clarify linguistic relationships	Developing the student's ability to dialogue and discuss
Developing the student's ability to work on completing assignments and submitting them on time	Developing the student's ability to work on completing assignments and submitting them on time

9. Teaching and learning strategies

Lecture - Discussion - Live Interrogation

Including teaching methods using educational technology – self-regulated learning (data show) or electronic platforms

10. Evaluation methods

and essay tests with the instructor observing the learner's activity, using Written . the methods of (preliminary assessment – formative assessment – summative assessment) represented by the midterm and final tests

11. Faculty

Faculty members

Faculty preparation		Special requirements/skills (if any)		Specialization		Academic rank
lecturer	angel			private	general	
	*			Modern literature	Arabic language	Prof. Dr. Saad Dahs Nasser
	*			Abbasid literature	Arabic language	Prof. Dr. Muhammad Taqi John Ali
	*			Exchange	Arabic	Prof. Dr. Fali Khadir Sheni

					language	
	*			Grammar and Linguistics	Arabic language	Prof. Dr. Alaa Abdel Naeem
	*			indication	Arabic language	Prof. Dr. Aseel Mutab Matroud
	*			Grammar	Arabic language	Prof. Dr. Saeed Salman Jabr
	*			Modern literature	Arabic language	Prof. Dr. Shaker Ajil Sahi
	*			Grammar	Arabic language	Prof. Dr. Ahmed Abdullah Zahir
	*			linguistics	Arabic language	Prof. Dr. Asaad Abbas Kazim
	*			Textual science	Arabic language	Prof. Dr. Abbas Ismail Silan
	*			Grammar	Arabic language	Prof. Dr. Haider Jassim Jaber
	*			linguistics	Arabic language	Asst. Prof. Dr. Muzaffar Abdul Rumi
	*			Abbasid literature	Arabic language	Asst . Prof. Dr. Issa Jaafar Fadel
	*			Exchange	Arabic language	Asst. Prof. Dr. Susan Abdul Hassan Ajil
	*			Pre-Islamic literature	Arabic language	Asst. Prof. Dr. Amal Hassan Taher
	*			Modern literature	Arabic language	Asst. Prof. Dr. Ahmed Kazim Salman
	*			Pre-Islamic literature	Arabic language	Asst. Prof. Dr. Iyad Kamar Karam
	*			Modern literature	Arabic language	Asst. Prof. Dr. Mohamed Hassan Abbas

	*			Modern literary criticism	Arabic language	Prof. Dr. Mohamed Reda Abdel Sattar Mohamed
*				Calculators	Computer Science	Asst. Prof. Dr. Jamal Khader
*				English literature	English language	M.M. Saif Raed Nafeh

Professional development

Orientation of new faculty members

Briefly describes the process used to orient new, visiting, full-time, and part-time faculty members at the institutional and departmental levels

Professional development for faculty members

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

12. Acceptance criteria

Establishing regulations related to admission to the college or institute, whether central) (admission or other mentioned

13. The most important sources of information about the program

1. Increasing the desire of various institutions in Wasit Governorate to open up to the department
2. The desire of the relevant institutions to participate with the department and its outputs in literary and research work
3. The possibility of expanding the field of training and holding

. specialized courses in the field of Arabic language and literature

4. .Work in research centers and graduate institutes

5. .strategic planning in local and international institutions

6. Work in the Ministry of Foreign Affairs, the diplomatic corps, and international and
.regional organizations

14. Program Development Plan

Encouraging students to use audio–visual aids to develop their Arabic language
. skills

.Develop skills by utilizing the Internet and other contemporary and modern means

Motivate the student to memorize as many words as possible in the Arabic

He has a sufficient vocabulary to help him express what he wants language so that
. in the Arabic language

.Motivate the student to read articles, stories and novels to develop his writing skills

Motivating the student to memorize as many words and poetic texts as possible

And the Arabic prose and knowing its meaning so that it will be a treasure of Words
.are enough to help him express what he wants

Program Skills Chart

Required learning outcomes of the program													
		Skills				knowledge				Essential or ?optional	Course name	Course code	Year/Le
Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
*	*	*	*	*	*	*	*	*	*	essential	Grammar		First stage
										essential	Exchange		Firs
										essential	Pre-Islamic literature		First stage
										essential	Rhetoric		Firs
										essential	Language skills		First stage
										essential	Quranic Sciences		Firs
											English language		Firs
											computer		Firs
											human rights		Firs
										essential	Grammar		The second s
										essential	Exchange		The second
										essential	Rhetoric		The second
										essential	Islamic literature		The second
										essential	The Old Book		The second
										essential	Library		The second
										essential	Prosody and rhyme		The second
										essential	English language		The second
										essential	computer		The second
										essential	Grammar		S
										essential	Abbasid literature		S
										essential	Andalusian literature		S
										essential	The Old Book		S
										essential	ancient literary criticism		S
										essential	Analysis of the Qur’anic text		S

										essential	linguistics		S
										essential	Late Middle Ages literature		S
										essential	Grammar		Stag
										essential	semantics		Stag
										essential	Grammar schools		Stag
										essential	Modern literary criticism		Stag
										essential	Literary schools		Stag
										essential	phonetics		Stag
										essential	Modern literature		Stag
										essential	Philology		Stag
										essential	Comparative Literature		Stag
										essential	Research project		Stag

Please tick the boxes corresponding to the individual learning outcomes of the . programme that are being assessed

Course description form (1-1)

1. Course name : Exchange	
2. Course code	
3. Semester/Year : First	
4. Date this description was prepared 17\9\2024	
5. Available attendance forms: In-person	
6. per week hours 2 Number of study hours (total) / Number of units (total)	
7. Name of the course administrator (if more than one name is mentioned)	
:Email A Name: Prof. Dr. Falih Khader Shany Al fshany@uowasit.edu.iq	
8. objectives Course	
.Understanding the morphology and Arabic grammar -1 .Dealing with language problems and finding solutions for them -2 Understanding the morphological rules in explaining the secrets -3 .of Arabic speech styles by employing the science of morphology	Course objectives
9. Teaching and learning strategies	
<ul style="list-style-type: none"> - Method of presentation, live questioning, problem solving and discussion - Incorporating teaching methods using educational technology (DAT) What ?or electronic platforms (<p>Encouraging students to learn independently</p>	Strategy

10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week
General questions and discussion	theoretical	The concept of exchange and its origin	knowledge, skills, and values	2	.1
General questions and discussion	theoretical	Exchange objectives and purposes	knowledge, skills, and values	2	.2
General questions and discussion	theoretical	Parts of speech	knowledge, skills, and values	2	.3
General questions and discussion	theoretical	Exchange balance	knowledge, skills, and values	2	.4
General questions and discussion	theoretical	Exchange balance	knowledge, skills, and values	2	.5
General questions and discussion	theoretical	Spatial heart	knowledge, skills, and values	2	.6
General questions and discussion	theoretical	The first division of the verb (past, present and imperative	knowledge, skills, and values	2	.7
General questions and discussion	theoretical	The second division of the verb (sound and (weak	knowledge, skills, and values	2	.8
General questions and discussion	theoretical	The third division of the verb (bare and (augmented	knowledge, skills, and values	2	.9
General questions and discussion	theoretical	The quadrilateral verb and its affixes	knowledge, skills, and values	2	.10
General questions and discussion	theoretical	Meanings of the augmented forms	knowledge, skills, and values	2	.11
General questions and discussion	theoretical	exam	knowledge, skills, and values	2	.12
General questions and discussion	theoretical	The fourth division of the verb (static and transitive)	knowledge, skills, and values	2	.13

General questions and discussion	theoretical	The fifth division of the verb (transitive and intransitive)	knowledge, skills, and values	2	.14
General questions and discussion	theoretical	The sixth division of the verb (passive voice)	knowledge, skills, and values	2	.15
General questions and discussion		The seventh division of the verb (the confirmed (and the uncertain verb	knowledge, skills, and values	2	.16
General questions and discussion	theoretical	Assigning the verb to the mobile pronouns	knowledge, skills, and values	2	.17
General questions and discussion	theoretical	Assigning the verb to silent pronouns	knowledge, skills, and values	2	.18
General questions and discussion	theoretical	exam	knowledge, skills, and values	2	.19
General questions and discussion	theoretical	The abstract noun and the augmented noun	knowledge, skills, and values	2	.20
General questions and discussion	theoretical	Noun and derivative noun	knowledge, skills, and values	2	.21
General questions and discussion	theoretical	Sources of triliteral verbs	knowledge, skills, and values	2	.22
General questions and discussion	theoretical	Sources of non-triliteral verbs	knowledge, skills, and values	2	.23
General questions and discussion	theoretical	Active participle and intensive form	knowledge, skills, and values	2	.24
General questions and discussion	theoretical	exam	knowledge, skills, and values	2	.25
General questions and discussion	theoretical	participle	knowledge, skills, and values	2	.26
General questions and discussion	theoretical	gaited characteristic	knowledge, skills, and values	2	.27
General questions and discussion	theoretical	Superlative	knowledge, skills, and values	2	.28

General questions and discussion	theoretical	Name of time and place	knowledge, skills, and values	2	.29
General questions and discussion	theoretical	Instrument name	knowledge, skills, and values	2	.30

11. Course Evaluation

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

12. Learning and teaching resources

	Required textbooks (methodology if any)
<p>The fragrance of knowledge in the art of morphology</p> <p>The polite in morphology</p>	Main references (sources)
Periodicals and websites	Recommended supporting books and references (.scientific journals, reports, etc)
Al-Ghamdi Electronic Library	Electronic references, websites

Subject teacher

Prof. Dr. Fali Khadir Sheni

Form (1-2) Course Description

1- Course name : Grammar					
2-Course code					
Semester/ Year : First					
-4 Date of preparation of this description:18\9\2024					
Available forms of attendance : In-person -5					
Number of study hours (total) / Number of units (total) Three hours per week -6					
Name of the course supervisor (if more than one name is mentioned) -7					
:Email A Name: Prof. Dr. Aseel Mutab Matroud Al aaljanaby@uowasit.edu.iq					
objectives course A-8					
identification with grammar topics Students Empowerment The student from to understand Grammar rules and schola opinions. identification The student In types Grammatical differences. Empowerment The student from Understanding the terms Grammar				Course objectives	
Teaching and learning strategies -9					
Method of presentation, live questioning, problem solving and discussion Incorporating teaching methods using educational technology (DAT) Show) or electronic platforms Encouraging students to learn independently				Strategy	
Course structure -10					
Evaluation method	Learning	Name of the unit or	Required learning	wat	week

	method	topic	outcomes	che s	
General questions and discussion	theoretical	Parts of speech and their definitions	Teaching students Arabic grammar	3	1
General questions and discussion	theoretical	Types of verbs	Teaching students Arabic grammar	3	2
General questions and discussion	theoretical	Sections of the inflected	Teaching students Arabic grammar	3	3
General questions and discussion	theoretical	Building sections	Teaching students Arabic grammar	3	4
General questions and discussion	theoretical	Types of parsing	Teaching students Arabic grammar	3	5
General questions and discussion	theoretical	Parsing of the six nouns	Teaching students Arabic grammar	3	6
General questions and discussion	theoretical	Dual nouns and their derivativ	Teaching students Arabic grammar	3	7
General questions and discussion	theoretical	Parsing of the sound masculin plural	Teaching students Arabic grammar	3	8
General questions and discussion	theoretical	First month/first semester exam	Teaching students Arabic grammar	3	9
General questions and discussion	theoretical	Parsing of the sound feminine plural	Teaching students Arabic grammar	3	10
General questions and discussion	theoretical	Parsing of the five verbs	Teaching students Arabic grammar	3	11
General questions and discussion	theoretical	Indefinite and definite	Teaching students Arabic grammar	3	12
General questions and discussion	theoretical	The pronoun and its types	Teaching students Arabic grammar	3	13
General questions and discussion	theoretical	Types of knowledge	Teaching students Arabic grammar	3	14
General questions and discussion	theoretical	Divisions of science	Teaching students Arabic grammar	3	15
General questions and discussion	theoretical	Second month exam / first semester	Teaching students Arabic grammar	3	16
General questions and discussion	theoretical	Demonstrative pronouns	Teaching students Arabic grammar	3	17
General questions and discussion	theoretical	relative pronoun	Teaching students Arabic grammar	3	18
General questions and discussion	theoretical	relative pronoun	Teaching students Arabic grammar	3	19
General questions and discussion	theoretical	Conditions of the sentence that connects it	Teaching students Arabic grammar	3	20
General questions and discussion	theoretical	Rules of the returning pronoun	Teaching students Arabic grammar	3	21
General questions and discussion	theoretical	Rules of the identifier	Teaching students Arabic grammar	3	22
General questions and discussion	theoretical	Increase of Al and its types	Teaching students Arabic grammar	3	23
General questions and discussion	theoretical	First month exam / second semester	Teaching students Arabic grammar	3	24

General questions and discussion	theoretical	Beginning and its conditions	Teaching students Arabic grammar	3	25
General questions and discussion	theoretical	Types of news	Teaching students Arabic grammar	3	26
General questions and discussion	theoretical	The verb "kana" and its sist and their meanings	Teaching students Arabic grammar	3	27
General questions and discussion	theoretical	The work of letters similar "laysa"	Teaching students Arabic grammar	3	28
General questions and discussion	theoretical	Verbs of approximation and th rules	Teaching students Arabic grammar	3	29
General questions and discussion	theoretical	Second month exam, seco semester	Teaching students Arabic grammar	3	30

Course Evaluation –11

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

Learning and teaching resources

Ibn Aqil's explanation	Required textbooks (methodology if any)
The book by Sibawayh	Main references (sources)
Periodicals and websites	Recommended supporting books and references (.scientific journals, reports, etc)
	Electronic references, websites

Subject teacher

Prof. Aseel Mutab Matroud

Model (1-3) Description The decision

1 Course code	
2 Chapter/ Year : First	
3 Date this description was prepared 20/9/2024	
4 Available attendance forms : In-person	
5 per week hours 3 Number of study hours (total) / Number of units (total)	
6 Name of the course administrator (if more than one name is mentioned)	
: Amil -Name: Asst. Prof. Dr. Amal Hassan Taher Alaaldelphi@uowasit.edu.iq	
7 objectives Course	
identification The student Basics texts The pre-Islamic era and Literary Empowerment The student from to understand And terminology words The identification The student In types Texts specialization of the Liter .Mu'allaqat	8 Course objectives
9 Teaching and learning strategies	
Method of presentation, live questioning, problem solving and discussion Incorporating teaching methods using educational technology (DAT) Show) or electronic platforms Encouraging students to learn independently	Strategy

10Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week
General questions and discussion	theoretical	The first hair is ignorant	Teaching the student poetry reading skills	3	.1
General questions and discussion	theoretical	Different opinions on the origin of pre-Islamic poetry	Teaching students poetry reading skills	3	.2
General questions and discussion	theoretical	Pre-Islamic poetry topics	Teaching students poetry reading skills	3	.3
General questions and discussion	theoretical	Division of topics and their priority	Teaching students poetry reading skills	3	.4
General questions and discussion	theoretical	Sources of pre-Islamic poetry	Teaching students poetry reading skills	3	.5
General questions and discussion	theoretical	The importance and diversity of sources	Teaching students poetry reading skills	3	.6
General questions and discussion	theoretical	verbal characteristics	Teaching students poetry reading skills	3	.7
General questions and discussion	theoretical	Moral characteristics	Teaching students poetry reading skills	3	.8
General questions and discussion	theoretical	Differences in social conditions and their impact on poetry	Teaching students poetry reading skills	3	.9
General questions and discussion	theoretical	The Mu'allaqat and their importance	Teaching students poetry reading skills	3	.10
General questions and discussion	theoretical	The Mu'allaqat of Imru' Qais	Teaching students poetry reading skills	3	.11
General questions and discussion	theoretical	The Mu'allaqa of Tarafa al-'Abd	Teaching students poetry reading skills	3	.12
General questions and discussion	theoretical	The Mu'allaqa of Zuhair Abi Salma	Teaching students poetry reading skills	3	.13
General questions and discussion	theoretical	Mu'allaqat of Labid Amiri	Teaching students poetry reading skills	3	.14
General questions and discussion	theoretical	The Mu'allaqat of Amr Kulthum	Teaching students poetry reading skills	3	.15
General questions and discussion	theoretical	The Mu'allaqa of Harith Halza	Teaching students poetry reading skills	3	.16
General questions and discussion	theoretical	The Mu'allaqa of Antarah Shaddad	Teach the student poetry reading skills	3	.17
General questions and discussion	theoretical	The Mu'allaqat of Nabigha Al-Dhubyani	Teach the student poetry reading skills	3	.18
General questions and discussion	theoretical	Al-A'sha's Mu'allaqa	Teaching students poetry reading skills	3	.19
General questions and discussion	theoretical	The Mu'allaqa of Ubayd al-Abrash	Teaching students poetry reading skills	3	.20
General questions and discussion	theoretical	vagabond poets	Teaching students poetry reading skills	3	.21
General questions and discussion	theoretical	The most prominent poets and the characteristics of their poetry	Teaching students poetry reading skills	3	.22
General questions and discussion	theoretical	groups of poets	Teaching students poetry reading skills	3	.23
General questions and discussion	theoretical	Jewish poets	Teaching students poetry reading skills	3	.24

eral questions and discussion	theoretical	Other sects	Teaching students poetry reading skills	3	.25
eral questions and discussion	theoretical	Prose speeches and the importance	Teaching students poetry reading skills	3	.26
eral questions and discussion	theoretical	Types of sermons	Teaching students poetry reading skills	3	.27
eral questions and discussion	theoretical	Models for memorization	Teaching students poetry reading skills	3	.28
eral questions and discussion	theoretical	Proverbs/Proverbs of the priests	Teaching students poetry reading skills	3	.29
eral questions and discussion	theoretical	Technical features and characteristics	Teaching students poetry reading skills	3	.30

11–Course Evaluation

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

12–Learning and teaching resources

The book of explanation of the seven Mu'allaqat by Al-Zawzani	Required textbooks (methodology if any)
The Pre-Islamic Era by Shawqi Dayf	Main references (sources)
Periodicals and websites	Recommended supporting books and references (.scientific journals, reports, etc)
Al-Ghamdi Electronic Library	Electronic references, websites

Subject teacher

Asst. Prof. Dr. Amal Hassan Taher

Course DescriptionForm (1-4) Form

1- Course Name : Language Skills	
2- Course code	
3- Semester/ Year : First	
4- :Date of preparation of this description10\1\2024	
5- Available attendance forms : In-person	
6- Number of study hours (total) / Number of units (total) 2 hours per week	
7- Name of the course administrator (if more than one name is mentioned)	
:Email A Name: Prof. Dr. Abbas Ismail Silan Al asalaan@uowasit.edu.iq	
8- objectives Course	
identification The student Basics Language skills Empowerment The student from Improve performance in speech and dictation	Course objectives
9- Teaching and learning strategies	
<ul style="list-style-type: none"> - Method of presentation, live questioning, problem solving and discussion - Incorporating teaching methods using educational technology (.Google models) and follow-up questions Encouraging students to learn independently 	Strategy

10- Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week
General questions and discussion	theoretical	Theoretical definition of skills	Teaching students language skills	2	1
General questions and discussion	theoretical	Expression and terms rhetoric	Teaching students language skills	2	2
General questions and discussion	theoretical	The relationship between thought and language	Teaching students language skills	2	3
General questions and discussion	theoretical	Technical features of expression	Teaching students language skills	2	4
General questions and discussion	theoretical	n applied texts	Teaching students language skills	2	5
General questions and discussion	theoretical	Language Safety Training	Teaching students language skills	2	6
General questions and discussion	theoretical	Good expression skills	Teaching students language skills	2	7
General questions and discussion	theoretical	Characteristics of good writing	Teaching students language skills	2	8
General questions and discussion	theoretical	Things to consider when writing	Teaching students language skills	2	9
General questions and discussion	theoretical	Spelling skill	Teaching students language skills	2	10
General questions and discussion	theoretical	Arabic calligraphy skill	Teaching students language skills	2	11
General questions and discussion	theoretical	Writing the hamza	Teaching students language skills	2	12
General questions and discussion	theoretical	Writing the initial hamza and its positions	Teaching students language skills	2	13
General questions and discussion	theoretical	Writing the middle hamza and its	Teaching students language skills	2	14

		positions			
General questions and discussion	theoretical	Writing the extreme hamza and its positions	Teaching students language skills	2	15
General questions and discussion	theoretical	Oral tests for students with the hamza	Teaching students language skills	2	16
General questions and discussion	theoretical	Linguistic adjustment the hamza by application	Teaching students language skills	2	17
General questions and discussion	theoretical	linguistic integrity	Teaching students language skills	2	18
General questions and discussion	theoretical	Good linguistic expression	Teaching students language skills	2	19
General questions and discussion	theoretical	Writing the connected and extended taa	Teaching students language skills	2	20
General questions and discussion	theoretical	Writing the short and straight alif	Teaching students language skills	2	21
General questions and discussion	theoretical	Practice speaking	Teaching students language skills	2	22
General questions and discussion	theoretical	Methods for language development	Teaching students language skills	2	23
General questions and discussion	theoretical	Poetic pursuit and its literary impact	Teaching students language skills	2	24
General questions and discussion	theoretical	and skill applications	Teaching students language skills	2	25
General questions and discussion	theoretical	General Test	Teaching students language skills	2	26
General questions and discussion	theoretical	writing on the board	Teaching students language skills	2	27
General questions and discussion	theoretical	Learning to read correctly	Teaching students language skills	2	28
General questions and discussion	theoretical	General review	Teaching students language skills	2	29
General questions and discussion	theoretical	Final and review procedures	Teaching students language skills	2	30

11- Course Evaluation

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

12- Learning and teaching resources

Language skills books	Required textbooks (methodology if any)
Language Skills Book by Subaih Abi Mughli	Main references (sources)

Periodicals and websites	Recommended supporting books and references (scientific (.journals, reports, etc
Al-Ghamdi Electronic Library	Electronic references, websites

Prof. Dr. Abbas Ismail Silan

Form Course Descriptio(1-5)

1	Course name : Rhetoric (science) Meanings				
2	Course code				
3	Semester/ Year : First				
4	Date of preparation of this description: 10/1/2024				
5	Available forms of attendance : In-person				
6	Number of study hours (total) / Number of units (total) 2 hours per week				
7	Name of the course administrator (if more than one name is mentioned)				
	:Email A Name: Asst . Prof. Dr. Ayad Kamar Karam Al@uowasit.edu.iq				
8	objectives Course				
	Course objectives				
9	Teaching and learning strategies				
	<div style="display: flex; justify-content: space-between;"> <div> <ul style="list-style-type: none"> - Method of presentation, live questioning, problem solving and discussion - Incorporating teaching methods using educational technology (Google models .and telephony questions (- Encouraging students to learn independently </div> <div style="width: 10%; text-align: center;">Strategy</div> </div>				
	Course structure –10				
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watch es	week
General questions discussion	theoretical	The Origins of Rhetoric (Historical (Presentation	Teaching students language skills	2	1
General questions discussion	theoretical	The impact of the Holy Quran on the emergence and development of rhetoric	Teaching students language skills	2	2
General questions discussion	theoretical	Rhetorical trends	Teaching students language skills	2	3
General questions discussion	theoretical	Rhetorical terms (eloquence, rhetoric, poetry, (semantics	Teaching students language skills	2	4
General questions discussion	theoretical	Systems Theory of Abdul Qahir Al-Jurjani	Teaching students language skills	2	5
General questions discussion	theoretical	Rhetorical news and construction	Teaching students language skills	2	6
General questions discussion	theoretical	Types of rhetorical news	Teaching students language skills	2	7
General questions discussion	theoretical	Types of rhetorical construction	Teaching students	2	8

discussion			language skills		
General questions discussion	theoretical	imperative construction methods	Teaching students language skills	2	9
General questions discussion	theoretical	Non-imperative construction methods	Teaching students language skills	2	10
General questions discussion	theoretical	Imperative style and its types	Teaching students language skills	2	11
General questions discussion	theoretical	Practical examples of the imperative mood	Teaching students language skills	2	12
General questions discussion	theoretical	Imperative style and its types with application	Teaching students language skills	2	13
General questions discussion	theoretical	Interrogative style and its types with application	Teaching students language skills	2	14
General questions discussion	theoretical	The imperative mood and its types with application	Teaching students language skills	2	15
General questions discussion	theoretical	The style of wishing and its types with application	Teaching students language skills	2	16
General questions discussion	theoretical	The style of calling and its types with application	Teaching students language skills	2	17
General questions discussion	theoretical	The style of presentation and delay and their topics	Teaching students language skills	2	18
General questions discussion	theoretical	Practical examples of the method of presentation and delay	Teaching students language skills	2	19
General questions discussion	theoretical	The method of separation and connection	Teaching students language skills	2	20
General questions discussion	theoretical	Practical examples of the separation and connection style	Teaching students language skills	2	21
General questions discussion	theoretical	The style of brevity and its types	Teaching students language skills	2	22
General questions discussion	theoretical	Practical examples of brevity and its types	Teaching students language skills	2	23
General questions discussion	theoretical	The style of prolixity and its types	Teaching students language skills	2	24
General questions discussion	theoretical	Practical examples of the Atnab and its types	Teaching students language skills	2	25
General questions discussion	theoretical	Equality method with application	Teaching students language skills	2	26
General questions discussion	theoretical	General applications of Quranic verses and poetic evidence	Teaching students language skills	2	27
General questions discussion	theoretical	Style and Expression / Definitions of Style	Teaching students language skills	2	28
General questions discussion	theoretical	Elements of style and expression	Teaching students language skills	2	29
General questions discussion	theoretical	Memorizing Quranic and poetic texts and explaining the elements of style and expression of them	Teaching students language skills	2	30
13- Course Evaluation					

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

14- Learning and teaching resources

Language skills books	Required textbooks (methodology if any)
Language Skills Book by Subaih Abi Mughli	Main references (sources)
Periodicals and websites	Recommended supporting books and references (.scientific journals, reports, etc)
Al-Ghamdi Electronic Library	Electronic references, websites

Subject teacher

Asst. Prof. Dr. Ayad Kamar Karam

Course Description-(1-6)

Quranic Sciences and Methods of : Course name	
.Interpretation	
2-Course code	
3-First year	
4-Date of preparation of this description: 10/1/2024	
5- Available forms of attendance : In-person	
6- Number of study hours (total) / Number of units (total) 2 hours per week	
7- Name of the course administrator (if more than one name is mentioned)	
Name: Prof. Dr. Haider Jassim Jaber AlA : Emailhjasem@uowasit.edu.iq	
8- objectives Course	
1-,Understanding the topics of Quranic sciences .interpretation methods, and the history of their emergence Knowing the most famous books that discuss the -2 .sciences of the Qur'an and the methods of interpretation A statement of the most prominent scholars and -3 their opinions on the topics of Quranic sciences and .methods of interpretation Defending the Holy Quran and answering the problems and .doubts raised against it	Course objectives
9- Teaching and learning strategies	

<ul style="list-style-type: none"> - Method of presentation, live questioning, problem solving and discussion - Incorporating teaching methods that use educational technology or electronic platforms - Encouraging students to learn independently 	Strategy
10- Course structure	

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week
General questions discussion	theoretical	Definition of Quranic Sciences	Learn the sciences of the Qur'an and the methods of interpretation	2	1
General questions discussion	theoretical	The descent and revelation of the Qur'an	Learn the sciences of the Qur'an and the methods of interpretation	2	2
General questions discussion	theoretical	The phenomenon of revelation	Learn the sciences of the Qur'an and the methods of interpretation	2	3
General questions discussion	theoretical	The phenomenon of revelation	Learn the sciences of the Qur'an and the methods of interpretation	2	4
General questions discussion	theoretical	Quranic astrology	Learn the sciences of the Qur'an and the methods of interpretation	2	5
General questions discussion	theoretical	Reasons for revelation	Learn the sciences of the Qur'an and the methods of interpretation	2	6
General questions discussion	theoretical	Meccan and Medinan	Learn the sciences of the Qur'an and the methods of interpretation	2	7
General questions discussion	theoretical	Collection of the Holy Quran	Learn the sciences of the Qur'an and the methods	2	8

			of interpretation		
General questions discussion	theoretical	Collection of the Holy Quran	Learn the sciences of the Qur'an and the methods of interpretation	2	9
General questions discussion	theoretical	Compact and similar	Learn the sciences of the Qur'an and the methods of interpretation	2	10
General questions discussion	theoretical	Abrogating and abrogated verses in the Qur'an	Learn the sciences of the Qur'an and the methods of interpretation	2	11
General questions discussion	theoretical	Translation of the Holy Quran	Learn the sciences of the Qur'an and the methods of interpretation	2	12
General questions discussion	theoretical	The seven letters	Learn the sciences of the Qur'an and the methods of interpretation	2	13
General questions discussion	theoretical	Quranic readings	Learn the sciences of the Qur'an and the methods of interpretation	2	14
General questions discussion	theoretical	The miracle of the Holy Quran	Learn the sciences of the Qur'an and the methods of interpretation	2	15
General questions and discussion	theoretical	Definition of interpretation and the difference between it and exegesis	Learn the sciences of the Qur'an and the methods of interpretation	2	16
General questions and discussion	theoretical	The need for the science of interpretation, its origin and	Learn the sciences of the Qur'an and the methods of interpretation	2	17

		development			
General questions and discussion	theoretical	conditions Interpretation	Learn the sciences of the Qur'an and the methods of interpretation	2	18
General questions and discussion	theoretical	Approaches and trends in interpretation	Learn the sciences of the Qur'an and the methods of interpretation	2	19
General questions and discussion	theoretical	The method of interpreting the Qur'an by the Qur'an	Learn the sciences of the Qur'an and the methods of interpretation	2	20
General questions and discussion	theoretical	Methodology of interpreting the Qur'an by the Sunnah	Learn the sciences of the Qur'an and the methods of interpretation	2	21
General questions and discussion	theoretical	The rational approach to interpreting the Qur'an	Learn the sciences of the Qur'an and the methods of interpretation	2	22
General questions and discussion	theoretical	The method of interpretation by opinion	Learn the sciences of the Qur'an and the methods of interpretation	2	23
General questions and discussion	theoretical	The linguistic trend in interpreting the Qur'an	Learn the sciences of the Qur'an and the methods of interpretation	2	24
General questions and discussion	theoretical	The linguistic trend in interpreting the	Learn the sciences of the Qur'an and the methods of interpretation	2	25

		Qur'an			
General questions and discussion	theoretical	The jurisprudential trend in interpreting the Qur'an	Learn the sciences of the Qur'an and the methods of interpretation	2	26
General questions and discussion	theoretical	The jurisprudential trend in interpreting the Qur'an	Learn the sciences of the Qur'an and the methods of interpretation	2	27
General questions and discussion	theoretical	The doctrinal trend in interpreting the Qur'an	Learn the sciences of the Qur'an and the methods of interpretation	2	28
General questions and discussion	theoretical	The doctrinal trend in interpreting the Qur'an	Learn the sciences of the Qur'an and the methods of interpretation	2	29
General questions and discussion	theoretical	The doctrinal trend in interpreting the Qur'an	Learn the sciences of the Qur'an and the methods of interpretation	2	30
11. Course Evaluation					
such as daily preparation, daily, oral, monthly and written exams, reports, ,					

.extracurricular participation , etc	
12. Learning and teaching resources	
A Brief Introduction to the Sciences the Qur'an by Dr. Dawood Al-Attar Lessons in Interpretation Methods from the Noon Center for Studies	Required textbooks (methodology if any)
Quranic Sciences by Sayyid .Muhammad Baqir al-Hakim Grammar and interpretation books by Dr. Ibrahim Abdullah .Rafidah	Main references (sources)
Various periodicals and websites	Recommended supporting books and references (scientific journals)
The Comprehensive Library and Ghamdi Electronic Library	Electronic references, websites

:Subject teacher

Prof. Dr. Haider Jassim Jaber

Course Description (1-7)

1- Course Name/ English Language	
2- . Course code/ first stage	
3- . Chapter/ Year / 2024-2025	
4- : of preparation of this description 31/2/2024 .	
5- .Available forms of attendance: official (regular) working hours	
6- Number of study hours (one hour) / number of units (1) in the stage	
7- Name of the course administrator (if more than one name is mentioned)	
Name: M.M. Saif Raed Nafeh Mahdi snafia@uowasit.edu.iq	
8- objectives Course	
<p>This program provides students with the opportunity to learn and practice the skills necessary to address topics related to their field of study. The program emphasizes academic writing skills, as well as the ability to read and language and developing think critically. Students will learn to use the library and appropriate electronic resources to locate and evaluate sources to enrich, develop, and support their ideas. .They will also learn reading analysis skills, such as comprehension and inference</p>	
9- Teaching and learning strategies	
Adopting methods such as lectures, presentations, discussions, dialogues, brainstorming and others	Strategy

10.Course structure

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Daily test	Theoretical and practical application	“Hello!” Is, are, am, my, your This is	Knowledge of the theoretical aspects of the subject	1	1
Daily test	Theoretical and practical application	“Hello!” Is, are, am, my, your This is	Knowledge of the theoretical aspects of the subject	1	2
Daily test	Theoretical and practical application	“Your World” Countries • <i>he/she/ they, his/her</i> • Where's he from? <i>fantastic/awful/beautiful</i> · Numbers 1-30	Knowledge of the theoretical aspects of the subject	1	3
Daily test	Theoretical and practical application	“Your World” Countries • <i>he/she/ they, his/her</i> • Where's he from? <i>fantastic/awful/beautiful</i> · Numbers 1-30	Knowledge of the theoretical aspects of the subject	1	4
Daily test	Theoretical and practical application	aboutyou Jobs • <i>am / are / is</i> • Negative questions and questions • Personal information • Social expressions (1)	Knowledge of the theoretical aspects of the subject	1	5
Daily and oral test	Theoretical and practical application	All about you ” Jobs • <i>am/are/is</i> • Negatives and questions • Personal information • Social expressions (1)	Knowledge of the theoretical aspects of the subject	1	6
Daily test	Theoretical and practical application	Familyand friends <i>our/their</i> • Possessive's • The family • <i>has/have</i> • The alphabet	Knowledge of the theoretical aspects of the subject	1	7
Daily test	Theoretical and practical application	Familyand friends <i>our/their</i> • Possessive's • The family • <i>has/have</i> • The alphabet	Knowledge of the theoretical aspects of the subject	1	8
Daily and oral test	Theoretical and practical application	Theway I live Sports/ Food/ Drinks • <i>Present Simple - I/you/ we/ they</i> • <i>a/an</i> Languages and nationalities • Numbers and prices	Knowledge of the theoretical aspects of the subject	1	9
Daily test	Theoretical and practical	The way I live Sports/ Food/ Drinks • Present	Knowledge of the	1	10

	application	<i>Simple - I/you/ we/ they • a/an</i> Languages and nationalities • Numbers and prices	theoretical aspects of the subject		
Daily test	Theoretical and practical application	“Everyday” The time • Present Simple- he/she • <i>always/sometimes/never</i> Words that go together • Days of the week	Knowledge of the theoretical aspects of the subject	1	11
Daily and oral test	Theoretical and practical application	“Everyday” The time • Present Simple- he/she • <i>always/sometimes/never</i> Words that go together • Days of the week	Knowledge of the theoretical aspects of the subject	1	12
Daily test	Theoretical and practical application	“My favorites” Question words • <i>me/him/us/them • this/that</i> Adjectives • <i>Can I . . . ?</i>	Knowledge of the theoretical aspects of the subject	1	13
		General review		1	14
		General review		1	15
Daily and oral test	Theoretical and practical application	Where I live Rooms and furniture • <i>There is/</i> <i>are</i> • Prepositions • Directions	Knowledge of the theoretical aspects of the subject	1	16
Daily and oral test	Theoretical and practical application	Where I live Rooms and furniture • <i>There is/</i> <i>are</i> • Prepositions • Directions	Knowledge of the theoretical aspects of the subject	1	17
Daily and oral test	Theoretical and practical application	“Times past ” Saying years • <i>was/were born</i> • Past Simple - irregular verbs • <i>have/do/go</i> • When's your birthday?	Knowledge of the theoretical aspects of the subject	1	18
Daily and oral test	Theoretical and practical application	“Times past ” Saying years • <i>was/were born</i> • Past Simple - irregular verbs • <i>have/do/go</i> • When's your birthday?	Knowledge of the theoretical aspects of the subject	1	19
Daily test	Theoretical and practical application	“We had a great time!” Past Simple - regular and irregular • Questions and negatives • Sport and leisure • Going sightseeing	Knowledge of the theoretical aspects of the subject	1	20
Daily and oral test	Theoretical and practical application	“We had a great time!” Past Simple - regular and irregular • Questions and	Knowledge of the theoretical	1	21

		negatives • Sport and leisure • Going sightseeing	aspects of the subject		
Daily and oral test	Theoretical and practical application	“I can do that!” <i>can/can't</i> • Adverbs • Adjective + noun • Everyday problems	Knowledge of the theoretical aspects of the subject	1	22
Daily and oral test	Theoretical and practical application	“I can do that!” <i>can/can't</i> • Adverbs • Adjective + noun • Everyday problems	Knowledge of the theoretical aspects of the subject	1	23
Daily and oral test	Theoretical and practical application	“Please and thank you” I'd like - <i>some/any</i> • In a restaurant • Signs all around	Knowledge of the theoretical aspects of the subject	1	24
Daily and oral test	Theoretical and practical application	“Please and thank you” I'd like - <i>some/any</i> • In a restaurant • Signs all around	Knowledge of the theoretical aspects of the subject	1	25
Daily and oral test	Theoretical and practical application	“Here and now” Colors and clothes • Present Continuous • Opposite verbs • What's the matter?	Knowledge of the theoretical aspects of the subject	1	26
Daily and oral test	Theoretical and practical application	“Here and now” Colors and clothes • Present Continuous • Opposite verbs • What's the matter?	Knowledge of the theoretical aspects of the subject	1	27
Daily and oral test	Theoretical and practical application	Future plans • Grammar revision Vocabulary revision Social expressions (2) “It's time to go!”	Knowledge of the theoretical aspects of the subject	1	28
Daily and oral test	Theoretical and practical application	General review	Knowledge of the theoretical aspects of the subject	1	29
Written exam	-	Final exam	-	-	30

10- Course Evaluation

Chapter One: (Twenty marks), Daily Preparation: 3 marks + Daily Exams: 2 marks + Monthly Exam:

marks 15 Chapter Two : (Twenty marks), Daily preparation: 3 marks + Daily exams: 2 marks + Monthly exam: marks 15 Final Exam (Written): (60 marks) .Final grade: (100 points)	
11- Learning and teaching resources	
New Headway Beginner Student's Book	Required textbooks (methodology if any)
Various specialized sources	Main references (sources)

Subject teacher

M.M. Saif Raed Nafeh

Course Description (1-8)

1- Course name	
Calculators 1	
Course code	
2- semester/ year	
annual	
3- Date this description was prepared	
1\11\2024	
4- Available attendance forms	
My presence	
5- Number of study hours (total) / Number of units (total)	
One hour a week	
6- Name of the course administrator (if more than one name is mentioned)	
: Ameal -Name: Asst. Prof. Dr. Jamal Khader Mazloun jamalkh@uowasit.edu.iq	
7- objectives Course	
<ul style="list-style-type: none"> • • • 	Learn about the specialized books and clarify the objectives and requirements of computer development Learn about the stages Learn the basics of networks Distinguishing between behavioral and general objectives
8- Teaching and learning strategies	

Programmed education. 2- Inductive teaching, 4- Using the standard teaching method, 5- Theoretical lecture method, 6- Brainstorming method, 7- Discussion method, Deductive method, 9- Interrogative method, 10- E-learning via Ibn Sina website, 11- -8 ,Using social media Discussion and dialogue, 13- Field visits and trips, 14- Discussion groups, 15- -12	Strategy
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,Student research, 16– Office activities

Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week
Final Lesson Assessment with Daily Test	road Discussion - Method Lecture	Concept of H&S	Cognitive objectives	1	1
Final Lesson Assessment - with Daily Test	road Discussion - Method Lecture	Concept of computing	Cognitive objectives	1	2
Final Lesson Assessment - with Daily Test	road Discussion - Method Lecture	IECT	Cognitive objectives	1	3
Final Lesson Assessment - with Daily Test	road Discussion - Method Lecture	MEMORY TYPE	Cognitive objectives	1	4
Final Lesson Assessment - with Daily Test	road Discussion - Method Lecture	BASIC CPU COMPONENT	Cognitive objectives	1	5
Final Lesson Assessment - with Daily Test	road Discussion - Method Lecture	COMPUTER PORTS	Cognitive objectives	1	6
Final Lesson Assessment - with Daily Test	road Discussion - Method Lecture	OPERATING SYSTEMS	Cognitive objectives	1	7
Final Lesson Assessment - with Daily Test	road Discussion - Method Lecture	CONCEPT OF FOLDERS	Cognitive objectives	1	8
Final Lesson Assessment - with Daily Test	road Discussion - Method Lecture	CREATING SHORT CUTS	Cognitive objectives	1	9
Final Lesson Assessment - with Daily Test	road Discussion - Method Lecture	WORD PROCESSING	Cognitive objectives	1	10

Final Lesson Assessment - with Daily Test	road Discussion - Method Lecture	LANGUAGE SITTING	Cognitive objectives	1	11
Final Lesson Assessment - with Daily Test	road Discussion - Method Lecture	PRINTING OF WORD D	Cognitive objectives	1	12
Final Lesson Assessment - with Daily Test	road Discussion - Method Lecture	FORMULAS & FUNCTIONS	Cognitive objectives	1	13
Final Lesson Assessment - with Daily Test	road Discussion - Method Lecture	EDITING SPREAD	Cognitive objectives	1	14
calendar Final lesson - with a test daily	road Discussion - Method Lecture	PRINTING SPREAD	Cognitive objectives	1	15
calendar Final lesson - with a test daily	road Discussion - Method Lecture	exam The course the first	Cognitive objectives	1	16
calendar Final lesson - with a test daily	road Discussion - Method Lecture	CREATING PRESENTATION	Cognitive objectives	1	17
calendar Final lesson - with a test daily	road Discussion - Method Lecture	SLID SHOW	Cognitive objectives	1	18
calendar Final lesson - with a test daily	road Discussion - Method Lecture	Handouts	Cognitive objectives	1	19
calendar Final lesson - with a test daily	road Discussion - Method Lecture	PRESENTATION EDIT	Cognitive objectives	1	20
calendar Final lesson - with a test daily	road Discussion - Method Lecture	CONCEPT OF NETWORKS	Cognitive objectives	1	21
calendar Final lesson - with a test daily	road Discussion - Method Lecture	TYPE OF NETWORKS	Cognitive objectives	1	22
calendar Final lesson - with a test daily	road Discussion - Method Lecture	WORD WIDEWEB	Cognitive objectives	1	23
calendar Final lesson - with a test daily	road Discussion - Method Lecture	DOMAIN NAME	Cognitive objectives	1	24
calendar Final lesson - with a test daily	road Discussion - Method Lecture	IP ADDRESS	Cognitive objectives	1	25
calendar Final lesson -	road Discussion - Method Lecture	BASICS OF ELECTRON	Cognitive	1	26

with a test daily			objectives		
calendar Final lesson - with a test daily	road Discussion - Method Lecture	exam Monthly 2	Cognitive objectives	1	27
calendar Final lesson - with a test daily	road Discussion - Method Lecture	Email Account	Cognitive objectives	1	28
calendar Final lesson - with a test daily	road Discussion - Method Lecture	BASIC TROUBLESHOOTING	Cognitive objectives	1	29
calendar Final lesson - with a test daily	road Discussion - Method Lecture	TECHNIQUES & TOOLS Resolving Issues	Cognitive objectives	1	30

1- Course Evaluation

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

1. Learning and teaching resources	
Al-Khidr Ali (Computer Basics) GRAHAN BROWN 3RD EDITION 2020	Required textbooks (methodology if any)
ALAN EVANS 16TH EDITION 2020	Main references (sources)
AHMED BANAFI 2024	Recommended supporting books and references (.scientific journals, reports, etc)
Websites	Electronic references, websites

Subject teacher

Asst. Prof. Dr. Jamal Khader Mazloun

Course Description (1-9)

1.	/Course name
	Human rights and democracy
2.	/Course code
3.	/Chapter/Year
	.First phase 2024/2025
4.	/Date this description was prepared
	1\2\2025
5.	/Available attendance forms
	.Official (regular) working hours
6. hour 1 Number of study hours / Number of units	
7. Name of the course administrator (if more than one name is mentioned)	
Name: M.M. Ali Bashar Kashash	
ali_kshash@uowasit.edu.iq	
8. objectives Course	
<ul style="list-style-type: none"> - the study of human rights Providing the student with a range of concepts and terms that address .in terms of its origin and scientific definition , - Providing the student with an understanding of the concept of human rights - Increasing the student's awareness of the importance of this field, as it is closely related to the .individual's life - Enhancing learners' confidence in freedom and democracy 	
9. Teaching and learning strategies	
Adopting methods such as lectures, presentations, discussions, dialogues, brainstorming, and others	Strategy

10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week
ests Editorial	Presentation and discussion	Human rights concepts	knowledge, skills, and values	1	.1
Written tests	Presentation and discussion	Human rights in Islam	knowledge, skills, and values	1	.2
Written tests	Presentation and discussion	Human rights in the Middle Ages and the modern era	knowledge, skills, and values	1	.3
Written tests	theoretical	Human rights in thought and revolutions	knowledge, skills, and values	1	.4
Written tests	theoretical	International recognition of human rights	knowledge, skills, and values	1	.5
Written tests	theoretical	Contemporary regional recognition of human rights	knowledge, skills, and values	1	.6
Written tests	theoretical	The emergence of non-governmental organizations and their role in human rights	knowledge, skills, and values	1	.7
Written tests	Presentation and discussion	The emergence of Arab human rights organizations	knowledge, skills, and values	1	.8
Written tests	theoretical	Human rights in international and regional covenants	knowledge, skills, and values	1	.9
Written tests	theoretical	Universal Declaration of Human Rights	knowledge, skills, and values	1	.10
Written tests	theoretical	The two international covenants on human rights	knowledge, skills, and values	1	.11
Written tests	Presentation and discussion	The conflict between Marxism and liberalism regarding human rights	knowledge, skills, and values	1	.12

Written tests	theoretical	of Human Rights Generations	knowledge, skills, and values	1	.13
Written tests	theoretical	The role of national non-governmental organizations in the field of human rights	Referred to in the previous axis, each according to its content	1	.14
Written tests	theoretical	Parties and electoral systems	Referred to in the previous axis, each according to its content	1	.15
Written tests	theoretical	Freedom concept and meaning	Referred to in the previous axis, each according to its content	1	.16
Written tests	theoretical	Stages of growth and development of freedom	knowledge, skills, and values	1	.17
Written tests	theoretical	Freedom in the Age and the Middle (Christianity and Islam)	knowledge, skills, and values	1	.18
Written tests	theoretical	Types of freedom	knowledge, skills, and values	1	.19
Written tests	Presentation and discussion	Political freedom and its limits in society	knowledge, skills, and values	1	.20
Written tests	Presentation and discussion	Opinions on freedom	knowledge, skills, and values	1	.21
Written tests	theoretical	anti-freedom concepts	knowledge, skills, and values	1	.22
Written tests	theoretical	Justice and Freedom in Islam	knowledge, skills, and values	1	.23
Written tests	theoretical	Democracy in language and terminology	knowledge, skills, and values	1	.24
Written tests	Presentation and discussion	Stages of development of democracy	knowledge, skills, and values	1	.25

Written tests	theoretical	Models in urban democracies	knowledge, skills, and values	1	.26
Written tests	theoretical	Concepts in Democracy	knowledge, skills, and values	1	.27
Written tests	theoretical	Democracy between thought and practice	knowledge, skills, and values	1	.28
Written tests	Presentation and discussion	Institutions that democratic states need	knowledge, skills, and values	1	.29
Written tests	theoretical	Parties and electoral systems	knowledge, skills, and values	1	.30
11. Course Evaluation					
Chapter One: (Twenty marks), Daily Preparation: 3 marks + Daily Exams: 2 marks + Monthly Exam: 15 marks Chapter Two: (Twenty marks), Daily preparation: 3 marks + Daily exams: 2 marks + Monthly exam: 15 marks Final Exam (Written): (60 marks) .Final grade: (100 points)					

Subject teacher

M.M. Ali Bashar Kashash

(hetoric(1-2)_Model (2

1. Course name: Rhetoric	
2. / code	
3. /Chapter/ Year	
2024\2025	
4. /Date this description was prepared	
17\9\2024	
5. .Available forms of attendance : Official (regular) working hours	
Regular official dom (in attendance)	
6. Number of units Number of study hours	
weekly (2)	
7. Name of the course administrator (if more than one name (is mentioned	
Asst. Prof. Dr. Mohamed Reda Abdel Sattar	
8. objectives Course	
<p>Students' awareness of the main factors of - rhetoric and stylistics in the subject of Arabic .rhetoric</p> <p>Developing taste and sense of beauty through - .training and learning by applying texts</p> <p>Helping students identify the aesthetic aspects - of the text and learn how to extract rhetorical .phenomena from it</p> <p>Students practice through external assignments - and application to literary texts and appreciate the .beauty of the sciences of rhetoric in them</p>	
9. Teaching and learning strategies	
<ul style="list-style-type: none"> - Method of presentation, live questioning, problem solving and discussion - Incorporating teaching methods using educational technology (DAT) What) or electronic platforms 	Strategy

Encouraging students to learn independently	
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Course structure -10

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Written tests	Presentation - Discussion	Rhetoric: Origin and Development	Skills, knowledge and values	2	.1
Written tests	Presentation - Discussion	The opinions of rhetoricians on the science of rhetoric	Skills, knowledge and values	2	.2
Written tests	Presentation - Discussion	The definition of rhetoric in language and terminology and its types	Skills, knowledge and values	2	.3
Written tests	Presentation - Discussion	Rhetoric in ancient sources and modern references	Skills, knowledge and values	2	.4
Written tests	Lecture - Discussion - Interrogation	The art of simile, its pillars and purposes	Skills, knowledge and values	2	.5
Written tests	Lecture - Discussion - Live Interrogation	Simile and its types, considering its two sides: the simile and the simile to	Skills, knowledge and values	2	.6
Written tests	Presentation - Discussion	Dividing it according to the simile tool and the point of similarity	Skills, knowledge and values	2	.7
Written tests	Presentation - Discussion	Practical lectures on Quranic verses and poetic and narrative	Skills, knowledge and values	2	.8

		evidence			
Written tests	Presenta tion - Discussi on	Metaphor, its concept and the difference between it and the truth	Skills, knowledge and values	2	.9
Written tests	Presenta tion - Discussi on	Types of metaphor, metaphor and its relationships	Skills, knowledge and values	2	.10
Written tests	Presenta tion - Discussi on	Metaphor and its relations	Skills, knowledge and values	2	.11
Written tests	Presenta tion - Discussi on	Metaphor, its definition, components and types (explicit, (implicit and implicit	Skills, knowledge and values	2	.12
Written tests	Presenta tion - Discussi on	Metaphor, its definition, types, and rhetoric	Skills, knowledge and values	2	.13
Written tests	Presenta tion - Discussi on	Practical lectures on Quranic verses and poetic and narrative evidence	Skills, knowledge and values	2	.14
Written tests	Presenta tion - Discussi on	The science of rhetoric, its concept, origin, and development	Skills, knowledge and values	2	.15
Written tests	Lecture - Discussi on - Live Interrog	Rhetoric in the view of the ancients (scholars of rhetoric)	Skills, knowledge and values	2	.16

	ation				
Written tests	Presenta tion - Discussi on	Rhetoric from a modern point of view	Skills, knowledge and values	2	.17
Written tests	Presenta tion - Discussi on	Modern studies of rhetoric (textual (theories	Skills, knowledge and values	2	.18
Written tests	Presenta tion - Discussi on	Sections of the science of rhetoric: verbal embellishments and their types	Skills, knowledge and values	2	.19
Written tests	Presenta tion - Discussi on	Alliteration and its types	Skills, knowledge and values	2	.20
Written tests	Presenta tion - Discussi on	Practical examples of alliteration and its types	Skills, knowledge and values	2	.21
Written tests	Lecture - Discussi on - Live Interrog ation	Quotation, its types, and practical examples	Skills, knowledge and values	2	.22
Written tests	Presenta tion - Discussi on	Antonymy, its types, and practical examples	Skills, knowledge and values	2	.23
Written tests	Presenta tion - Discussi on	Rhyme and its types with practical examples	Skills, knowledge and values	2	.24
Written tests	Presenta tion - Discussi on	Moral –2 improvements and their types	Skills, knowledge and values	2	.25

Written tests	Presenta tion - Discussi on	Puns and their types, with practical examples	Skills, knowledge and values	2	.26
Written tests	Presenta tion - Discussi on	Antithesis and contrast with application	Skills, knowledge and values	2	.27
Written tests	Lecture - Discussi on - Live Interrog ation	Good reasoning and its types, with practical examples	Skills, knowledge and values	2	.28
Written tests	Lecture - Discussi on - Live Interrog ation	Confirming praise with what resembles blame, with practical examples	Skills, knowledge and values	2	29
		Tests	Skills, knowledge and values	2	30

1. Infrastructure: Classrooms (1) Department Library

Rhetoric and Application / Dr. Ahmed Matloub
Jewels of Eloquence / Ahmed Al-Hashemi
Secrets of Rhetoric / Abdul Qaher Al-Jurjani
Rhetoric / Bakri Sheikh Amin
Bakri Sheikh Amin, the science of rhetoric

Instructor's name
Asst. Prof. Dr. Mohamed Reda Abdel
Sattar

:Required readings

- Basic Texts
- Course books
- Other

1 Course Name: Morphology	
2 Course code	
3 Semester/ Year : Second	
4 Date this description was prepared 17/9/2024	
5 Available attendance forms : In-person	
6 per week hours 2 Number of study hours (total) / Number of units (total)	
7 Name of the course administrator (if more than one name is mentioned)	
:Name .A Name: Asst. Prof. Dr. Susan Abdul Hassan Ajil Al	
Course objectives -8	
identification The student Basics Morphology Empowerment The student from to understand Words and terms .	Course objectives
Teaching and learning strategies –9	
Method of presentation, live questioning, problem solving and discussion Incorporating teaching methods using educational technology (DAT) ?What) or electronic platforms Encouraging students to learn independently	Strategy

Course structure –10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week
General questions and discussion	theoretical	Derivation of nouns, definition of noun in language and terminology	Teaching the student the basics of morphology	2	1
General questions and discussion	theoretical	The noun in terms of structure triliteral and quadriliteral nouns The abstract and augmented quintet	Teaching the student the basics of morphology	2	2
General questions and discussion	theoretical	Name by gender/masculine and feminine noun	Teaching the student the basics of morphology	2	3
General questions and discussion	theoretical	Noun and derivative noun	Teaching the student the basics of morphology	2	4
General questions and discussion	theoretical	Correct and similar name	Teaching the student the basics of morphology	2	5
General questions and discussion	theoretical	The defective noun - its definition - its dual and plural forms The short vowel - its sections	Teaching the student the basics of morphology	2	6
General questions and discussion	theoretical	Defective noun - definition - dual and plural - types	Teaching the student the basics of morphology	2	7
General questions and discussion	theoretical	Extended noun - definition - dual and plural - types	Teaching the student the basics of morphology	2	8
General questions and discussion	theoretical	Type of extended hamza - shorter extended - shortened extended	Teaching the student the basics of morphology	2	9
General questions and discussion	theoretical	Dual	Teaching the student the basics of morphology	2	10
General questions and discussion	theoretical	Sound feminine plural	Teaching the student the basics of morphology	2	11
General questions and discussion	theoretical	Sound masculine plural	Teaching the student the basics of morphology	2	12
General questions and discussion	theoretical	Broken plural - definition - forms	Teaching the student the basics of morphology	2	13
General questions and discussion	theoretical	Plural of paucity	Teaching the student the basics of morphology	2	14
General questions and discussion	theoretical	Plural of many	Teaching the student the basics of morphology	2	15
General questions and discussion	theoretical	Plural of many	Teaching the student the basics of morphology	2	16
General questions and discussion	theoretical	Plural of many	Teaching the student the basics of morphology	2	17
General questions and discussion	theoretical	Gender noun, plural noun, and collective noun	Teaching the student the basics of morphology	2	18
General questions and discussion	theoretical	Diminutive - Definition - Forms - Purposes	Teaching the student the basics of morphology	2	19
General questions and discussion	theoretical	Diminutive of the triliteral noun - diminutive of the quadriliteral noun	Teaching the student the basics of morphology	2	20
General questions and discussion	theoretical	Diminutive of the five-letter noun Diminutive of softening	Teaching the student the basics of morphology	2	21

General questions and discussion	theoretical	Lineage - Definition - Divisions	Teaching the student the basics of morphology	2	22
General questions and discussion	theoretical	Types of proportions - standard proportions - auditory proportion	Teaching the student the basics of morphology	2	23
General questions and discussion	theoretical	Supplements: I'lal and its types	Teaching the student the basics of morphology	2	24
General questions and discussion	theoretical	Types of defects/defects by heart	Teaching the student the basics of morphology	2	25
General questions and discussion	theoretical	I'lal by deletion	Teaching the student the basics of morphology	2	26
General questions and discussion	theoretical	I'lal by transfer	Teaching the student the basics of morphology	2	27
General questions and discussion	theoretical	Substitution and its types	Teaching the student the basics of morphology	2	28
General questions and discussion	theoretical	Assimilation and its types	Teaching the student the basics of morphology	2	29
General questions and discussion	theoretical	General Applications	Teaching the student the basics of morphology	2	30

9- Course Evaluation

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

10- Learning and teaching resources

The fragrance of knowledge in the art of morphology	Required textbooks (methodology if any)
The polite in morphology	Main references (sources)
Periodicals and websites	Recommended supporting books and references (.scientific journals, reports, etc)
Al-Ghamdi Electronic Library	Electronic references, websites

Subject teacher

Asst. Prof. Dr. Susan Abdul Hassan Ajil

Form (2-3) Course Description

1- Course name: The Old Book	
2- Course code	
3- Semester/ Year : Second	
4- Date of preparation of this description 4-19\10\2024/	
5- Available attendance forms : In-person	
6- Number of study hours (total) / Number of units (total) 2 hours per week	
7- Name of the course administrator (if more than one name is mentioned)	
:Email A -Name: Dr. Ahmed Abdullah Zaher Alathaher@uowasit.edu.iq	
8- objectives Course	
identification . student Arabic language Empowerment The student from Applying .the practical aspects of the language identification The student In types Texts Literary our Arab heritage.	Course objectives
9- Teaching and learning strategies	
<ul style="list-style-type: none"> - Method of delivery and oral questions - Incorporating teaching methods using educational technology (DAT) Show) or electronic platforms Encouraging students to learn independently 	Strategy

Course structure –10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week
General questions and discussion	theoretical	Introduction to the book Al-Bayan wa al-Tabyin and its author	Teaching students the practical rules of the Arabic language	2	1
General questions and discussion	theoretical	Introduction to the book Al-Bayan wa al-Tabyin and its author	Teaching students the practical rules of the Arabic language	2	2
General questions and discussion	theoretical	Rhetorical trends	Teaching students the practical rules of the Arabic language	2	3
General questions and discussion	theoretical	Texts from the Prophet's speech to the Ansar	Teaching students the practical rules of the Arabic language	2	4
General questions and discussion	theoretical	Texts from the Prophet's speech to the Ansar	Teaching students the practical rules of the Arabic language	2	5
General questions and discussion	theoretical	Lisp	Teaching students the practical rules of the Arabic language	2	6
General questions and discussion	theoretical	Lisp	Teaching students the practical rules of the Arabic language	2	7
General questions and discussion	theoretical	Lisp sections	Teaching students the practical rules of the Arabic language	2	8
General questions and discussion	theoretical	Lisp sections	Teaching students the practical rules of the Arabic language	2	9
General questions and discussion	theoretical	Letters in which lisp occurs	Teaching students the practical rules of the Arabic language	2	10
General questions and discussion	theoretical	Letters in which lisp occurs	Teaching students the practical rules of the Arabic language	2	11
General questions and discussion	theoretical	From the Arabic language, which is clear and exaggerated	Teaching students the practical rules of the Arabic language	2	12
General questions and discussion	theoretical	From the Arabic language, which is clear and exaggerated	Teaching students the practical rules of the Arabic language	2	13
General questions and discussion	theoretical	From the clear and close words of the Arabs	Teaching students the practical rules of the Arabic language	2	14
General questions and discussion	theoretical	From the clear and close words of the Arabs	Teaching students the practical rules of the Arabic language	2	15

heral questions and discussion	theoretical	Rhetoric	Teaching students the practical rules of the Arabic language	2	16
heral questions and discussion	theoretical	Rhetoric	Teaching students the practical rules of the Arabic language	2	17
heral questions and discussion	theoretical	Speech aid	Teaching students the practical rules of the Arabic language	2	18
heral questions and discussion	theoretical	Speech aid	Teaching students the practical rules of the Arabic language	2	19
heral questions and discussion	theoretical	What is desirable and good to say	Teaching students the practical rules of the Arabic language	2	20
heral questions and discussion	theoretical	What is desirable and good to say	Teaching students the practical rules of the Arabic language	2	21
heral questions and discussion	theoretical	A group of Arabic poems and their meanings	Teaching students the practical rules of the Arabic language	2	22
heral questions and discussion	theoretical	A group of Arabic poems and their meanings	Teaching students the practical rules of the Arabic language	2	23
heral questions and discussion	theoretical	Urwa ibn al-Ward describing the vagabond	Teaching students the practical rules of the Arabic language	2	24
heral questions and discussion	theoretical	Practical examples of the Atnab and its types	Teaching students the practical rules of the Arabic language	2	25
heral questions and discussion	theoretical	Equality method with application	Teaching students the practical rules of the Arabic language	2	26
heral questions and discussion	theoretical	General applications of Quranic verses and poetic evidence	Teaching students the practical rules of the Arabic language	2	27
heral questions and discussion	theoretical	Style and expression	Teaching students the practical rules of the Arabic language	2	28
heral questions and discussion	theoretical	Style definitions	Teaching students the practical rules of the Arabic language	2	29
heral questions and discussion	theoretical	Elements of style and expression	Teaching students the practical rules of the Arabic language	2	30

11–Course Evaluation	
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc	
Learning and teaching resources –12	
.Al-Bayan wal-Tabyin / Al-Jahiz	Required textbooks (methodology if any)
.Comprehensive Grammar / Dr. Abbas Hassa .Rhetoric and Application / Dr. Ahmed Matlo The Fragrance of Knowledge in Morphology Ahmed Al-Hamlawi	Main references (sources)
Periodicals and websites	Recommended supporting books and references (scientific (.journals, reports, etc
	Electronic references, websites

Mr Subject: Prof. Dr. Ahmed Abdullah Zahir

Course Description (2-4)

1	Course name : Islamic Literature
2	Course code
3	Semester/ Year : Second
4	Date this description was prepared 20/9/2024
5	Available attendance forms : In-person
6	per week hours 3 Number of study hours (total) / Number of units (total)
7	Name of the course administrator (if more than one name is mentioned)
	: Amil -Name: Asst. Prof. Dr. Amal Hassan Taher Alaaldelphi@uowasit.edu.iq
8	objectives Course
9	identification The student Basics Islamic and Umayyad era A
10	Empowerment The student from to understand terms Words a
11	identification The student In types Texts by the most Poe
	.prominent poets
	Course objectives
Teaching and learning strategies –9	
Method of presentation, live questioning, problem solving and discussion Incorporating teaching methods using educational technology (DAT) Show) or electronic platforms Encouraging students to learn independently	
	Strategy
Course structure –10	

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week
eral questions ar ussion		The Quran's posit on poetry and poets	Teaching students poetry reading skills	3	1
eral questions ar ussion	theoretical	Islamic literature te	Teaching students poetry reading skills	3	2
eral questions ar ussion	theoretical	Poetry trends in Islamic era	Teaching students poetry reading skills	3	3
eral questions ar ussion	theoretical	Study of the vers Quranic verses explain the position the Quran on poetry	Teaching students poetry reading skills	3	4
eral questions ar ussion	theoretical	Types of poetry in Islamic era	Teaching students poetry reading skills	3	5
eral questions ar	theoretical	Human images fro	Teaching students poetry reading skills	3	6

ussion		the poetry of Futooh			
eral questions ar ussion	theoretical	The most importa poets of the conqu	Teaching students poetry reading skills	3	7
eral questions ar ussion	theoretical	Poetry of the disab and the elderly	Teaching students poetry reading skills	3	8
eral questions ar ussion	theoretical	The most importa poets	Teaching students poetry reading skills	3	9
eral questions ar ussion	theoretical	Models for memorization an analysis	Teaching students poetry reading skills	3	10
eral questions ar ussion	theoretical	Poetry of contrasts	Teaching students poetry reading skills	3	11
eral questions ar ussion	theoretical	Poetry of argume and discussion	Teaching students poetry reading skills	3	12
eral questions ar ussion	theoretical	Poems of Jarir and Farasdaq	Teaching students poetry reading skills	3	13
eral questions ar ussion	theoretical	Development of purposes/spelling	Teaching students poetry reading skills	3	14
eral questions ar ussion	theoretical	Models for memorization	Teaching students poetry reading skills	3	15
eral questions ar ussion	theoretical	New and advanc poetic purposes	Teaching students poetry reading skills	3	16
eral questions ar ussion	theoretical	The development the purpose of prai	Teaching students poetry reading skills	3	17
eral questions ar ussion	theoretical	Argumentative poe	Teaching students poetry reading skills	3	18
eral questions ar ussion	theoretical	Poetry discussing apostates	Teaching students poetry reading skills	3	19
eral questions ar ussion	theoretical	The purpose of eleg	Teaching students poetry reading skills	3	20
eral questions ar ussion	theoretical	Models for memorization	Teaching students poetry reading skills	3	21
eral questions ar ussion	theoretical	The purpose of wisdom	Teaching students poetry reading skills	3	22
eral questions ar ussion	theoretical	Models for memorization	Teaching students poetry reading skills	3	23
eral questions ar ussion	theoretical	The purpose of flir	Teaching students poetry reading skills	3	24
eral questions ar ussion	theoretical	Models for memorization	Teaching students poetry reading skills	3	25
eral questions ar ussion	theoretical	Prose and its types	Teaching students poetry reading skills	3	26
eral questions ar ussion	theoretical	Sermons and the types	Teaching students poetry reading skills	3	27
eral questions ar ussion	theoretical	Commandments proverbs	Teaching students poetry reading skills	3	28
eral questions ar ussion	theoretical	Selected models	Teaching students poetry reading skills	3	29
eral questions ar ussion	theoretical	Messages and the artistic features	Teaching students poetry reading skills	3	30

11- Course Evaluation

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily

.preparation, daily, oral, monthly and written exams, reports, etc	
12– Learning and teaching resources	
Text of the book Dictations For Ibtisam Marhoun Al-Saffar	Required textbooks (methodology if any)
The Book of the Pre-Islamic Era and the Islamic Era by Shawqi Dayf	Main references (sources)
Periodicals and websites	Recommended supporting books and references (.scientific journals, reports, etc)
Al-Ghamdi Electronic Library	Electronic references, websites

Subject teacher

Asst. Prof. Dr. Amal Hassan Taher

Course Description Form (5-2)

1	Course Name/English Language	
2	.Course code/second stage	
3	.Semester/Year/2024–2025	
4.	Date of preparation of this description: 2/1/2025	
5	.Available forms of attendance: official (regular) working hours	
6) Number of study hours (one hour) / number of units1 in the stage (
7	Name of the course administrator (if more than one name is mentioned)	
	Name: M.M. Saif Raed Nafi Mahdi snafia@uowasit.edu.iq	
8	objectives Course	
	<p>This program provides students with the opportunity to learn and practice the skills necessary to address topics related to their field of study. The program emphasizes developing language and academic writing skills, as well as the ability to read and think critically. Students will learn to use the library and appropriate electronic resources to locate and evaluate sources to enrich, develop, and support their ideas. They will also learn reading analysis skills, such as comprehension and .inference</p>	
9	Teaching and learning strategies	
	Adopting methods such as lectures, presentations, discussion	Strategy

.dialogues, brainstorming, and others

10. Course structure

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Daily test	Theoretical and practical application	Getting to know you Tenses Questions Using a bilingual dictionary Social expressions	Knowledge of the theoretical aspects of the subject	1	1
Daily test	Theoretical and practical application	Getting to know you Tenses Questions Using a bilingual dictionary Social expressions	Knowledge of the theoretical aspects of the subject	1	2
Daily test	Theoretical and practical application	The way we live Present tenses • have/have got • Collocation - daily life • Making conversation	Knowledge of the theoretical aspects of the subject	1	3
Daily test	Theoretical and practical application	The way we live Present tenses • have/have got • Collocation - daily life • Making conversation	Knowledge of the theoretical aspects of the subject	1	4
Daily test	Theoretical and practical application	“ It all went wrong” Past tenses • Word formation • Time expressions	Knowledge of the theoretical aspects of the subject	1	5
Daily and oral test	Theoretical and practical application	“ It all went wrong” Past tenses • Word formation • Time expressions	Knowledge of the theoretical aspects of the subject	1	6
Daily test	Theoretical and practical application	“ Let's go shopping!” much/many • some/any • a few, a little, a tot of • Articles • Shopping • Prices	Knowledge of the theoretical aspects of the subject	1	7
Daily test	Theoretical and practical application	“ Let's go shopping!” much/many • some/any • a few, a little, a tot of • Articles • Shopping • Prices	Knowledge of the theoretical aspects of the subject	1	8
Daily and oral	Theoretical and practical	“ What do you want to do?” Verb patterns 1 • Future forms • Hot	Knowledge of the	1	9

test	application	verbs • How do you feel ?	theoretical aspects of the subject		
Daily test	Theoretical and practical application	“ What do you want to do?” Verb patterns 1 • Future forms • Hot verbs • How do you feel ?	Knowledge of the theoretical aspects of the subject	1	10
Daily test	Theoretical and practical application	“ Tell me! What's it like?” What... like? • Comparatives and superlatives • Synonyms and antonyms • Directions	Knowledge of the theoretical aspects of the subject	1	11
Daily and oral test	Theoretical and practical application	“ Tell me! What's it like?” What... like? • Comparatives and superlatives • Synonyms and antonyms • Directions	Knowledge of the theoretical aspects of the subject	1	12
Daily test	Theoretical and practical application	Famous couples Present Perfect • for, since • Adverbs, word pairs • Short answers	Knowledge of the theoretical aspects of the subject	1	13
Daily test	Theoretical and practical application	General review	Knowledge of the theoretical aspects of the subject	1	14
Daily test	Theoretical and practical application	General review	Knowledge of the theoretical aspects of the subject	1	15
Daily and oral test	Theoretical and practical application	Do's and don'ts Have got to, should/must, at the doctor	Knowledge of the theoretical aspects of the subject	1	16
Daily and oral test	Theoretical and practical application	Do's and don'ts Have got to, should/must, at the doctor	Knowledge of the theoretical aspects of the subject	1	17
Daily and oral test	Theoretical and practical application	Everyday English	Knowledge of the theoretical aspects of the subject	1	18
Daily and oral test	Theoretical and practical application	“Going places” Time clauses if hot verbs in a hotel	Knowledge of the theoretical aspects of the subject	1	19
Daily test	Theoretical and practical application	“Going places” Time clauses if hot verbs in a hotel	Knowledge of the theoretical aspects of the subject	1	20
Daily and oral	Theoretical and practical	“Scared to death” Verb 2, used to, ed / ing , exclamations	Knowledge of the theoretical aspects of	1	21

test	application		the subject		
Daily and oral test	Theoretical and practical application	“Scared to death” Verb 2, used to, ed / ing , exclamations	Knowledge of the theoretical aspects of the subject	1	22
Daily and oral test	Theoretical and practical application	“Things that changed the world” Passive, verb and noun, notices	Knowledge of the theoretical aspects of the subject	1	23
Daily and oral test	Theoretical and practical application	“Things that changed the world” Passive, verb and noun, notices	Knowledge of the theoretical aspects of the subject	1	24
oral test	Theoretical and practical application	Dreams and reality Might, phrasal verb, social expression 2	Knowledge of the theoretical aspects of the subject	1	25
Daily and oral test	Theoretical and practical application	“Earning a living” Present perfect continuous, word formation, adverbs, telephoning	Knowledge of the theoretical aspects of the subject	1	26
Daily and oral test	Theoretical and practical application	Love you and leave you Past perfect, statements, saying goodbye	Knowledge of the theoretical aspects of the subject	1	27
Daily and oral test	Theoretical and practical application	Love you and leave you Past perfect, statements, saying goodbye	Knowledge of the theoretical aspects of the subject	1	28
Daily and oral test	Theoretical and practical application	General review	Knowledge of the theoretical aspects of the subject	1	29
Written exam	-	Final exam	-	-	30

Course Evaluation

Chapter One: (Twenty marks), Daily Preparation: 3 marks + Daily Exams: 2 marks + Monthly Exam: 15 marks

Chapter Two : (Twenty marks), Daily preparation: 3 marks + Daily exams: 2 marks + Monthly exam: 15 marks

Final Exam (Written): (60 marks) .Final grade: (100 points)	
Learning and teaching resources	
New Headway Pre-Intermediate Student's Book	Required textbooks (methodology if any)
Various specialized sources	Main references (sources)

Subject teacher

Mr. Saif Raed Fahim

Form-6) Course Description 2)

1	Course name : Baath Crimes				
2	Course code				
3	Semester/ Year : Second				
4	Date this description was prepared 20\9\2024				
5	Available attendance forms : In-person				
6	a week One hour Number of study hours (total) / Number of units (total)				
7	Name of the course administrator (if more than one name is mentioned)				
	:Email A Name: Assistant Professor Muzaffar Abdul Rumi Al@uowasit.edu.iq				
8	objectives Course				
	.Understand and understand the Baath crimes -1 Understanding and knowing what the Baath Party did to suppress the -2 .Iraqi people				Course objectives
Teaching and learning strategies Method of presentation, live questioning, problem solving and discussion Incorporating teaching methods using educational technology (DAT) Show) or electronic platforms Encouraging students to learn independently					
13- Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watch es	week
eral questions at ussion	theoretical	Baath regime crimes in Iraq	Knowing the crimes of t Baath Party	1	1
eral questions at ussion	theoretical	Baath crimes under the Criminal Cou Law	Knowing the crimes of t Baath Party	1	2
eral questions at ussion	theoretical	The concept of crimes and their type	Knowing the crimes of t Baath Party	1	3
eral questions at ussion	theoretical	Definition of crime in language ar terminology	Knowing the crimes of t	1	4

			Baath Party		
eral questions at ussion	theoretical	Crime Sections	Knowing the crimes of t Baath Party	1	5
eral questions at ussion	theoretical	The regime's crimes according to t documentation of the Criminal Court	Knowing the crimes of t Baath Party	1	6
eral questions at ussion	theoretical	Decisions issued by the Suprem Criminal Court	Knowing the crimes of t Baath Party	1	7
eral questions at ussion	theoretical	Types of international crimes	Knowing the crimes of t Baath Party	1	8
eral questions at ussion	theoretical	Psychological crimes	Knowing the crimes of t Baath Party	1	9
eral questions at ussion	theoretical	The mechanism of psychological crimes	Knowing the crimes of t Baath Party	1	10
eral questions at ussion	theoretical	Psychological effects of crimes	Knowing the crimes of t Baath Party	1	11
eral questions at ussion	theoretical	genocide	Knowing the crimes of t Baath Party	1	12
eral questions at ussion	theoretical	Monthly Exam 1	Knowing the crimes of t Baath Party	1	13
eral questions at ussion	theoretical	social crimes	Knowing the crimes of t Baath Party	1	14
eral questions at ussion	theoretical	Violations of Iraqi laws	Knowing the crimes of t Baath Party	1	15
eral questions at ussion	theoretical	Pictures of human rights violations	Knowing the crimes of t Baath Party	1	16
eral questions at ussion	theoretical	War pollution, radioactivity and mine	Knowing the crimes of t Baath Party	1	17
eral questions at ussion	theoretical	months exam 2	Knowing the crimes of t Baath Party	1	18
eral questions at ussion	theoretical	Events spanning from 1973 to 2003	Knowing the crimes of t Baath Party	1	19

eral questions at ussion	theoretical	Events of 1987 and 1988	Knowing the crimes of t Baath Party	1	20
eral questions at ussion	theoretical	Events of the Iran-Iraq War	Knowing the crimes of t Baath Party	1	21
eral questions at ussion	theoretical	Use of internationally prohibited weapons	Knowing the crimes of t Baath Party	1	22
eral questions at ussion	theoretical	Environmental crimes of the Baa regime	Knowing the crimes of t Baath Party	1	23
eral questions at ussion	theoretical	Destruction of cities and villages	Knowing the crimes of t Baath Party	1	24
eral questions at ussion	theoretical	Monthly Exam 3	Knowing the crimes of t Baath Party	1	25
eral questions at ussion	theoretical	draining the marshes	Knowing the crimes of t Baath Party	1	26
eral questions at ussion	theoretical	bulldozing orchards, palm trees and crops	Knowing the crimes of t Baath Party	1	27
eral questions at ussion	theoretical	enforced disappearance of persons	Knowing the crimes of t Baath Party	1	28
eral questions at ussion	theoretical	Two months exam 4	Knowing the crimes of t Baath Party	1	29
eral questions at ussion	theoretical	review	Knowing the crimes of t Baath Party	1	30

14- Course Evaluation

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

15- Learning and teaching resources

All modern books written about the history of the Baath in Ira		Required textbooks (methodology if any)
		Main references (sources)
Periodicals and websites	Recommended supporting books and references (.scientific journals, reports, etc)	

	Electronic references, websites
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Subject teacher

Asst. Prof. Dr. Muzaffar Abdul Rumi

Form (2-7) Course Description

1.	Course Name: Presentations
2.	Course code: Phase II
3.	Semester/Year/2024-2025
4.	Date of preparation of this description: 10/9/2024
5.	Available attendance forms: Daily attendance
6.	Number of study hours: 2 hours / Number of units ((2))
7.	Course Instructor Name: Prof. Dr. Muhammad Taqi John
8.	:Course objectives
	<ul style="list-style-type: none"> - .Providing learners with the rules of the Arabic language - .Developing students' speaking skills - . Identify the basic concepts in Arabic language - . Identifying the goals of learning Arabic sciences
9.	:Teaching and learning strategies
	<p>Adopting methods of lecture, presentation, discussion, dialogue, brainstorming, .etc</p>
10.	:Course structure

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watch es		week
Written tests (essay - (objective	Delivering - Discussion	Introduction to the science and .culture of shows	knowledge, skills and values	2		1
Written tests (essay - (objective	Delivering - Discussion	Important definitions in the .study	knowledge, skills and values	2		2
Written tests	Delivering - Discussion	.Prosodic writing	knowledge, skills and values	2		3
= Written tests	Delivering - Discussion	.Prosodic writing	knowledge, skills and values	2		4
= Written tests	Delivering - Discussion	Skiing and its .representation	knowledge, skills and values			5
Written tests	Presentation - Discussion - Interrogation	Causes and examples .of them	knowledge, skills and values	2		6
Written tests	Presentation - Discussion - Live Interrogation	Long Sea	knowledge, skills and values	2		7
Written tests	Delivering - Discussion	of Madid Sea	knowledge, skills and values	2		8
Written tests	Delivering - Discussion	of Basit Sea	knowledge, skills and values	2		9
Written tests	Delivering - Discussion	sea Wafir	knowledge, skills	2		10

			and values			
Written tests	Presentation - Discussion	of the complete Sea	knowledge, skills and values	2		11
Written tests	Delivering - Discussion	Hazaj Sea of	knowledge, skills and values	2		12
Written tests	Lecture - Discussion - Live Interrogation	meter Rajaz	knowledge, skills and values	2		13
Written tests	Presentation - Discussion	of sand Sea	knowledge, skills and values	2		14
Written tests	Presentation - Discussion	Sea Fast	knowledge, skills and values	2		15
Written tests	Presentation - Discussion	Sea Al-Mansarih	knowledge, skills and values	2		16
Written tests	Presentation - Discussion	Sea of Light	knowledge, skills and values	2		17
Written tests	Presentation Discussion - Live - Interrogation	tense present	knowledge, skills and values	2		18
Written tests	Delivering - Discussion	of Concise Sea	knowledge, skills and values	2		19
Written tests	Delivering - Discussion	of uprooted Sea	knowledge, skills and values	2		20
Written tests	Presentation	of Mutakarib Sea	knowledge, skills	2		21

	Discussion –		and values		
Written tests	Presentation Discussion -	of Mutadarik The Sea	knowledge, skills and values	2	
Written tests	Presentation Discussion -	How to distinguish the ?seas	knowledge, skills and values	2	
Written tests	Lecture - Discussion - Live Interrogation	Definition of rhyme and its importance	knowledge, skills and values	2	
Written tests	Delivering - Discussion	Rhyme limits	knowledge, skills and values	2	
Written tests	Presentation Discussion -	Rhyming letters	knowledge, skills and values	2	
Written tests	Presentation Discussion -	Rhyme movements	knowledge, skills and values	2	
Written tests	Presentation Discussion -	Types of rhymes and their names	knowledge, skills and values	2	
Written tests	Presentation Discussion -	Names of rhymes and their defects	knowledge, skills and values	2	
Written tests	Lecture - Discussion - Live Interrogation	Free verse poetry	knowledge, skills and values	2	

11. :Course Evaluation

Chapter One: (20) marks

Chapter Two: (20) points

Final Exam: (60) marks
12. :Learning and teaching resources
<p>Course books</p> <p>.The art of poetic segmentation and rhyme, Dr. Safaa Khalousi</p> <p>.The Balance of Gold, Mr. Ahmed Al-Hashemi</p> <p>.Digital Presentations, Dr. Muhammad Taqi John</p> <p>Special Requirements (including workshops, periodicals, software, and websites)</p>

Subject teacher

Prof. Dr. Muhammad Taqi John

(8-2)

1. Course name	
Calculators 2	
2. Course code	
Second	
3. semester/ year	
annual	
4. Date this description was prepared	
1\11\2024	
5. Available attendance forms	
My presence	
6. Number of study hours (total) / Number of units (total)	
Only one hour	
7. Name of the course administrator (if more than one name is mentioned)	
: Ameel -Name: Asst. Prof. Dr. Jamal Khader Mazloun Aljamalkh@uowasit.edu.iq	
8- Course objectives	
<ul style="list-style-type: none">••••	<ul style="list-style-type: none">• Learn about the specialized books and clarify the objectives and requirements of computer development• Learn about the stages of computer development• Learn the basics of networks• Distinguishing between behavioral and general objectives
9- Teaching and learning strategies	
<p>Programmed education. 2- Inductive teaching, 4- Using the standard teaching method, 5- -1 Theoretical lecture method, 6- Brainstorming method, 7- Discussion method, 8- Deductive method, 9- Interrogative method, 10- E-learning via Ibn Sina website, 11- Using social media, 12- Discussion and dialogue, 13- Field visits and trips, 14- Discussion groups, 15- Student research, 16- Office activities, Receiving visits from students of some schools and conducting practical exercises by students in -17 .their education</p> <p>:Philosophy are diverse, which helps students achieve the following results</p>	Strategy

<p>The ability to distinguish between correct information and incorrect information –1 .in the field of study</p> <p>.Ease of scientific formulation and correction –2</p> <p>. The ability to link concepts, principles and instructions –3</p> <p>.The ability to recall, link, and interpret –5</p> <p>Building practical experience in practicing education in schools through the –6 .application of civil society service</p>	
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10– Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watch es	week
Final Lesson Assessment - with Daily Test	Discussion method – Lecture method	TYPE OF NETWORK	Cognitive objectives	1	the first
Final Lesson Assessment - with Daily Test	Discussion method – Lecture method	BASIC NETWORK COMPONENTS	specific goals	1	the second
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	NETWORK THREATS	Cognitive objectives	1	the third
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	NETWORK TROUBLESHOOTING	specific goals	1	Fourth
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	ATM	Cognitive objectives	1	Fifth
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	PHONE BANKING	specific goals	1	Sixth

Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	SMS BANKING	Cognitive objectives	1	Seventh
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	H&S PROBLEMS	Cognitive objectives	1	The eighth
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	BASIC TROUBLESHOOTING	Cognitive objectives	1	Ninth
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	MOBILE BANKING	Cognitive objectives	1	tenth
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	HISTORY AI	Cognitive objectives	1	eleventh
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	AI TECHNIQUES	Cognitive objectives	1	twelfth
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	CHALLENGES & ETHICAL	Cognitive objectives	1	thirteenth
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	First semester exam	Cognitive objectives	1	fourteenth
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	AI IN SMARTPHONES	Cognitive objectives	1	fifteenth
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	GOOGLE ASSISTANT	Cognitive objectives	1	sixteenth
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	EDUCATION	Cognitive objectives	1	seventeenth
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	HEALTHCARE	Cognitive objectives	1	eighteenth
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	FINANCE	Cognitive objectives	1	nineteenth

Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	TRANSPORTATION MARKETING & ADVERTISING	Cognitive objectives	1	Twenty twenty-first
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	AI & FUTURE OF HUMANITY	Cognitive objectives	1	twenty-second
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	Monthly Exam 2	Cognitive objectives	1	twenty-third
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	AI ETHICS	Cognitive objectives	1	twenty-fourth
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	THE IMPACT OF AI ON THE JOB MARKET	Cognitive objectives	1	twenty-fifth
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	FUTURE TRENDS IN AI	Cognitive objectives	1	twenty-sixth
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method	RESENT RESEARCH AND EMERGING	Cognitive objectives	1	twenty-seventh
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method		Cognitive objectives	1	twenty-eighth
Final Lesson Assessment with Daily Test –	Discussion method – Lecture method		Cognitive objectives	1	twenty-ninth
Final Lesson Assessment – with Daily Test	Discussion method – Lecture method		Cognitive objectives	1	thirty

11– Course Evaluation

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

12– Learning and teaching resources

Dr. Adel Abdel Nour Introduction to the World of Artificial Intelligence 200 GRAHAN BROWN 3RD EDITION 2020	Required textbooks (methodology if any)
ALAN EVANS 16TH EDITION 2020	Main references (sources)
AHMED BANAFI 2024	Recommended supporting books and references

	(.scientific journals, reports, etc)
Websites	Electronic references, websites

Subject teacher

Asst. Prof. Dr. Jamal Khader

Course Description Form (9-2)

Course name 1Library and Research Methodolog	
Course code	
2- Semester/ Year/Second	
3 :Date of preparation of this description 10\1\2024	
4- Available forms of attendance : In-person	
5- Number of study hours (2) / Number of units (total) 2 hours per week	
6- Name of the course supervisor (if more than one name is mentioned)	
:Email A Al Dr. Abbas Ismail Silan .Name: Prof -7 @uowasit.edu.iq	
objectives course A-8	
Providing learners with knowledge in .research and the library Learn the basic concepts of the scientific research methodology and get to know .the main books	Course objectives
Teaching and learning strategies -9	
- Method of presentation, live questioning, problem solving and discussion - Incorporating teaching methods using educational technology (DAT) Show) or electronic platforms Encouraging students to learn independently	Strategy

Course structure –10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week
General questions and discussion	theoretical	A theoretical definition of research and library methodology	Teaching the student the vocabulary of the research plan and the writing method	2	1
General questions discussion	theoretical	Research methods	Teaching the student the vocabulary of the research plan and the writing method	2	2
General questions discussion	theoretical	The concept of source and reference	Teaching the student the vocabulary of the research plan and the writing method	2	3
General questions discussion	theoretical	Introduction writing principles	Teaching the student the vocabulary of the research plan and the writing method	2	4
General questions discussion	theoretical	Research foundations: selection	Teaching the student the vocabulary of the research plan and the writing method	2	5
General questions discussion	theoretical	Novelty and originality, specificity	Teaching the student the vocabulary of the research plan and the writing method	2	6
General questions discussion	theoretical	Methods of collecting information (dossier , handouts, research (notebooks	Teaching the student the vocabulary of the research plan and the writing method	2	7
General questions discussion	theoretical	Modify the plan	Teaching the student the vocabulary of the research plan and the writing method	2	8
General questions discussion	theoretical	Characteristics of good writing	Teaching the student the vocabulary	2	9

			of the research plan and the writing method		
General questions discussion	theoretical	Things to consider when writing	Teaching the student the vocabulary of the research plan and the writing method	²	10
General questions discussion	theoretical	Identify important grammar book sources	Teaching the student the vocabulary of the research plan and the writing method	²	11
General questions discussion	theoretical	Quranic books	Teaching the student the vocabulary of the research plan and the writing method	²	12
General questions discussion	theoretical	Hadith books	Teaching the student the vocabulary of the research plan and the writing method	²	13
General questions discussion	theoretical	Visit the library and get to know the books closely	Teaching the student the vocabulary of the research plan and the writing method	²	14
General questions discussion	theoretical	Identifying important sources of rhetorical books	Teaching the student the vocabulary of the research plan and the writing method	²	15
General questions discussion	theoretical	lexicographical books	Teaching the student the vocabulary of the research plan and the writing method	²	16
General questions discussion	theoretical	Al Ain School	Teaching the student the vocabulary of the research plan and the writing method	²	17
General questions discussion	theoretical	Al-Sahah School	Teaching the student the vocabulary of the research plan and the writing method	²	18
General questions discussion	theoretical	Primary School	Teaching the student the vocabulary of the research plan and the writing	²	19

			method		
General questions discussion	theoretical	Practical application of dictionaries	Teaching the student the vocabulary of the research plan and the writing method	²	20
General questions discussion	theoretical	Identifying important literary sources	Teaching the student the vocabulary of the research plan and the writing method	²	21
General questions discussion	theoretical	Identify the sources of important morphological books	Teaching the student the vocabulary of the research plan and the writing method	²	22
General questions discussion	theoretical	Identify important audiobook sources	Teaching the student the vocabulary of the research plan and the writing method	²	23
General questions discussion	theoretical	General Test	Teaching the student the vocabulary of the research plan and the writing method	²	24
General questions discussion	theoretical	Identifying important critical book sources	Teaching the student the vocabulary of the research plan and the writing method	²	25
General questions discussion	theoretical	Learn about poets' collections and poetry collections	Teaching the student the vocabulary of the research plan and the writing method	²	26
General questions discussion	theoretical	Identify important linguistic book sources	Teaching the student the vocabulary of the research plan and the writing method	²	27
General questions discussion	theoretical	Practical application	Teaching the student the vocabulary of the research plan and the writing method	²	28
General questions discussion	theoretical	monthly test	Teaching the student the vocabulary of the research plan and the writing method	²	29

General questions discussion	theoretical	Solve questions and distribute effort	Teaching the student the vocabulary of the research plan and the writing method	²	30
		13. Course Evaluation			
		The grade is distributed out of 100 based on the tasks assigned to the student, such as .daily preparation, daily, oral, monthly and written exams, reports, etc			
		14. Learning and teaching resources			
		Research methodology -1 books by Dr. Ali Jawad Al-Tahir, Dr. Rashid Al-Abidi, and Dr. Salah Al-Din Al-Hawari	Required textbooks (methodology if any)		
		The Library Book by Sami - 2 Makki Al-Ani			
			Main references (sources)		
		.Various periodicals and website	Recommended supporting books and references (.scientific journals, reports, etc)		
		The Comprehensive Libra and Al-Ghamdi Electron Library	Electronic references, websites		

Subject teacher

Prof. Dr. Abbas Ismail Silan

Form (2-10) Course Description

1- Course name .Grammar	
2- Course code	
3- Year Second :	
4- Date of preparation of this description: 10/1/2024	
5- Available attendance forms : In-person	
6- Number of study hours (total) / Number of units (total) 3 hours per week	
7- Name of the course administrator (if more than one name is mentioned)	
Name: Prof. Dr. Haider Jassim Jaber AlA : Email hjasem@uowasit.edu.iq	
8- objectives Course	
. Understanding grammatical terms and their meanings in Arabic language books -1 The ability to parse words in sentences and understand their meanings in Arabic -2 . speech Understanding the rules related to grammatical topics and explaining their -3 . .applications in linguistic texts Developing students' ability to speak correctly according to Arabic methods and	Course objectives

.understand the correct meaning					
Teaching and learning strategies –9					
- Method of presentation, live questioning, problem solving and discussion - Incorporating teaching methods that use educational technology or electronic platforms - Encouraging students to learn independently				Strategy	
Course Structure 10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week
General questions and discussion	Theoretical and applied	Inna and its sisters	Learn the rules of grammar and correct syntax	3	1
General questions and discussion	Theoretical and applied	Inna and its sisters	Learn the rules of grammar and correct syntax	3	2
General questions and discussion	Theoretical and applied	Inna and its sisters	Learn the rules of grammar and correct syntax	3	3
General questions and discussion	Theoretical and applied	Inna and its sisters	Learn the rules of grammar and correct syntax	3	4
General questions and discussion	Theoretical and applied	No, which negates gender	Learn the rules of grammar and correct syntax	3	5
General questions and discussion	Theoretical and applied	No, which negates gender	Learn the rules of grammar and correct	3	6

			syntax		
General questions and discussion	Theoretical & applied	actor	Learn the rules of grammar and correct syntax	3	7
General questions and discussion	Theoretical & applied	Subject	Learn the rules of grammar and correct syntax	3	8
General questions and discussion	Theoretical & applied	Intransitive and transitive verbs	Learn the rules of grammar and correct syntax	3	9
General questions and discussion	Theoretical & applied	The object	Learn the rules of grammar and correct syntax	3	10
General questions and discussion	Theoretical & applied	The object	Learn the rules of grammar and correct syntax	3	11
General questions and discussion	Theoretical & applied	Gaa'at and its sisters	Learn the rules of grammar and correct syntax	3	12
General questions and discussion	Theoretical & applied	Zan and its sisters	Learn the rules of grammar and correct syntax	3	13
General questions and discussion	Theoretical & applied	Zan and its sisters	Learn the rules of grammar and correct syntax	3	14
General questions and discussion	Theoretical & applied	I know and its sisters	Learn the rules of grammar and correct syntax	3	15

General questions and discussion	Theoretical and applied	absolute object	Learn the rules of grammar and correct syntax	3	16
General questions and discussion	Theoretical and applied	absolute object	Learn the rules of grammar and correct syntax	3	17
General questions and discussion	Theoretical and applied	The purpose of the action	Learn the rules of grammar and correct syntax	3	18
General questions and discussion	Theoretical and applied	The object	Learn the rules of grammar and correct syntax	3	19
General questions and discussion	Theoretical and applied	The object	Learn the rules of grammar and correct syntax	3	20
General questions and discussion	Theoretical and applied	The object with it	Learn the rules of grammar and correct syntax	3	21
General questions and discussion	Theoretical and applied	exception	Learn the rules of grammar and correct syntax	3	22
General questions and discussion	Theoretical and applied	exception	Learn the rules of grammar and correct syntax	3	23
General questions and discussion	Theoretical and applied	exception	Learn the rules of grammar and correct syntax	3	24

General questions and discussion	Theoretical & applied	The situation	Learn the rules of grammar and correct syntax	3	25
General questions and discussion	Theoretical & applied	The situation	Learn the rules of grammar and correct syntax	3	26
General questions and discussion	Theoretical & applied	The situation	Learn the rules of grammar and correct syntax	3	27
General questions and discussion	Theoretical & applied	discrimination	Learn the rules of grammar and correct syntax	3	28
General questions and discussion	Theoretical & applied	discrimination	Learn the rules of grammar and correct syntax	3	29
General questions and discussion	Theoretical & applied	General review	Learn the rules of grammar and correct syntax	3	30

Course Evaluation 11

such as daily preparation, daily, oral, monthly and written exams, reports, extracurricular participation , , .etc

Learning and Teaching Resources 12

Ibn Aqil's commentary on Ibn Malik's Alfiyyah Collection of Arabic Lessons / Mustafa Al-Ghalayini	Required textbooks (methodology, if any)
Meanings of Grammar / Dr. Fadhal Al-Samarrai	Main references (sources)

Comprehensive Grammar / Abbas Hassan	
Various periodicals and websites	Recommended supporting books and references (scientific journals)
The Comprehensive Library and Al-Ghamdi Electronic Library	Electronic references, websites

A professor of the subject

Prof. Dr. Haider Jassim Jaber

Form (3-1) Course Description

1	Course Name : Analysis of the Qur’anic and Literary Text	
2	Course code	
3	Semester/Year : Third	
4	:Date of preparation of this description 18\9\2024	
5	Available attendance forms: In-person	
6	Number of study hours (total) / Number of units (total) 2 hours per week	
7	Course Supervisor Name (if more than one name is mentioned)	
8–Course objectives		
Definition On the principles of Quranic and literary analysis Empowerment The student from to understand Arabs' method of speaking. Definition analyze the Quranic and literary text Student how t		Course objectives
9–Teaching and learning strategies –		
- Method of presentation, live questioning, problem solving and .discussion - Incorporating teaching methods using educational technology (DAT) .Show) or electronic platforms .Encourage students to learn independently		Strategy

10- Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watch es	week
General questions and discussion	theoretical	The concept of Quranic text analysis	Teaching students to analyze Quranic and literary texts	2	1
General questions and discussion	theoretical	The roots of the analysis of the Qur'anic text among the ancients	Teaching students to analyze Quranic and literary texts	2	2
General questions and discussion	theoretical	Analysis in the book "Tasanub" and the Surahs by Al-Garnati	Teaching students to analyze Quranic and literary texts	2	3
General questions and discussion	theoretical	Analysis in the book of the meaning of the Qur'an by Al-Farra	Teaching students to analyze Quranic and literary texts	2	4
General questions and discussion	theoretical	Analysis of the proportionality of verses and surahs by Al-Baq'a'i	Teaching students to analyze Quranic and literary texts	2	5

General questions and discussion	theoretical	Analysis of the grammar of the Qur' by Al-Nahhas	Teaching students to analyze Quranic and literary texts	2	6
General questions and discussion	theoretical	Features of analysis according to Suyuti	Teaching students to analyze Quranic and literary texts	2	7
General questions and discussion	theoretical	The occasion according to Al-Suyuti	Teaching students to analyze Quranic and literary texts	2	8
General questions and discussion	theoretical	First month/first semester exam	Teaching students to analyze Quranic and literary texts	2	9
General questions and discussion	theoretical	A modern reading of the concept the Qur'anic text among the Daraz	Teaching students to analyze Quranic and literary texts	2	10
General questions	theoretical	Analysis of verses and surahs in Diraz	Teaching students to analyze Quranic and literary texts	2	11

and discussio n					
General questions and discussio n	theore al	Complete the analysis at Daraz	Teaching students to analyze Quranic and literary texts	2	12
General questions and discussio n	theore al	Textual science and its standards	Teaching students to analyze Quranic and literary texts	2	13
General questions and discussio n	theore al	The concept of casting and weaving the text	Teaching students to analyze Quranic and literary texts	2	14
General questions and discussio n	theore al	Second month exam, first semester	Teaching students to analyze Quranic and literary texts	2	15
General questions and discussio	theore al	The concept of literary text analysis	Teaching students to analyze Quranic and literary texts	2	16

n					
General questions and discussion	theoretical	The concept of literature	Teaching students to analyze Quranic and literary texts	2	17
General questions and discussion	theoretical	Literary text analysis tools	Teaching students to analyze Quranic and literary texts	2	18
General questions and discussion	theoretical	Introduction to approaches to analyzing external contextual texts	Teaching students to analyze Quranic and literary texts	2	19
General questions and discussion	theoretical	Features of the historical method	Teaching students to analyze Quranic and literary texts	2	20
General questions and discussion	theoretical	Objections to the historical method and applications to poetic texts	Teaching students to analyze Quranic and literary texts	2	21
General questions and discussion	theoretical	Features of the social approach and its objections	Teaching students to analyze Quranic and literary texts	2	22
General questions and discussion	theoretical	Analysis of an old Maqama	Teaching students to analyze Quranic and literary texts	2	23
General	theoretical	First month exam / second semester	Teaching students to analyze	2	24

questions and discussion	al		Quranic and literary texts		
General questions and discussion	theoretical	Features of the psychological approach	Teaching students to analyze Quranic and literary texts	2	25
General questions and discussion	theoretical	Analysis of an old poem	Teaching students to analyze Quranic and literary texts	2	26
General questions and discussion	theoretical	Internal contextual approaches	Teaching students to analyze Quranic and literary texts	2	27
General questions and discussion	theoretical	Structural approach and analysis of modern poem	Teaching students to analyze Quranic and literary texts	2	28
General questions and discussion	theoretical	stylistic approach	Teaching students to analyze Quranic and literary texts	2	29
General questions and discussion	theoretical	Second month exam, second semester	Teaching students to analyze Quranic and literary texts	2	30
11- Course Evaluation					
The grade is distributed out of 100 according to the tasks assigned to the student, such as daily					

.preparation, daily exams, oral exams, monthly exams, written exams, reports, etc

12- Learning and teaching resources

	Required textbooks (methodology if any)
Books of interpretation, meanings and grammar of the Qur'an, and books of literary criticism	Main references (sources)
Periodicals and websites	Recommended supporting books and references (scientific (.journals, reports, etc
	Electronic references, websites

Subject teacher

Saeed Salman Jabr

Course Description (2–from 3)

/Course name
Literature Abbasid / stage Third

Course structure (Abbasid literature) third stage .10

/ code	
/Chapter/ Year	
2025-2024	
/Date this description was prepared	
2024/9/20	
.Available forms of attendance : Official (regular) working hours	
Regular official dom (in attendance)	
Number of units Number of study hours	
hours weekly (3)	
Name of the course administrator (if more than one name is (mentioned	
Asst. Prof. Dr. Issa Jaafar Fadel	
objectives Course	
Abbasid Providing learners with knowledge in the field of .literature	
Recognition on Concepts And the facts that formed Literature Abbasid And pay Students to tasting this Literature	
Teaching and learning strategies	
<ul style="list-style-type: none">- Classroom method of lecture, live questioning, problem solving and discussion- Teaching methods include the use of educational .technology (online metinic program)- Expand the discussion further through public and private .channels on Telegram.Encourage students to learn independently	Strategy

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watch es	week
Written tests	Presentation, dialogue and discussion	Historical introduction to the Abbasid state	knowledge and understanding	3	.1
Written tests	Lecture, dialogue and discussion	Contemporary culture and factors of poetry's prosperity	knowledge and understanding	3	.2
Written tests	Lecture, dialogue and discussion	Poetry topics in the first Abbasid era	knowledge and understanding	3	.3
Written tests	Lecture , dialogue and discussion	Praise	knowledge and understanding	3	.4
Written tests	Presentation, discussion , and questioning	satire	knowledge and understanding	3	.5
Written tests	Lecture - Discussion - Live Interrogation	lament	knowledge and understanding	3	.6
Written tests	Presentation - Discussion	spinning	knowledge and understanding	3	.7
Written tests	Presentation - Discussion	description The	knowledge and understanding	3	.8
Written tests	Presentation - Discussion	Asceticism and Sufism	knowledge and understanding	3	.9
Written tests	Presentation - Discussion	madness The	knowledge and understanding	3	.10
Written tests	Lecture - Discussion - Live Interrogation	wines The	knowledge and understanding	3	.11
Written tests	Presentation - Discussion	humorous poetry		3	.12
Written tests	Presentation - Discussion	educational poetry		3	.13
Written tests	Presentation - Discussion	Innovation in meanings and ideas	knowledge and understanding	3	.14
Written tests	Presentation - Discussion	Words and styles	knowledge and understanding	3	.15
Written tests	Presentation - Discussion	Meters and rhymes	knowledge and understanding	3	.16
Written tests	Presentation - Discussion	Poets/ Bashar ibn Burd	knowledge and understanding	3	.17
Written tests	Lecture - Discussion - Live Interrogation	Abu Nawas	knowledge and understanding	3	.18
Written tests	Presentation - Discussion	Abu al-Atahiya	knowledge and understanding	3	.19
Written tests					.20
Written tests	Presentation - Discussion	Abu Tammam	knowledge and understanding	3	.21

Written tests	Presentation - Discussion	Al-Buhturi	knowledge and understanding	3	.22
Written tests	Presentation - Discussion	Tests	knowledge and understanding	3	.23
Written tests	Lecture - Discussion - Live Interrogation	Ibn al-Rumi	knowledge and understanding	3	.24
Written tests	Presentation - Discussion	Ibn al-Mu'tazz	knowledge and understanding	3	.25
Written tests	Presentation - Discussion	Al-Mutanabbi	knowledge and understanding	3	.26
Written tests	Presentation - Discussion	Prose and its arts	knowledge and understanding	3	.27
Written tests	Presentation - Discussion	Prose styles	knowledge and understanding	3	.28
Written tests	Presentation - Discussion	The Book / Stylistic Comparison	knowledge and understanding	3	.29
Written tests		The Book / Stylistic Comparison	knowledge and understanding	3	.30

Learning and Teaching Resources 11	
Arabic poetry in Iraq and Persia in the Seljuk era	Required textbooks (methodology if any)
History of Arabic Literature Shawqi Dayf Literature in The era Abbasid / Nazim Rashid Sheikh	Main references (sources)
	Recommended supporting books and references (scientific (.journals, reports, etc

Subject teacher

Asst. Prof. Dr. Issa Jaafar Fadel

Form (3-3) Course Description

12-Ancient Arabic Criticism : Course Name	
13-Course code	
14-Semester/ Year : Third	
15-:Date of preparation of this description 10\1\2024	
16- Available attendance forms : In-person	
17- Number of study hours (total) / Number of units (total) 2 hours per week	
18- Name of the course administrator (if more than one name is mentioned)	
:Email A Name: Asst. Prof. Dr. Ahmed Kazim Salman Alaalataby @uowasit.edu.iq	
19-objectives Course	
<p>identification The student Basics .ancient Arabic criticism The</p> <p>Empowerment The student .On the ability to critically and intellectually analy</p> <p>identification The student In types Texts Literary Criticism and how to refle</p> <p>.on it and its owners</p> <p>Encourage the student to memorize critical texts and how to benefit from the</p> <p>.in the future</p>	Course objectives
20-Teaching and learning strategies	
<ul style="list-style-type: none"> - Method of presentation, live questioning, problem solving and discussion - Incorporating teaching methods using educational technology (DAT) Show) or electronic platforms Encouraging students to learn independently 	Strategy

21-Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watch es	week
General question and discussion	theoretical	An introductory introduction to ancient Arabic criticism and its sources	Teaching students correct critical thinking	2	1
General question and discussion	theoretical	Ancient Arabic criticism in the era of what Before Islam	Teaching students correct critical thinking	2	2
General question and discussion	theoretical	Ancient Arabic criticism in the early Islamic era	Teaching students correct critical thinking	2	3
General question and discussion	theoretical	Ancient Arabic criticism in the first and second centuries	Teaching students correct critical thinking	2	4
General question and discussion	theoretical	The theory of classes, the stallions of poets and Ibn Salam al-Jumahi	Teaching students correct critical thinking	2	5
General question and discussion	theoretical	The foundations and standards that he adopted with the analysis of the theory	Teaching students correct critical thinking	2	6
General question and discussion	theoretical	The problem of word and meaning in Al Jahiz's thought-	Teaching students correct critical thinking	2	7
General question and discussion	theoretical	The issue of ancient and modern conflict according to Ibn Qutaybah	Teaching students correct critical thinking	2	8
General question and discussion	theoretical	Ibn al-Mu'tazz's theory of rhetoric and terminological analysis	Teaching students correct critical thinking	2	9
General question and discussion	theoretical	The process of poetic creativity in Ibn Tabataba al-Alawi	Teaching students correct critical thinking	2	10
General question and discussion	theoretical	How did Ibn Tabataba stand on the ordeal of modern poets and how did he ? deal with it	Teaching students correct critical thinking	2	11
General question and discussion	theoretical	The Greek philosophical influence in the book of criticism Poetry by Qudamah ibn Ja'far	Teaching students correct critical thinking	2	12
General question and discussion	theoretical	Comparison between the two sects in Al-Amdī's book analysis	Teaching students correct critical thinking	2	13
General question and discussion	theoretical	Poetic plagiarism in Al-Qadi Al-Jurjani	Teaching students correct critical thinking	2	14
General question and discussion	theoretical	Analysis and control of monetary terms when To Judge Al-Jurjani	Teaching students correct critical thinking	2	15
General question and discussion	theoretical	Marzouki's theory of the poetic column	Teaching students correct critical thinking	2	16
General question and discussion	theoretical	Al- M . Al-Rahaghi and Al-Naqd in Al-Marzouqi	Teaching students correct critical thinking	2	17
General question and discussion	theoretical	Abdul Qahir al-Jurjani and the theory of systems	Teaching students correct critical thinking	2	18

General question and discussion	theoretical	Detailed analysis of the theory	Teaching students correct critical thinking	2	19
General question and discussion	theoretical	The applied analytical approach in the book of Evidence of the Miracle	Teaching students correct critical thinking	2	20
General question and discussion	theoretical	The integrated theory of poetry by Ibn Rashiq al-Qayrawani	Teaching students correct critical thinking	2	21
General question and discussion	theoretical	Critical vision and control of critical terminology in Al-Qayrawani	Teaching students correct critical thinking	2	22
General question and discussion	theoretical	Poetry and criticism in Hazem Al-Qartajani	Teaching students correct critical thinking	2	23
General question and discussion	theoretical	Analysis of the book Minhaj al-Bulaghā and Siraj al-Udaba' Cash	Teaching students correct critical thinking	2	24
General question and discussion	theoretical	Ibn Khaldun and his critical views	Teaching students correct critical thinking	2	25
General question and discussion	theoretical	Asking students to write research papers on - .critical vocabulary	Teaching students correct critical thinking	2	26
General question and discussion	theoretical	Teaching students how to critically analyze literary texts	Teaching students correct critical thinking	2	27
General question and discussion	theoretical	Addressing the problem of critical terminology and trying to control it	Teaching students correct critical thinking	2	28
General question and discussion	theoretical	A comprehensive review of the curriculum and the subjects studied	Teaching students correct critical thinking	2	29
General question and discussion	theoretical	Conducting oral tests to demonstrate the student's understanding and comprehension of the material and their readiness for the final exam	Teaching students correct critical thinking	2	30

22- Course Evaluation

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

23- Learning and teaching resources

Lectures on the History of Arab Criticism: Dr. Ibtisam Marhoun .Saffar and Dr. Nasser Halawi	Required textbooks (methodology if any)
History of Literary Criticism Among the Arabs / Dr. Ihsan Abbas. and History of Criticism Among the Arabs / Dr. Taha Ahmed Ibrahim	Main references (sources)
.Various periodicals and websites	Recommended supporting books and references (scientific (.journals, reports, etc
The Comprehensive Library and Al-Ghamdi Electronic Library	Electronic references, websites

Subject teacher

Asst. Prof. Dr Ahmed Kazim Salman

Course Description (4 from 3)

1 /Course name	
Ages Late	
2 / code	
3 /Chapter/ Year	
2024 \2025	
4 /Date this description was prepared	
2024/9/2	
5- .Available forms of attendance : Official (regular) working hours	
Regular official dom (in attendance)	
6- Number of units Number of study hours	
week per hours (3)	
7- Name of the course administrator (if more than one name is (mentioned	
Asst. Prof. Dr. Issa Jaafar Fadel	
8- objectives Course	
.Providing learners with knowledge in the field of late ages and encourage later ages and facts that shaped the To identify the concepts . students to appreciate this literature	
9- Teaching and learning strategies	
<ul style="list-style-type: none"> - Method of delivery and oral questions - Incorporating teaching methods using educational technology (DAT) Show) or electronic platforms Encouraging students to learn independently	Strategy

Course structure -10					
Evaluati on method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Written tests	Presentation, dialogue and discussion	Historical Introduction to the Late Periods	Skills, knowledge and values	2	1
Written tests	Presentation, dialogue and discussion	Social and cultural life	Skills, knowledge and values	2	2
Written tests	Presentation, dialogue and discussion	Poetry and its traditional themes	Skills, knowledge and values	2	3
Written tests	Presentation, dialogue and discussion	Praise	Skills, knowledge and values	2	4
Written tests	Lecture - Discussion - Interrogation	satire	Skills, knowledge and values	2	5
Written tests	Lecture - Discussion - Live Interrogation	lament	Skills, knowledge and values	2	6
Written tests		spinning	Skills, knowledge and values	2	7
Written	Presentation -	The	Skills, knowledge	2	8

tests	Discussion	description	and values		
Written tests	Presentation - Discussion	Wines	Skills, knowledge and values	2	9
Written tests	Presentation - Discussion	The madness	Skills, knowledge and values	2	10
Written tests	Presentation - Discussion	Advanced Poetic Themes (Introduction)	Skills, knowledge and values	2	11
Written tests	Lecture - Discussion - Live Interrogation	Praises to the Prophet	Skills, knowledge and values	2	12
Written tests	Presentation - Discussion	Brotherhood	Skills, knowledge and values	2	13
Written tests	Presentation - Discussion	Asceticism and Sufism	Skills, knowledge and values	2	14
Written tests		educational poetry	Skills, knowledge and values	2	15
Written tests	Presentation - Discussion	War poetry	Skills, knowledge and values	2	16
Written tests	Presentation - Discussion	Other topics	Skills, knowledge and values	2	17
Written tests	Lecture - Discussion - Live Interrogation	General artistic features	Skills, knowledge and values	2	18

Written tests	Presentation - Discussion	Modern Poetic Arts (Introduction)	Skills, knowledge and values	2	19
Written tests			Presentation Discussion -	2	20
Written tests	Presentation - Discussion	The dubayt	Skills, knowledge and values	2	21
Written tests	Presentation - Discussion	The Muwashshah	Skills, knowledge and values	2	22
Written tests		Tests	Skills, knowledge and values	2	23
Tests Editorial	Presentation - Discussion live interrogation	Zajal	Skills, knowledge and values	2	24
Written tests	Presentation - Discussion	loyalists	Skills, knowledge and values	2	25
Written tests	Presentation - Discussion	It was and it was	Skills, knowledge and values	2	26
Written tests	Presentation - Discussion	The people	Skills, knowledge and values	2	27
Written tests	Presentation - Discussion	Item	Skills, knowledge and values	2	28
Written tests	Presentation - Discussion	Stylistic Comparison (Between Poets) Shams al-Din al-Kufi al-Busiri and Safi al-Din	Skills, knowledge and values	2	29

		al-Hilli			
Written tests		Prose Arts Selections and) General Stylistic (Features	Skills, knowledge and values	2	30

Infrastructure: Classrooms (1) College Library

Literary criticism in the eighth century AH between Al-Safadi and his contemporaries / Muhammad Ali Al-Sultani

The Middle Ages / Dr. Nazim Rashid Sheikho

Arabized Poetic Arts (Al-Kan, Kan, and Al-Qoma) by Reda Mohsen Al-Quraishi

Praise to the Prophet in Arabic Literature / Dr. Zaki Mubarak

:Required readings

Basic Texts

Other course books

name Instructor

Asst. Prof. Dr. Issa Jaafar Fadel

Form (3-5) Course Description

1- Course Name: The Old Book
2- Course code: Phase III
3- Seme /ster -Year/2024 -2025
4-Date of preparation of this description: 9/20/2024
5-Available attendance forms: Daily attendance
Number of study hours: two hours / number of units ((2)) -6
7- Name of the course supervisor: Prof. Dr. Alaa Abdel Naeem -
8-Course objectives
<ul style="list-style-type: none"> - .Providing learners with the rules of the Arabic language - .Developing students' speaking skills - . Identify the basic concepts in Arabic language - . Identifying the goals of learning Arabic sciences
:9-Teaching and learning strategies
.Adopting methods of lecture, presentation, discussion, dialogue, brainstorming, etc

10-Course structure

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watch es	week
Written tests (essay - (objective	Delivering - Discussion	The Book of Knowledge / Chapter: What People Put in the Wrong Place	knowledge, values, and skills	2	1
Written tests (essay - (objective	Delivering - Discussion	Chapter on the interpretation of what came in the dual form in the used speech	knowledge, values, and skills	2	2
Written tests	Delivering - Discussion	Chapter on the origins of people's names	knowledge, values, and skills	2	3
= Written tests	Delivering - Discussion	Chapter on those named after plants	knowledge, values, and skills	2	4
= Written tests	Delivering - Discussion	Chapter on the creation of horses, their characteristics and colors	knowledge, values, and skills	2	5
Written tests	Presentation Discussion - - Interrogation	Doors of differences	knowledge, values, and skills	2	6
Written tests	Presentation Discussion - - Live Interrogation	Hand Evaluation Book Chapter on establishing satire	knowledge, values, and skills	2	7
Written tests	Delivering - Discussion	Chapter on the Alif of Connection in Nouns	knowledge, values, and skills	2	8
Written tests	Delivering - Discussion	Chapter on the hamza and its branches	knowledge, values, and skills	2	9
Written tests	Delivering - Discussion	The chapter on dualism	knowledge, values, and skills	2	10
Written tests	Presentation	Chapter on dual and	knowledge,	2	11

	Discussion –	plural of the indefinite	values, and skills		
Written tests	Delivering - Discussion	Chapter on what is not declined	knowledge, values, and skills	2	12
Written tests	Lecture - Discussion - Live Interrogation	Chapter on feminine nouns that do not have feminine markers	knowledge, values, and skills	2	13
Written tests	Presentation Discussion -	The Book of Correcting the Tongue Chapter on letters that sound similar but have different meanings	knowledge, values, and skills	2	14
Written tests	Presentation Discussion -	Chapter on two letters that are similar in pronunciation and meaning but are confused	knowledge, values, and skills	2	15
Written tests	Presentation Discussion -	Chapter on two letters that are similar in pronunciation and meaning but are confused	knowledge, values , and skills	2	16
Written tests	Presentation Discussion -	Chapter on what is added to it, what is subtracted from it, and what some of its letters are replaced with others	knowledge, values, and skills	2	17
Written tests	Presentation Discussion - - Live Interrogation	Chapter on what is added to it, what is subtracted from it, and what some of its letters are replaced with others	knowledge, values, and skills	2	18
Written tests	Delivering - Discussion	Chapter on what the common people make mistakes in and mispronounce	knowledge, values, and skills	2	19
Written tests	Delivering –	Chapter on what the	knowledge,	2	20

	Discussion	common people make mistakes in and mispronounce	values, and skills		
Written tests	Presentation Discussion -	The Book of Buildings Chapter: I did and I do with the same meaning	knowledge, values, and skills	2	21
Tests Editorial	Presentation Discussion -	Chapter: I did and I did, with the same meaning and their difference in transitivity	knowledge, values, and skills	2	22
Written tests	Presentation Discussion -	Chapter of Fa'ilat and its positions	knowledge, values, and skills	2	23
Written tests	Lecture - Discussion - Live Interrogation	Chapter on the verb tafa'ala" and its " positions	knowledge, values, and skills	2	24
Written tests	Delivering - Discussion	Chapter on the verb tafa'alat" and its " positions	knowledge, values, and skills	2	25
Written tests	Presentation Discussion -	Chapter on istaf'ala and its positions	knowledge, values, and skills	2	26
Written tests	Presentation Discussion -	Chapter on different verb structures with ya and waw but the same meaning	knowledge, values, and skills	2	27
Written tests	Presentation Discussion -	Chapter on different verb structures with ya and waw but the same meaning	knowledge, values, and skills	2	28
Written tests	Presentation Discussion -	General Applications	knowledge, values, and skills	2	29
Written tests	Lecture - Discussion - Live Interrogation	General Applications	knowledge, values, and skills	2	30

:Course Evaluation –11
<p>Chapter One: (20) marks</p> <p>Chapter Two: (20) points</p> <p>Final Exam: (60) marks</p>
:Learning and Teaching Resources 12
<p>Course books</p> <p> The Literature of the Writer by Ibn Qutaybah</p> <p> The polite in morphology</p> <p>The Singer of Hearts on Books of Morphology and Syntax</p> <p>Special requirements (including workshops, periodicals, software, and websites)</p>

Subject teacher

Prof. Dr. Alaa Abdel Naeem

Course name : Grammar	
Course code	
Semester/Year : Third	
2024Date of preparation of this description/19/10	
Available attendance forms: In-person	
Number of study hours (total) / Number of units (total) 2 hours per week	
Name of the course administrator (if more than one name is mentioned)	
:Email A -Name: Dr. Ahmed Abdullah Zaher Alathaher@uowasit.edu.iq	
objectives Course	
identification .the Arabic linguistic system Student Empowerment The student from Mastering the rules .of Arabic grammar identification The student With his grammatical and linguistic heritage.	Course objectives
Teaching and learning strategies	
<ul style="list-style-type: none"> - Method of delivery and oral questions - Incorporating teaching methods using educational technology (DAT) Show) or electronic platforms Encouraging students to learn independently 	Strategy

10–Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week
General questions and discussion	theoretical	Chapter on prepositions	Teaching students the practical rules of the Arabic language	2	1
General questions and discussion	theoretical	Chapter on prepositions	Teaching students the practical rules of the Arabic language	2	2
General questions and discussion	theoretical	Prepositions / Chapter Application Models	Teaching students the practical rules of the Arabic language	2	3
General questions and discussion	theoretical	Prepositions / Chapter Application Models	Teaching students the practical rules of the Arabic language	2	4
General questions and discussion	theoretical	Addition section	Teaching students the practical rules of the Arabic language	2	5
General questions and discussion	theoretical	Addition section	Teaching students the practical rules of the Arabic language	2	6
General questions and discussion	theoretical	Addition section Application / models	Teaching students the practical rules of the Arabic language	2	7
General questions and discussion	theoretical	Added to the speaker's Ya	Teaching students the practical rules of the Arabic language	2	8
General questions and discussion	theoretical	The noun added to the speaker's applied / Yaa models	Teaching students the practical rules of the Arabic language	2	9
General questions and discussion	theoretical	Active participle and its function	Teaching students the practical rules of the Arabic language	2	10
General questions and discussion	theoretical	Active participle and its function	Teaching students the practical rules of the Arabic language	2	11

General questions and discussion	theoretical	Active Participle and its Function Application / Models	Teaching students the practical rules of the Arabic language	2	12
General questions and discussion	theoretical	The passive participle and its / function applied models	Teaching students the practical rules of the Arabic language	2	13
General questions and discussion	theoretical	The passive participle and its function	Teaching students the practical rules of the Arabic language	2	14
General questions and discussion	theoretical	Exaggeration forms and their function	Teaching students the practical rules of the Arabic language	2	15
General questions and discussion	theoretical	Exaggeration Formulas and / Their Function Application Models	Teaching students the practical rules of the Arabic language	2	16
General questions and discussion	theoretical	The comparative and its function	Teaching students the practical rules of the Arabic language	2	17
General questions and discussion	theoretical	The comparative / and its function application models	Teaching students the practical rules of the Arabic language	2	18
General questions and discussion	theoretical	Chapter of astonishment	Teaching students the practical rules of the Arabic language	2	19
General questions and discussion	theoretical	Chapter on / exclamation applied models	Teaching students the practical rules of the Arabic language	2	20
General questions and discussion	theoretical	Dependencies and their sections	Teaching students the practical rules of the Arabic language	2	21
General questions and discussion	theoretical	The adjective and its rules	Teaching students the practical rules of the Arabic language	2	22
General questions and discussion	theoretical	Explanatory apposition	Teaching students the practical rules of the Arabic language	2	23

General questions and discussion	theoretical	/ Appositives Application Models	Teaching students the practical rules of the Arabic language	2	24
General questions and discussion	theoretical	Coordination	Teaching students the practical rules of the Arabic language	2	25
General questions and discussion	theoretical	/ Coordination application models	Teaching students the practical rules of the Arabic language	2	26
General questions and discussion	theoretical	Affirmation and its types	Teaching students the practical rules of the Arabic language	2	27
General questions and discussion	theoretical	Affirmation and its application/ types models	Teaching students the practical rules of the Arabic language	2	28
General questions and discussion	theoretical	The substitute and its provisions	Teaching students the practical rules of the Arabic language	2	29
General questions and discussion	theoretical	Substitution and / its provisions applied models	Teaching students the practical rules of the Arabic language	2	30

11-Course Evaluation

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

Learning and teaching resources

Ibn Aqil's explanation	Required textbooks (methodology if any)
Ibn Aqil's explanation .Comprehensive Grammar / Dr. Abbas Hass The Collection of Arabic Lessons / Mustafa A . Ghalayni	Main references (sources)

Periodicals and websites	Recommended supporting books and references (.scientific journals, reports, etc)
	Electronic references, websites

Subject teacher

Prof. Dr. Ahmed Abdullah Zahir

Course Description(7-3)

Course name : Andalusian Literature	
Course code	
Semester/ Year : Third	
Date of preparation of this description	2024 /19/10
Available attendance forms : In-person	
Number of study hours (total) / Number of units (total) 3 hours per week	
Name of the course administrator (if more than one name is mentioned)	
:Email A Name: Dr. Muhammad Taqi John Al@uowasit.edu.iq	
objectives Course	
.Learn about the topic of Andalusian literature Recognizing the importance of Andalusian literature .relation to other Arabic literatures .Developing literary taste among students	Course objectives
Teaching and learning strategies	
<ul style="list-style-type: none"> - Method of delivery and oral questions - Incorporating teaching methods using educational technology (DAT) Show) or electronic platforms Encouraging students to learn independently 	Strategy

Course structure -10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watch es	week
General questions and discussion	theoretical	Illumination of poetry and life in Andalusia and the states that ruled Andalusia	Teaching students the practical rules of the Arabic language	3	1
General questions and discussion	theoretical	Components of Andalusian society (Arabs, Berbers, Mawali and Slavs, Arabized, (Muladi, Mudéjar, Jews	Teaching students the practical rules of the Arabic language	3	2
General questions and discussion	theoretical	The first models of poetry and their relationship to the two environments: the Levantine and Andalusian	Teaching students the practical rules of the Arabic language	3	3
General questions and discussion	theoretical	Technical and thematic characteristics of the poetry of the Emirate era	Teaching students the practical rules of the Arabic language	3	4
General questions and discussion	theoretical	Forms of following, creativity and poetic trends	Teaching students the practical rules of the Arabic language	3	5
General questions and discussion	theoretical	Abdul Rahman Al Dakhil: A Study of His Poetry and Prose	Teaching students the practical rules of the Arabic language	3	6
General questions and discussion	theoretical	Yahya al-Ghazal: A Study of His Poetry	Teaching students the practical rules of the Arabic language	3	7
General questions and discussion	theoretical	Ibn Abd Rabbih, his style and themes of his poetry	Teaching students the practical rules of the Arabic language	3	8
General questions and discussion	theoretical	Birth of Bint al-Mustakfi (her life and poetry	Teaching students the practical rules of the Arabic language	3	9
General questions and discussion	theoretical	Stages of development of Andalusian poetry	Teaching students the practical rules of the Arabic language	3	10
General questions and discussion	theoretical	Old and new content	Teaching students the practical rules of the Arabic language	3	11
General	theoretical	Ibn Zaydoun (his life and (poetry	Teaching students the practical rules of the	3	12

estions and discussion	al		Arabic language		
General estions and discussion	eooretic al	Forms of innovation in the structure and themes of poetry	Teaching students the practical rules of the Arabic language	3	13
General estions and discussion	eooretic al	Muwashshahat: concept and problem	Teaching students the practical rules of the Arabic language	3	14
General estions and discussion	eooretic al	Elegy poetry (elegy for Andalusian cities and (kingdoms	Teaching students the practical rules of the Arabic language	3	15
General estions and discussion	eooretic al	Nature poetry and its motives	Teaching students the practical rules of the Arabic language	3	16
General estions and discussion	eooretic al	Artistic prose: its themes and characteristics	Teaching students the practical rules of the Arabic language	3	17
General estions and discussion	eooretic al	Diwani letters, their structure and stylistic features	Teaching students the practical rules of the Arabic language	3	18
General estions and discussion	eooretic al	Analysis of a prose model	Teaching students the practical rules of the Arabic language	3	19
General estions and discussion	eooretic al	Brotherhood messages, their topics and methods of formulation	Teaching students the practical rules of the Arabic language	3	20
General estions and discussion	eooretic al	Literary messages: their notables and analysis of one of their models	Teaching students the practical rules of the Arabic language	3	21
General estions and discussion	eooretic al	Philosophical Letters	Teaching students the practical rules of the Arabic language	3	22
General estions and discussion	eooretic al	Technical analysis of the pattern	Teaching students the practical rules of the Arabic language	3	23
General estions and discussion	eooretic al	Debate books	Teaching students the practical rules of the Arabic language	3	24
General estions and discussion	eooretic al	Analysis of Ibn Burd's debate on the sword and the pen	Teaching students the practical rules of the Arabic language	3	25

General questions and discussion	theoretical	Sermon: Types and Characteristics	Teaching students the practical rules of the Arabic language	3	26
General questions and discussion	theoretical	Analysis of a selected sermon	Teaching students the practical rules of the Arabic language	3	27
General questions and discussion	theoretical	Maqamat: Theme and Narrative Structure / Maqamat Analysis	Teaching students the practical rules of the Arabic language	3	28
General questions and discussion	theoretical	Andalusian Story / Analysis of the Story of Hayy ibn Yaqzan	Teaching students the practical rules of the Arabic language	3	29
General questions and discussion	theoretical	Diwani letters, their structure and stylistic features	Teaching students the practical rules of the Arabic language	3	30

Course Evaluation –11	
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, .oral, monthly and written exams, reports, etc	
Learning and teaching resources	
	Required textbooks (methodology if any)
.In Andalusian literature, Dr. Muhammad Radwan Al-Dayah .Andalusian Literature from the Conquest until the Fall of .Granada, Dr. Munajjid Mustafa Bahjat .Andalusian Poetry in the Almohad Era, Dr. Fawzi Issa	Main references (sources)
Periodicals and websites	Recommended supporting books and references (scientific (.journals, reports, etc
	Electronic references, websites

Subject teacher

Prof. Dr. Muhammad Taqi John Ali

Course Description (8-3)

Course Name: Linguistics	
Course code	
Semester/Year: Third	
Date of preparation of this description: 10/19/2024	
Available attendance forms: In-person	
Number of study hours (total) / Number of units (total) 2 hours per week	
Name of the course administrator (if more than one name is mentioned)	
objectives Course	
. Understand and understand the subject of linguistics -1 Understanding and knowing what other nations did in studying language in general -2 . and what the Arabs did after that .Knowing the differences in linguistic terms: philology, linguistics, and linguistics -3	Course objectives
Teaching and learning strategies	
- Method of delivery and oral questions - Incorporating teaching methods using educational technology (DAT) Show or electronic platforms (Strategy

Encouraging students to learn independently	
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Course structure -10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week
General questions and discussion	theoretical	Modern approaches to the study of language: descriptive, historical, comparative , contrastive , and .geographical	Teaching students the practical rules of the Arabic language	3	1
General questions and discussion	theoretical	Linguistics and other sciences: sociolinguistics, psycholinguistics, anthropology, geography, and political science	Teaching students the practical rules of the Arabic language	3	2
General questions and discussion	theoretical	Sociolinguistics	Teaching students the practical rules of the Arabic language	3	3
General questions and discussion	theoretical	Psycholinguistics	Teaching students the practical rules of the Arabic language	3	4

discussion					
General questions and discussion	theoretical	science the language Anthropologist	Teaching students the practical rules of the Arabic language	3	5
General questions and discussion	theoretical	Geolinguistics	Teaching students the practical rules of the Arabic language	3	6
General questions and discussion	theoretical	political linguistics	Teaching students the practical rules of the Arabic language	3	7
General questions and discussion	theoretical	linguistic analysis	Teaching students the practical rules of the Arabic language	3	8
General questions and discussion	theoretical	Vocal level, stress and intonation	Teaching students the practical rules of the Arabic language	3	9
General questions and discussion	theoretical	Phonetics	Teaching students the practical rules of the Arabic language	3	10

General questions and discussion	theoretical	Description of the components of the speech apparatus	Teaching students the practical rules of the Arabic language	3	11
General questions and discussion	theoretical	Characteristics of the letters: voiced, unvoiced, stressed, relaxed , and medium	Teaching students the practical rules of the Arabic language	3	12
General questions and discussion	theoretical	Morphological level: the relationship of morphology to the Arabic lexicon, the relationship of morphology to phonology, morphemes and their types	Teaching students the practical rules of the Arabic language	3	13
General questions and discussion	theoretical	Grammatical (syntactic) level: diacritical marks, conjunctions , form , order, agreement, connection, tool, context	Teaching students the practical rules of the Arabic language	3	14
General questions and discussion	theoretical	Semantic level : lexicography, historical dictionaries, dictionaries of words, linguistic evolution, transmission of language from predecessors to successors, Arabic .and evolution	Teaching students the practical rules of the Arabic language	3	15
General questions	theoretical	Modern Linguistic Schools: Introduction, The Beginnings of	Teaching students the practical rules of the Arabic language	3	16

and discussion		the Emergence of Linguistics .Among the Ancients			
General questions and discussion	theoretical	Linguistic achievements of the Indians	Teaching students the practical rules of the Arabic language	3	17
General questions and discussion	theoretical	Linguistic achievements of the .Greeks and Romans	Teaching students the practical rules of the Arabic language	3	18
General questions and discussion	theoretical	Arab achievements in the .Middle Ages	Teaching students the practical rules of the Arabic language	3	19
General questions and discussion	theoretical	Achievements of the European Renaissance to the end of the .eighteenth century	Teaching students the practical rules of the Arabic language	3	20
General questions and discussion	theoretical	Linguistic achievements in the nineteenth century (the .century of colonialism	Teaching students the practical rules of the Arabic language	3	21
General questions and discussion	theoretical	Comparative studies in the nineteenth century	Teaching students the practical rules of the Arabic language	3	22

discussion					
General questions and discussion	theoretical	The biological or naturalistic theory of linguistics by August . Schleicher	Teaching students the practical rules of the Arabic language	3	23
General questions and discussion	theoretical	Humboldt's linguistics (the theory of seeing the world .(through language	Teaching students the practical rules of the Arabic language	3	24
General questions and discussion	theoretical	Psychological tendency in .linguistics (Steinthal)	Teaching students the practical rules of the Arabic language	3	25
General questions and discussion	theoretical	school Grammarians youth or grammarians Youth	Teaching students the practical rules of the Arabic language	3	26
General questions and discussion	theoretical	Search Linguistic in century Twenty	Teaching students the practical rules of the Arabic language	3	27
General questions and discussion	theoretical	Linguistics Structuralism : Structuralism European : Prague , And glucose , And . Kazan	Teaching students the practical rules of the Arabic language	3	28

General questions and discussion	theoretical	.Geneva School (Saussure)	Teaching students the practical rules of the Arabic language	3	29
General questions and discussion	theoretical	Structuralism in America	Teaching students the practical rules of the Arabic language	3	30

Course Evaluation -11

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

Learning and teaching resources

	Required textbooks (methodology if any)
Lectures in Linguistics by Ayoub Abdel Rahman 2- Language and Linguistics . John Lyons 3- Linguistics by Abdul Wahid .Wafi 4- Linguistics by Hatem Al-Dhamen	Main references (sources)
Periodicals and websites	Recommended supporting books and references (scientific journals, reports, etc.)
	Electronic references, websites

Subject teacher

Prof. Dr. Muzaffar Abdul Rumi

Form (4-1) Course Description

1. Course Name: Schools Grammar	
2. Course code	
3. Fourth :Semester/Year	
4. Date this description was prepared 18/9/2024	
5. :Available attendance forms	
My presence	
6. Number of study hours (total) / Number of units (total)	
Two hours a week	
7. Course Supervisor Name (if more than one name is mentioned)	
: Name: Prof. Dr. Saeed Salman Jabr Emailsalsaray@uowasit.edu.iq.	
8. A course goal	
<ul style="list-style-type: none"> - . Study the history of grammar - Study of the grammatical thought of the early grammarians - Study of grammarians' approaches in their books 	:Course objectives
9. Teaching and learning strategies	
Method of presentation, live questioning, problem solving and discussion Incorporating teaching methods using educational technology (Dato Show) or electronic platforms Encouraging students to learn independently	Strategy

10-Course Structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week
General question and discussion	theoretical	Grammar schools between ancient and modern	Enabling the student to become familiar with grammar schools	2	1
General question and discussion	theoretical	The origin of grammar, the first grammarians	Enabling the student to become familiar with grammar schools	2	2
General question and discussion	theoretical	The originality of Arabic grammar and its influence on Greek	Enabling the student to become familiar with grammar schools	2	3
General question and discussion	theoretical	Arabic grammar and its influence In Syriac and Persian	Enabling the student to become familiar with grammar schools	2	4
General question and discussion	theoretical	Grammar term	Enabling the student to become familiar with grammar schools	2	5
General question and discussion	theoretical	Stages of the development of grammar	Enabling the student to become familiar with grammar schools	2	6
General question and discussion	theoretical	grammarian	Enabling the student to become familiar with grammar schools	2	7
General question and discussion	theoretical	Motives for the emergence of grammar	Enabling the student to become familiar with grammar schools	2	8
General question and discussion	theoretical	First month/first semester exam	Enabling the student to become familiar with grammar schools	2	9

General question and discussion	theoretical	Abdul Ibn Abi Ishaq's grammatical views	Enabling the student to become familiar with grammar schools	2	10
General question and discussion	theoretical	The views of Isa ibn Umar al-Thaqafi	Enabling the student to become familiar with grammar schools	2	11
General question and discussion	theoretical	The opinions of Abu Amr ibn al-Ala	Enabling the student to become familiar with grammar schools	2	12
General question and discussion	theoretical	The development of grammar in Al-Khalil	Enabling the student to become familiar with grammar schools	2	13
General question and discussion	theoretical	Characteristics of the grammatical school in Basra	Enabling the student to become familiar with grammar schools	2	14
General question and discussion	theoretical	Second month exam, first semester	Enabling the student to become familiar with grammar schools	2	15
General question and discussion	theoretical	Sibawayh's Life/Book	Enabling the student to become familiar with grammar schools	2	16
General question and discussion	theoretical	Sibawayh's book methodology, its chapters and terminology	Enabling the student to become familiar with grammar schools	2	17
General question and discussion	theoretical	Al-Mubarrad his life/book	Enabling the student to become familiar with grammar schools	2	18
General question and discussion	theoretical	Al-Mubarrad's approach/its evidence/its terminology	Enabling the student to become familiar with grammar schools	2	19
General question	theoretical	The development of grammatical studies in Kufa	Enabling the student to become familiar with	2	20

and discussion			grammar schools		
General question and discussion	theoretical	Characteristics of the grammatical school in Kufa	Enabling the student to become familiar with grammar schools	2	21
General question and discussion	theoretical	Al-Kisa'i / His Life	Enabling the student to become familiar with grammar schools	2	22
General question and discussion	theoretical	The origins of grammatical study according to Al-Kisa'i	Enabling the student to become familiar with grammar schools	2	23
General question and discussion	theoretical	First month exam / second semester	Enabling the student to become familiar with grammar schools	2	24
General question and discussion	theoretical	Meanings of the Qur'an/ Methodology/ Style/ Value	Enabling the student to become familiar with grammar schools	2	25
General question and discussion	theoretical	Grammar in Baghdad: The Position of the Ancients and Moderns	Enabling the student to become familiar with grammar schools	2	26
General question and discussion	theoretical	The most famous scholars	Enabling the student to become familiar with grammar schools	2	27
General question and discussion	theoretical	Grammar in Egypt/ Nahhas: His Life and Views	Enabling the student to become familiar with grammar schools	2	28
General question and discussion	theoretical	Grammar in Andalusia - Ibn Mada' al-Qurtubi: His Life and Views	Enabling the student to become familiar with grammar schools	2	29
General question and discussion	theoretical	Second month exam, second semester	Enabling the student to become familiar with grammar schools	2	30

Course Evaluation	
The grade is distributed out of 100 according to the tasks assigned to the student, such as .daily preparation, daily exams, oral exams, monthly exams, written exams, reports, etc	
Learning and teaching resources	
Grammar schools: Khadija al-Hadith	Required textbooks (methodology if any)
Grammar school books and the history of grammar	Main references (sources)
Periodicals and websites	Recommended supporting books and references (.scientific journals, reports, etc)
	Electronic references, websites

Subject teacher

Saeed Salman Jabr

Course Description (2–From4)

Course Name: Grammar	
Course code	
Semester/Year: Fourth	
Date of preparation of this description: 19/9/2024	
Available attendance forms: In-person	
Number of study hours (total) / Number of units (total) 3 hours per week	
Name of the course administrator (if more than one name is mentioned)	
objectives Course	
identification The student Basics Arabic grammar Empowerment The student from Improve reading and . grammar performance	Course objectives
Teaching and learning strategies	
Reading, live questioning, problem solving and discussion method Incorporating teaching methods using educational technology (Google models) .and follow-up questions Encouraging students to learn independently	Strategy

Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week
General questions and discussion	theoretical	Follow the caller	Teaching students language skills	2	1
General questions and discussion	theoretical	Marbling	Teaching students language skills	2	2
General questions and discussion	theoretical	Marbling	Teaching students language skills	2	3
General questions and discussion	theoretical	scar	Teaching students language skills	2	4
General questions and discussion	theoretical	distress call	Teaching students language skills	2	5
General questions and discussion	theoretical	Specialization	Teaching students language skills	2	6
General questions and	theoretical	Warning and Temptation	Teaching students language skills	2	7

discussion					
General questions and discussion	theoretical	seduction method	Teaching students language skills	2	8
General questions and discussion	theoretical	exam	Teaching students language skills	2	9
General questions and discussion	theoretical	Verb names	Teaching students language skills	2	10
General questions and discussion	theoretical	Praise and blame	Teaching students language skills	2	11
General questions and discussion	theoretical	Praise and blame	Teaching students language skills	2	12
General questions and discussion	theoretical	Praise and blame	Teaching students language skills	2	13
General questions and discussion	theoretical	Praise and blame	Teaching students language skills	2	14
General questions and discussion	theoretical	exam	Teaching students language skills	2	15

General questions and discussion	theoretical	exclamation	Teaching students language skills	2	16
General questions and discussion	theoretical	exclamation	Teaching students language skills	2	17
General questions and discussion	theoretical	exclamation	Teaching students language skills	2	18
General questions and discussion	theoretical	exclamation	Teaching students language skills	2	19
General questions and discussion	theoretical	Non-inflected	Teaching students language skills	2	20
General questions and discussion	theoretical	Non-inflected	Teaching students language skills	2	21
General questions and discussion	theoretical	Non-inflected	Teaching students language skills	2	22
General questions and discussion	theoretical	exam	Teaching students language skills	2	23
General questions	theoretical	Parsing of the present tense verb	Teaching students language skills	2	24

and discussion					
General questions and discussion	theoretical	Verb accusative	Teaching students language skills	2	25
General questions and discussion	theoretical	Jazm of the verb	Teaching students language skills	2	26
General questions and discussion	theoretical	Jazm of the verb	Teaching students language skills	2	27
General questions and discussion	theoretical	Chapter if	Teaching students language skills	2	28
General questions and discussion	theoretical	number	Teaching students language skills	2	29
General questions and discussion	theoretical	Examination	Teaching students language skills	2	30

Course Evaluation

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

13- Learning and teaching resources

Ibn Aqil's explanation and other books	Required textbooks (methodology if any)
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Ibn Aqil's explanation and other books	Main references (sources)
Periodicals and websites	Recommended supporting books and references (scientific journals, reports, etc.)
Al-Ghamdi Electronic Library	Electronic references, websites

Subject teacher
Prof. Dr. Alaa Abdel Naeem

Course Description (3-Form4)

1-Course name :Semantics	
2-Course code	
3-Semester/Year: Fourth	
4- Date of preparation of this description 18/9/2024	
5-Available forms of attendance: In-person	
6-(total) / Number of units (total) (two hours) Number of study hours .	
7- Name of the course supervisor (if more than one name is mentioned)	
: Name: Prof. Dr. Aseel Mutab Matroud Email -8aaljanaby@uowasit.edu.iq.	
A Course Goals-9	
. Study the history of semantics . A study of the semantic thought of early linguists . Study of linguists' approaches in their books	:Course objectives
10. Teaching and learning strategies	
Method of presentation, live questioning, problem solving and discussion Incorporating teaching methods using educational technology (Dato Show) or electronic platforms Encouraging students to learn independently	Strategy

10- Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week
General questions and discussion	theoretical	Definition of semantics	Enabling the student to master semantics	2	1
General questions and discussion	theoretical	Semantics and other sciences	Enabling the student to master semantics	2	2
General questions and discussion	theoretical	Arab writings on semantics	Enabling the student to master semantics	2	3
General questions and discussion	theoretical	Definition of semantic unit	Enabling the student to master semantics	2	4
General questions and discussion	theoretical	Types of meaning	Enabling the student to master semantics	2	5
General questions and discussion	theoretical	Context theory and its divisions	Enabling the student to master semantics	2	6
General questions and discussion	theoretical	Features of context theory	Enabling the student to master semantics	2	7
General	theoretical	Semantic Field Theory	Enabling the student to master	2	8

questions and discussion			semantics		
General questions and discussion	theoretical	First month/first semester exam	Enabling the student to master semantics	2	9
General questions and discussion	theoretical	Synonymy and inclusion	Enabling the student to master semantics	2	10
General questions and discussion	theoretical	Contradiction and dissonance	Enabling the student to master semantics	2	11
General questions and discussion	theoretical	Verbal commonality among the ancients	Enabling the student to master semantics	2	12
General questions and discussion	theoretical	Verbal commonality among modern scholars	Enabling the student to master semantics	2	13
General questions and discussion	theoretical	Opposites and their composition	Enabling the student to master semantics	2	14
General questions and discussion	theoretical	Second month exam, first semester	Enabling the student to master semantics	2	15
General	theoretical	Opposites and their	Enabling the student to master	2	16

questions and discussion		differences	semantics		
General questions and discussion	theoretical	Opposites in the Qur'an	Enabling the student to master semantics	2	17
General questions and discussion	theoretical	The ancients' position on synonymy	Enabling the student to master semantics	2	18
General questions and discussion	theoretical	The position of the modernists on synonymy	Enabling the student to master semantics	2	19
General questions and discussion	theoretical	Reasons for changing meaning	Enabling the student to master semantics	2	20
General questions and discussion	theoretical	Forms of meaning change	Enabling the student to master semantics	2	21
General questions and discussion	theoretical	Use of truth and metaphor	Enabling the student to master semantics	2	22
General questions and discussion	theoretical	The accuracy of the use of words in the Qur'an	Enabling the student to master semantics	2	23
General	theoretical	First month exam / second	Enabling the student to master	2	24

questions and discussion		semester	semantics		
General questions and discussion	theoretical	Analysis of Surah Ad-Duha	Enabling the student to master semantics	2	25
General questions and discussion	theoretical	Analysis of an old poem	Enabling the student to master semantics	2	26
General questions and discussion	theoretical	Analysis of a prose text	Enabling the student to master semantics	2	27
General questions and discussion	theoretical	Semantic development of Islamic terms	Enabling the student to master semantics	2	28
General questions and discussion	theoretical	Comprehensive review	Enabling the student to master semantics	2	29
General questions and discussion	theoretical	Second month exam, second semester	Enabling the student to master semantics	2	30

Course Evaluation -11					
The grade is distributed out of 100 according to the tasks assigned to the student, such as daily .preparation, daily exams, oral exams, monthly exams, written exams, reports, etc					
Learning and teaching resources -12					
			Required textbooks (methodology if any)		
Semantics books			Main references (sources)		
Periodicals and websites			Recommended supporting books and references (scientific (.journals, reports, etc		
			Electronic references, websites		

Subject teacher

Prof. Dr. Aseel Mutab Matroud

Form (4-4) Course Description

Modern Arabic Literature :Course Name	
Course code	
Semester/Year: Fourth	
Date of preparation of this description: 10/1/2024	
Available attendance forms: In-person	
Number of study hours (3) / Number of units (total) 3 hours per week	
Course Supervisor Name (if more than one name is mentioned)	
: Email Dr. Shaker Ajeel Sahi Al- Hashemi .Name: Profsalhashimi@uowasit.edu.iq	
objectives Course	
<p>Students' awareness of the main factors in the -1 .renaissance of modern Arabic literature</p> <p>Generally identifying the schools of modern -2 Arabic poetry, and highlighting the differences between their foundations, considering their sources of influence, whether ancient or modern, .Arabic or foreign</p> <p>Understand the most important trends in -3 .modern Arabic poetry</p> <p>Definition -4 The student In types Texts Modern poetry literature, and how to contemplate it and its ?authors</p> <p>Urging the student to memorize critical texts -5 .and how to benefit from them in the future</p>	<p>Course objectives</p>

Teaching and learning strategies					
<ul style="list-style-type: none">- Method of presentation, live questioning, problem solving and discussion- Incorporating teaching methods using educational technology (DAT) Show) or electronic platforms <p>Encouraging students to learn independently</p>			Strategy		
Course structure					
Evalu ation meth od	Learnin g method	Name of the unit or topic	Required learning outcomes	watch es	week
Gener al questi ons and discus sion	theoreti cal	Material entrances, boundaries and elements	Teaching students modern Arabic literature and its features	3	1
Gener al questi ons and discus sion	theoreti cal	The Renaissance and the factors influencing the Arabic bear and its renaissance	Teaching students modern Arabic literature and its features	3	2
Gener al questi ons and discus sion	theoreti cal	The Renaissance of Traditional Poetry and its Progress in Egypt	Teaching students modern Arabic literature and its features	3	3

sion					
General questions and discussion	theoretical	Poetic Revival Movement (Conservative Wing)	Teaching students modern Arabic literature and its features	3	4
General questions and discussion	theoretical	Poetic Revival Movement (Moderate Wing)	Teaching students modern Arabic literature and its features	3	5
General questions and discussion	theoretical	Pioneers of moderation poets (poet Hafez Ibrahim)	Teaching students modern Arabic literature and its features	3	6
General questions and discussion	theoretical	The movement of poetic renewal after the revival movement (the poet Khalil Mutran	Teaching students modern Arabic literature and its features	3	7
General questions and	theoretical	The nature of the Diwan group and the circumstances of its emergence	Teaching students modern Arabic literature and its features	3	8

discus sion					
Gener al questi ons and discus sion	theoreti cal	Pioneers of the Diwan Group	Teaching students modern Arabic literature and its features	3	9
Gener al questi ons and discus sion	theoreti cal	Diwan Group Trends	Teaching students modern Arabic literature and its features	3	10
Gener al questi ons and discus sion	theoreti cal	Apollo group (circumstances of origin)	Teaching students modern Arabic literature and its features	3	11
Gener al questi ons and discus sion	theoreti cal	Apollo group pioneers	Teaching students modern Arabic literature and its features	3	12
Gener al questi ons	theoreti cal	Apollo group trends	Teaching students modern Arabic literature and its features	3	13

and discus sion					
Gener al questi ons and discus sion	theoreti cal	The Diaspora Group and the Circumstances of its Origin	Teaching students modern Arabic literature and its features	3	14
Gener al questi ons and discus sion	theoreti cal	Pioneers of the Diaspora Group	Teaching students modern Arabic literature and its features	3	15
Gener al questi ons and discus sion	theoreti cal	Diaspora group trends	Teaching students modern Arabic literature and its features	3	16
Gener al questi ons and discus sion	theoreti cal	The Renaissance of Traditional Poetry and its Progress in Iraq	Teaching students modern Arabic literature and its features	3	17
Gener al questi	theoreti cal	Pioneers of traditional poetry in Iraq	Teaching students modern Arabic literature and its	3	18

ons and discus sion			features		
Gener al questi ons and discus sion	theoreti cal	Free verse movement activist poetry,) circumstances of its (emergence	Teaching students modern Arabic literature and its features	3	19
Gener al questi ons and discus sion	theoreti cal	The most prominent pioneers of free verse poetry	Teaching students modern Arabic literature and its features	3	20
Gener al questi ons and discus sion	theoreti cal	Modern poetic forms	Teaching students modern Arabic literature and its features	3	21
Gener al questi ons and discus sion	theoreti cal	Interactive literature	Teaching students modern Arabic literature and its features	3	22
Gener al	theoreti	The reality of Arabic	Teaching students modern Arabic literature and its	3	23

questions and discussion	cal	poetry now	features		
General questions and discussion	theoretical	Modern Arabic Prose Arts	Teaching students modern Arabic literature and its features	3	24
General questions and discussion	theoretical	The article, its development and its most prominent authors	Teaching students modern Arabic literature and its features	3	25
General questions and discussion	theoretical	The Modern Arabic Story (Origin and Beginnings)	Teaching students modern Arabic literature and its features	3	26
General questions and discussion	theoretical	Modern Arabic story (artistic stage)	Teaching students modern Arabic literature and its features	3	27

General questions and discussion	theoretical	Modern Arabic Story (Maturity Stage)	Teaching students modern Arabic literature and its features	3	28
General questions and discussion	theoretical	The play and its stages of development (the beginnings	Teaching students modern Arabic literature and its features	3	29
General questions and discussion	theoretical	The play and its stages of development (maturity stage	Teaching students modern Arabic literature and its features	3	30

Course Evaluation -11

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

Learning and Teaching Resources 12

Modern Arabic Literature: Poetry and Prose by Salem Ahmed Al-Hamdani and Faiq Mustafa

Required textbooks (methodology if any)

<p>The development of modern Arabic poetry in Iraq, by Ali .Abbas Alwan</p> <p>Literary Trends in the Modern Arab World, Anis Al-Maqdisi</p> <p>Contemporary Arabic Poetry: Dr. Ezz El-Din Ismail</p> <p>The artistic image in poetry criticism, Dr. Abdul Qader Al-.Rubai</p>	<p>Main references (sources)</p>
<p>.Various periodicals and websites</p>	<p>Recommended supporting books and references (scientific (.journals, reports, etc</p>
<p>The Comprehensive Library and Al-Ghamdi Electronic Library</p>	<p>Electronic references, websites</p>

Subject teacher

Prof. Dr. Shaker Ajil Sahi Al-Hashemi

Course Description Form (4-5)

Philology					
Course code					
Semester/ Year : Fourth					
Date this description was prepared 1\9\2024					
Available attendance forms : In-person					
per week hours 2 Number of study hours (total) / Number of units (total)					
Name of the course administrator (if more than one name is mentioned)					
:Email A Name: Prof. Dr. Asaad Abbas Kazim Alaalmiyah @ uowasit.edu.iq					
- Course objectives					
- identification The student Basics Philology - Empowerment The student from to understand Words and terms.				- Course objectives	
Teaching and learning strategies					
Method of presentation, live questioning, problem solving and discussion Incorporating teaching methods using educational technology (DAT) Show or electronic platforms (Encouraging students to learn independently				Strategy	
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watch es	week
General questions and discussion	theoretical	Definition of the term philology	Teaching the student the basics of philology	2	1
General questions and discussion	theoretical	Definition of the term linguistics	Teaching the student the basics of philology	2	2
General questions and discussion	theoretical	The difference between the terms linguistics and philology	Teaching the student the basics of philology	2	3
General questions and discussion	theoretical	The difference between the terms	Teaching the student the	2	4

		linguistics and philology	basics of philology		
neral questions and discussi	theoretical	uistics in the view and Linguist	Teaching the student the	2	5
		of scholars	basics of philology		
neral questions and discussi	theoretical	uistics in the view and Linguist	Teaching the student the	2	6
		of scholars	basics of philology		
neral questions and discussi	theoretical	d of the term philology The orig	Teaching the student the	2	7
		development its	basics of philology		
neral questions and discussi	theoretical	language Theories of the origin o	Teaching the student the	2	8
			basics of philology		
neral questions and discussi	theoretical	language North Island	Teaching the student the	2	9
			basics of philology		
neral questions and discussi	theoretical	language Arabian South	Teaching the student the	2	10
			basics of philology		
neral questions and discussi	theoretical	North Arabian and Yemeni	Teaching the student the	2	11
			basics of philology		
neral questions and discussi	theoretical	languages Semitic	Teaching the student the	2	12
			basics of philology		
neral questions and discussi	theoretical	languages Semitic	Teaching the student the	2	13
			basics of philology		
neral questions and discussi	theoretical	Classical Arabic this at Look	Teaching the student the	2	14
		God and	basics of philology		
neral questions and discussi	theoretical	The difference between	Teaching the student the	2	15
		Allahjat Arabic and Classical)	basics of philology		
		(
neral questions and discussi	theoretical	Classical Arabic is formed	Teaching the student the	2	16
			basics of philology		
neral questions and discussi	theoretical	eloquence Differences in	Teaching the student the	2	17
			basics of philology		
neral questions and discussi	theoretical	examples of and titles Divine	Teaching the student the	2	18
		disagreement divine	basics of philology		
neral questions and discussi	theoretical	and Phrases (Heart Arabic	Teaching the student the	2	19

		(Substitution	basics of philology		
neral questions and discussi	theoretical	and Phrases (Heart Arabic (Substitution	Teaching the student the basics of philology	2	0 2
neral questions and discussi	theoretical	.Derivation	Teaching the student the basics of philology	2	21
neral questions and discussi	theoretical	. sculpture The	Teaching the student the basics of philology	2	22
neral questions and discussi	theoretical	Arabization	Teaching the student the basics of philology	2	23
neral questions and discussi	theoretical	.Grammar	Teaching the student the basics of philology	2	24
neral questions and discussi	theoretical	Following	Teaching the student the basics of philology	2	25
neral questions and discussi	theoretical	.F D Ultra	Teaching the student the basics of philology	2	26
neral questions and discussi	theoretical	Contrast	Teaching the student the basics of philology	2	27
neral questions and discussi	theoretical	verbal commonality	Teaching the student the basics of philology	2	28
neral questions and discussi	theoretical	Applied examples	Teaching the student the basics of philology	2	29
neral questions and discussi	theoretical	Tests	Teaching the student the basics of philology	2	30

Course Evaluation

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

Learning and teaching resources

Linguistics. Hatem Saleh Al-Dhaman	Required textbooks (methodology if any)
.Linguistics. Ali Abdel Wahid Wafi	Main references (sources)
Periodicals and websites	Recommended supporting books and references (scientific (.journals, reports, etc

Al-Ghamdi Electronic Library	Electronic references, websites
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: Subject teacher

Prof. Dr. Asaad Abbas Kaz

Course Description Form (4–6)

2- Course name : Phonetics	
3- Course code	
3 Semester/Year : Fourth -	
Date of preparation of this description 17/9/2024 -4	
Available forms of attendance: In-person -5	
per week hours 2 Number of study hours (total) / Number of units (total) -6	
Name of the course supervisor (if more than one name is mentioned) -7	
objectives Course -8	
The ability to distinguish between linguistic and other .sounds Knowing the characteristics of Arabic sounds -2 .Knowledge of the branches of phonetics -3 5- .Knowledge of sound production	Course objectives
Teaching and learning strategies	

<ul style="list-style-type: none"> - Method of presentation, live questioning, problem solving and discussion - Incorporating teaching methods using educational technology (DAT) Show) or electronic platforms <p>Encouraging students to learn independently</p>	Strategy
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Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watch es	week
General questions and discussion	theoretical	General definition of phonetics	Skills, knowledge and values	2	1
General questions and discussion	theoretical	The emergence of Arabic phonetic studies	Skills, knowledge and values	2	2
General questions and discussion	theoretical	The topic of phonetics, the importance of phonetics	Skills, knowledge and values	2	3
General questions and discussion	theoretical	Articulatory , physical and auditory	Skills, knowledge and values	2	4
General questions and discussion	theoretical	Production of language sounds	Skills, knowledge and values	2	5
General questions and discussion	theoretical	Classification of linguistic sounds	Skills, knowledge and values	2	6
General questions and discussion		Arabic sounds	Skills, knowledge and values	2	7
General questions	theore	Consonant sounds	Skills, knowledge and values	2	8

and discussion	tical				
General questions and discussion	theoretical	Monthly Exam 1	Skills, knowledge and values	2	9
General questions and discussion	theoretical	Distinctive features	Skills, knowledge and values	2	10
General questions and discussion	theoretical	Voice and whisper	Skills, knowledge and values	2	11
General questions and discussion	theoretical	intensity and softness	Skills, knowledge and values	2	12
General questions and discussion	theoretical	Dishes and openness	Skills, knowledge and values	2	13
General questions and discussion	theoretical	Improved qualities	Skills, knowledge and values	2	14
General questions and discussion	theoretical	Anxiety	Skills, knowledge and values	2	15
General questions and discussion		whistle	Skills, knowledge and values	2	16
General questions and discussion	theoretical	nasalization	Skills, knowledge and values	2	17
General questions and discussion	theoretical	deviation	Skills, knowledge and values	2	18
General questions and discussion	theoretical	Refining	Skills, knowledge and values	2	19
General questions and discussion	theoretical	outbreak	Skills, knowledge and values	2	20
General questions and discussion	theoretical	arrogance	Skills, knowledge and values	2	21
General questions and discussion	theoretical	Yen	Skills, knowledge and values	2	22
General questions and discussion	theoretical	Arab movements	Skills, knowledge and values	2	23

General questions and discussion	theoretical	Vowels or vowels	Skills, knowledge and values	2	24
General questions and discussion	theoretical	Arabic sounds in the speech chain	Skills, knowledge and values	2	25
General questions and discussion	theoretical	The clip in Arabic	Skills, knowledge and values	2	26
General questions and discussion	theoretical	phonetic similarity	Skills, knowledge and values	2	27
General questions and discussion	theoretical	similarity , present tense, universal similarity	Skills, knowledge and values	2	28
General questions and discussion	theoretical	Sound coloring	Skills, knowledge and values	2	29
General questions and discussion	theoretical	Stress and intonation	Skills, knowledge and values	2	30

Subject teacher

Prof. Dr. Falih Khadir Sheni

Form (4-7) Course Description

1. Course Name : Modern Literary Criticism					
2. Course code					
Semester/ Year : Fourth					
: Date of preparation of this description 20\9\2024					
3. Available attendance forms : In-person					
Number of study hours (total) / Number of units (total) 2 hours per week					
4. Name of the course administrator (if more than one name is mentioned)					
5. Name: Asst. Prof. Dr. Mohamed Reda Abdel Sattar @ : Emailuowasit.edu.iq					
6. objectives Course					
Providing learners with knowledge in the field of modern literary criticism Learn the basic concepts in modern literary criticism					Course objectives
Teaching and learning strategies –7					
Method of presentation, live questioning, problem solving and discussion Incorporating teaching methods using educational technology (DAT) Show) or electronic platforms Encouraging students to learn independently					Strategy
Course structure –8					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week
General questions and discussion	theoretical	What is the method and what ?is criticism	Skills, knowledge and values	2	1
General questions and discussion	theoretical	Contextual approaches - historical approach	Skills, knowledge and values	2	2
General questions and discussion	theoretical	Historical approach	Skills, knowledge and values	2	3
General questions and discussion	theoretical	Psychological approach	Skills, knowledge and values	2	4

General questions and discussion	theoretical	Psychological approach	Skills, knowledge and values	2	5
General questions and discussion	theoretical	Social approach	Skills, knowledge and values	2	6
General questions and discussion	theoretical	Tests	Skills, knowledge and values	2	7
General questions and discussion	theoretical	The mythical approach	Skills, knowledge and values	2	8
General questions and discussion	theoretical	Scientific criticism	Skills, knowledge and values	2	9
General questions and discussion	theoretical	Impressionist criticism	Skills, knowledge and values	2	10
General questions and discussion	theoretical	aesthetic approach	Skills, knowledge and values	2	11
General questions and discussion	theoretical	Reading and Reception Theories	Skills, knowledge and values	2	12
General questions and discussion	theoretical	Reading and Reception Theories	Skills, knowledge and values	2	13
General questions and discussion	theoretical	Cultural criticism	Skills, knowledge and values	2	14
General questions and discussion	theoretical	Tests	Skills, knowledge and values	2	15
General questions and discussion	theoretical	Russian formalism	Skills, knowledge and values	2	16
General questions and discussion	theoretical	Russian formalism	Skills, knowledge and values	2	17
General questions and discussion	theoretical	New Criticism	Skills, knowledge and values	2	18
General questions and discussion	theoretical	New Criticism	Skills, knowledge and values	2	19

General questions and discussion	theoretical	Stylistics	Skills, knowledge and values	2	20
General questions and discussion	theoretical	Stylistics	Skills, knowledge and values	2	21
General questions and discussion	theoretical	Structuralism	Skills, knowledge and values	2	22
General questions and discussion	theoretical	Tests	Skills, knowledge and values	2	23
General questions and discussion	theoretical	Structural semiotics	Skills, knowledge and values	2	24
General questions and discussion	theoretical	Structural semiotics	Skills, knowledge and values	2	25
General questions and discussion	theoretical	Disassembly	Skills, knowledge and values	2	26
General questions and discussion	theoretical	Disassembly	Skills, knowledge and values	2	27
General questions and discussion	theoretical	Text linguistics	Skills, knowledge and values	2	28
General questions and discussion	theoretical	Tests	Skills, knowledge and values	2	29
General questions and discussion	theoretical	Tests	Skills, knowledge and values	2	30

7. Course Evaluation					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc					
8. Learning and teaching resources					
			Required textbooks (methodology if any)		
criticism Literary Hadith - Dr. Muhammad Ghanib crescent moon in criticism Literary Hadith - Starting Point Applications \ Dr. Faeq Mustafa, Dr. Abdul -Ridha c entrance to Curricula criticism Literary Contemporary - Dr. Samir Hijazi theory Literature , Rayna Woe to you, Austin Warr translation eraser Religion My morning ,			Main references (sources)		
Periodicals and websites			Recommended supporting books and references (.scientific journals, reports, etc)		
Al-Ghamdi Electronic Library			Electronic references, websites		

Subject teacher

Asst. Prof. Dr. Mohamed Reda Abdel Sattar

Form (4-8) Course Description

Special Research : Course name	
Course code	
Semester/ Year : Fourth	
Date of preparation of this description: 10/1/2024	
Available attendance forms : In-person	
Number of study hours (2) / Number of units (total) 2 hours per week	
Course Supervisor Name (if more than one name is mentioned)	
: Email Dr. Shaker Ajeel Sahi Al- Hashemi .Name: Prof salhashimi@uowasit.edu.iq	
goal course A	
The student should understand the concept of research . .methodology The student should master the vocabulary of the research .plan and the writing method Understand the most important scientific research methods .Standing on creativity in scientific research	Course objectives
Teaching and learning strategies	
Method of presentation, live questioning, problem solving and discussion Incorporating teaching methods using educational technology (DAT) Show or electronic platforms (Encouraging students to learn independently	Strategy

Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watche s	week
General questi and discussion	theoretical	Definition of research and research	Teaching the student the vocabulary of the research plan and the writing method	2	1
General questi and discussion	theoretical	The concept of research methodology	Teaching the student the vocabulary of the research plan and the writing method	2	2
General questi and discussion	theoretical	Research elements	Teaching the student the vocabulary of the research plan and the writing method	2	3
General questi and discussion	theoretical	Search	Teaching the student the vocabulary of the research plan and the writing method	2	4
General questi and discussion	theoretical	The importance and benefits of research	Teaching the student the vocabulary of the research plan and the writing method	2	5
General questi and discussion	theoretical	Characteristics of good research	Teaching the student the vocabulary of the research plan and the writing method	2	6
General questi and discussion		researcher	Teaching the student the vocabulary of the research plan and the writing method	2	7
General questi and discussion	theoretical	Conditions of a good researcher	Teaching the student the vocabulary of the research plan and the writing method	2	8

General questi and discussion	theoretical	Characteristics of a good researcher	Teaching the student the vocabulary of the research plan and the writing method	²	9
General questi and discussion	theoretical	Library	Teaching the student the vocabulary of the research plan and the writing method	²	10
General questi and discussion	theoretical	Types of libraries	Teaching the student the vocabulary of the research plan and the writing method	²	11
General questi and discussion	theoretical	Ways to benefit from the library	Teaching the student the vocabulary of the research plan and the writing method	²	12
General questi and discussion	theoretical	Scientific principles research	Teaching the student the vocabulary of the research plan and the writing method	²	13
General questi and discussion	theoretical	Pre- writing steps : Choosing the topic and its title	Teaching the student the vocabulary of the research plan and the writing method	²	14
General questi and discussion	theoretical	Pre- writing steps reading and \ reviewing	Teaching the student the vocabulary of the research plan and the writing method	²	15
General questi and discussion	theoretical	Written test	Teaching the student the vocabulary of the research plan and the writing method	²	16
General questi and discussion	theoretical	Pre- writing steps research plan\	Teaching the student the vocabulary of the research plan and the writing method	²	17
General questi and discussion	theoretical	Pre- writing Steps Gathering Sources\ and related references	Teaching the student the vocabulary of the research plan and the writing method	²	18
General questi	theoretical	Pre- writing steps	Teaching the student the vocabulary of	²	19

and discussion		Collecting scientific \ material	the research plan and the writing method		
General questi and discussion	theoretical	Steps when writing \ Writing the introduction	Teaching the student the vocabulary of the research plan and the writing method	²	20
General questi and discussion	theoretical	Steps when writing – creating the text and margin	Teaching the student the vocabulary of the research plan and the writing method	²	21
General questi and discussion	theoretical	Steps when writing: Using punctuation	Teaching the student the vocabulary of the research plan and the writing method	²	22
General questi and discussion	theoretical	Steps when writing \ Conclusion	Teaching the student the vocabulary of the research plan and the writing method	²	23
General questi and discussion	theoretical	Steps when writing: Cite sources and references	Teaching the student the vocabulary of the research plan and the writing method	²	24
General questi and discussion	theoretical	Post- writing steps Research review \	Teaching the student the vocabulary of the research plan and the writing method	²	25
General questi and discussion	theoretical	Post- writing steps Research \ structure	Teaching the student the vocabulary of the research plan and the writing method	2	26
General questi and discussion	theoretical	Post- writing steps printing the \ research	Teaching the student the vocabulary of the research plan and the writing method	²	27
General questi and discussion	theoretical	Written test	Teaching the student the vocabulary of the research plan and the writing method	²	28
General questi and discussion	theoretical	Applications on research\Display of	Teaching the student the vocabulary of	²	29

		achievement	the research plan and the writing method		
General questions and discussion	theoretical	Research Applications\Training in Discussing Research	Teaching the student the vocabulary of the research plan and the writing method	2	30

13- Course Evaluation

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

14- Learning and teaching resources

	Required textbooks (methodology if any)
Principles of Literary Research Shawqi Dayf - Literary Research Methodology Dr. Ali Jawad Al-Tahir	Main references (sources)
.Various periodicals and websites	Recommended supporting books and references (.scientific journals, reports, etc)
The Comprehensive Library and Al-Ghamdi Electronic Library	Electronic references, websites

:Subject teacher

Dr. Shaker Ajil Sahi Al Hashemi

Form (4-9) Course Description

1- /Course name		
Comparative Literature / Fourth Stage / Arabic Language Department		
2-/ Course code		
/Semester/ Year -3		
2025-2024		
4- Date of preparation of this description		
2024/9/1		
5-Available forms of attendance / official (regular) working hours		
Regular official dom (in attendance)		
6-Number of units Number of study hours		
Number of hours: 2 Number of units: 4		
7-Name of the course supervisor (if more than one name is mentioned)		
Prof. Dr. Saad Dahs Nasser		
8-objectives Course		
	<ul style="list-style-type: none"> - To provide learners with the necessary knowledge in the subject . of comparative literature - . Developing students' ability to compare different texts 	
	<ul style="list-style-type: none"> - Identify literary and critical opinions that target the outputs - . Comparative Literature 	
	<ul style="list-style-type: none"> - . Identify the basic concepts in comparative literature 	
	<ul style="list-style-type: none"> - Identifying the prominent Western and Arab comparative critics .and their contributions to it - analyze, receive , and compare examples of literary , . comparisons 	
Teaching and learning strategies -9		
<ul style="list-style-type: none"> - Use of information and communication technology - Effective university teaching approach - Adoption of interactive teaching 	Strategy	

<ul style="list-style-type: none">- Self-learning adoption- .Teaching ways of thinking					
Course structure –10					
Evaluation method	Learning method	Name of the unit or topic	Learning outcomes Required	watches	week
Oral questions and answers	throw	Definition of comparative literature	Skills, knowledge and values	2	.1
Short written tests	Discussion and dialogue	Theory of Mimesis in Literature from the Renaissance to the Classical Period	Skills, knowledge and values	2	.2
Oral questions and answers	throw	The scientific renaissance and its impact on comparative literature in the nineteenth century	Skills, knowledge and values	2	.3
Contribution to part of the lecture	Discussion and dialogue	Beuve's efforts in the emergence of comparative literature	Skills, knowledge and values	2	.4
Oral questions and answers	throw	Destal's efforts in the emergence of comparative literature	Skills, knowledge and values	2	.5
Long written tests	Discussion and dialogue	Classicalism and the centrality of reason	Skills, knowledge and values	2	.6
Short written tests	throw	Romanticism and the centrality of emotion	Skills, knowledge and values	2	.7
Contribution	Multiple	The Thuraya Group and their role in the	Skills, knowledge	2	.8

on to part of the lecture	and varied oral questions	emergence of comparative literature	and values		
Oral questions and answers	Discussion and dialogue	Qualifications of a researcher in comparative literature	Skills, knowledge and values	2	.9
Contribution to part of the lecture	throw	Field of research in comparative literature	Skills, knowledge and values	2	.10
Short written tests	Multiple and varied oral questions	The meaning of universal literature	Skills, knowledge and values	2	.11
Contribution to part of the lecture	Discussion and dialogue	Foundations of Universal Literature	Skills, knowledge and values	2	.12
Oral questions and answers	throw	General factors of the universality of literature	Skills, knowledge and values	2	.13
Long written tests	Multiple and varied oral questions	Literary genres and their origins	Skills, knowledge and values	2	.14
Contribution to part of the lecture	Discussion and dialogue	Distinction of literary genres	Skills, knowledge and values	2	.15
Contribution to part	Discussion and	Modern descriptive studies of literary genres	Skills, knowledge and values	2	.16

of the lecture	dialogue				
Oral questions and answers	Multiple and varied oral questions	Comparative Literature Schools (Theoretical Foundation)	Skills, knowledge and values	2	.17
Oral questions and answers	Presentation discussion , and questions	European School	Skills, knowledge and values	2	.18
Contribution to part of the lecture	Multiple and varied oral questions	American School	Skills, knowledge and values	2	.19
Oral questions and answers	Presentation discussion , and questions	Slavic school	Skills, knowledge and values	2	.20
Oral questions and answers	Presentation discussion , and questions	The epic originated in ancient literature	Skills, knowledge and values	2	.21
Contribution to part of the lecture	Joint workshop presentation (group)	The development of the epic in the Middle Ages	Skills, knowledge and values	2	.22
Oral questions and answers	Presentation discussion , and questions	The Divine Comedy and its Arab and Islamic sources	Skills, knowledge and values	2	.23
Short	Joint	Comparison between Ibn Tufayl's Hayy	Skills, knowledge	2	.24

written tests	workshop meeting (group)	Ibn Yaqzan and Daniel Defoe 's Robinson Crusoe	and values		
Contribution to part of the lecture	Presentation discussion , and questions	One Thousand and One Nights – Its Translations and Impact on European Literature	Skills, knowledge and values	2	.25
Oral questions and answers	Presentation discussion , and questions	troubadour poetry	Skills, knowledge and values	2	.26
Short written tests	Presentation discussion , and questions	The influence of the Holy Qur'an on Western literature	Skills, knowledge and values	2	.27
Oral questions and answers	Presentation discussion , and questions	The influence of modern Western literature on Arabic literature	Skills, knowledge and values	2	.28
Long written tests	Joint workshop presentation (group)	The influence of Western literary schools on Ahmed Shawqi's play Majnun Layla	Skills, knowledge and values	2	.29
Oral questions and answers	Joint meeting in the form of a workshop	Comparative Literary Models (Now)	Skills, knowledge and values	2	.30

6– Course Evaluation

- Chapter One: (Twenty marks): Daily preparation: 3 marks + Daily exams: 2 marks + Monthly exam: 15 marks
- Chapter Two: (Twenty marks): Daily preparation: 3 marks + Daily exams: 2 marks +

.Monthly exam: 15 marks - Final Exam (Written): (60 marks) - .Final grade: (100 points)	
7– Learning and teaching resources	
Comparative Literature / Dr. Muhammad Ghanimi Hilal	Required textbooks (methodology if (any
1– Comparative Literature – Its Origins, Development, and Methods / Al–Tahir Ahmed Makki 2– Schools of Comparative Literature Methodological Studies / Dr. – Saeed Alloush 3– Comparative Literature – Theoretical and Applied Studies / Dr. Taha Neda	Main references (sources)
1- magazine studies Arabic comparison 2- magazine comparison Literary . And cultural 3- magazine Literature Comparative and criticism Literary 4- magazine Text	Recommended supporting books and references (scientific journals, (.reports, etc
1- location Wikipedia 2- location union The book and writers Arabs 3- location Literature Narrative Comparative	Electronic references, websites

Subject teacher

Prof. Dr. Saad Dahs Nasser

1-Course name : Literary Schools					
2-Course code					
3-Semester/ Year 2025\ 2024					
Date of preparation of this description : 9/18/2024 -4					
Available forms of attendance : In-person -5					
Number of study hours (2 hours) -6					
Name of the course supervisor (if more than one name is mentioned) -7					
Name: Asst. Prof. Dr. Mohamed Hassan Abbas -8					
Goals Course A-9 <ul style="list-style-type: none"> . Identify the concepts of literary doctrine and differentiate between its types -1 . The student learns the conditions of each school of thought -2 Building the student's taste skills and expanding his mentality in identifying -3 .literary phenomena 					
Teaching and Learning Strategies 10					
.Explaining the scientific material to students in detail : theoretically and practically -1 Involving students in discussing literary schools and developing their confidence in their cognitive -2 .abilities 4- Opening the door to discussion, dialogue and analysis on the vocabulary related to each .topic of study and analysis					Strategy
Course structure -11					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week

General questions and discussion	theoretical	Definition of literary schools and their benefits	knowledge, skills and values	2	1
General questions and discussion	theoretical	Origin Sects in West	knowledge, skills and values	2	2
General questions and discussion	theoretical	The emergence of doctrines in the West	knowledge, skills and values	2	3
General questions and discussion	theoretical	Classical Pleiades Group	knowledge, skills and values	2	4
General questions and discussion	theoretical	Classical Pleiades Group	knowledge, skills and values	2	5
General questions and discussion	theoretical	Searching for roots	knowledge, skills and values	2	6
General questions and discussion	theoretical	Sects Literary Reflection privacy Culture West	knowledge, skills and values	2	7
General questions and discussion	theoretical	conflict between Classic and romance	knowledge, skills and values	2	8
General questions and discussion	theoretical	Caliphs Classic and romance	knowledge, skills and values	2	9
General questions and discussion	theoretical	Romanticism	knowledge, skills and values	2	10
General questions and discussion	theoretical	Romanticism	knowledge, skills and values	2	11
General questions and discussion	theoretical	Natural	knowledge, skills and values	2	12
General questions and discussion	theoretical	Natural	knowledge, skills and values	2	13
General questions and discussion	theoretical	realism Cash	knowledge, skills and values	2	14
General questions and discussion	theoretical	realism Cash	knowledge, skills and values	2	15

General questions and discussion	theoretical	realism Cash	knowledge, skills and values	2	16
General questions and discussion	theoretical	symbolism	knowledge, skills and values	2	17
General questions and discussion	theoretical	symbolism	knowledge, skills and values	2	18
General questions and discussion	theoretical	symbolism	knowledge, skills and values	2	19
General questions and discussion	theoretical	Dadaism	knowledge, skills and values	2	20
General questions and discussion	theoretical	Dadaism	knowledge, skills and values	2	21
General questions and discussion	theoretical	monthly test	knowledge, skills and values	2	22
General questions and discussion	theoretical	Dadaism	knowledge, skills and values	2	23
General questions and discussion	theoretical	Syriac	knowledge, skills and values	2	24
General questions and discussion	theoretical	Syriac	knowledge, skills and values	2	25
General questions and discussion	theoretical	Syriac	knowledge, skills and values	2	26
General questions and discussion	theoretical	Monthly written exam	knowledge, skills and values	2	27
General questions and discussion	theoretical	socialist realism	knowledge, skills and values	2	28
General questions and discussion	theoretical	socialist realism	knowledge, skills and values	2	29
General questions and discussion	theoretical		knowledge, skills and values	2	30
12-Course Evaluation					

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

Learning and teaching resources –13	
	Required textbooks (methodology if any)
Literary and Critical Schools among Arabs and Westerners by Dr. Shukri Muhammad Ayyad	Main references (sources)
Periodicals and websites	Recommended supporting books and references (scientific journals, reports, etc.)
	Electronic references, websites

Form (4-10)

Subject teacher

Asst. Prof. Dr. Mohamed Hassan Abbas