



Ministry of Higher Education for Science
Scientific Supervision and Evaluation Unit,
Quality Assurance and Academic Accreditation Department

Academic Program and Course Description Guide

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

Quality Assurance and Academic Accreditation Division

University: Diyala University
College/Institute: College of Basic Education
Scientific Department: Arabic Department
Date of File Completion: 9 / 4 / 2026

Signature:

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Head of Department: Prof. Dr. Hamed Abd Ibrahi

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Abdul-Baqi Abbas

Date: 9 / 4 / 2026

Date: 9 / 4 / 2026

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Date:

Signature:

Approval of the Dean:

Asst. Prof. Dr. Ayman Abd Aoun

Academic Program Description

This academic program description provides a concise summary of the program's key features and expected learning outcomes, demonstrating whether students have made the most of the available opportunities. It is accompanied by a description of each course within the program.

University of Diyala	1. Educational institution
College of Basic Education	2. Scientific Department / Center
Arabic	3. Name of academic or professional program
Bachelor of Education in Arabic Language	4. Name of final certificate
My semester (courses)	5. Study system: Annual / Courses / Other
----	6. Accredited Accreditation Program
----	7. Other external influences
9/4/2026 AD	8. Date of preparation of description

9. Academic Program Objectives: The department aims to achieve the following objectives:

- 1- Preserving the language of the Holy Quran and enhancing its status among members of society
- 2- Preparing teachers with a bachelor's degree specializing in the Arabic language.
- 3- Preparing a select group of outstanding students from the department specializing in Arabic language to complete their postgraduate studies.
- 4- Employing modern educational technologies and methods in teaching the Arabic language.
- 5- Training Arabic language teachers in schools on the latest developments in the field of teaching Arabic.
- 6- Preparing research and studies that address various linguistic and literary topics.
- 7- Introducing students to educational, psychological and cultural sciences and equipping them to achieve excellence and scientific development, and preparing and qualifying students by developing their intellectual and scientific skills.
- 8- Evaluating studies published in the field of Arabic language and expressing opinions on their content

10. Program outcomes, teaching and learning methods, and assessment

I- Cognitive objectives

A1- Enabling students to acquire and understand the rules of the Arabic language in grammar, morphology, spelling, expression and composition.

A2- To provide students with the experiences, information and knowledge contained in the reading material.

A3- Introducing students to prominent figures from among linguists and writers who contributed to enriching the Arabic language.

A4- Enabling students to become familiar with pre-Islamic literature, Islamic literature, Abbasid literature, and Andalusian literature.

A5- Introducing students to all the different schools of literary criticism.

A6- Enabling students to acquire and understand the literature of later periods.

A7 - Enabling students to become familiar with the science of rhetoric.

A8- Enabling students to become familiar with Arabic poetry, and enabling students to acquire and understand the concepts of the Arabic language.

A9- Enabling students to acquire and understand the strategies, methods and techniques of teaching the Arabic language.

A10- Introducing students to the most important references, sources, and dictionaries of the Arabic language.

B - The program's specific skills objectives:

B1 - He employs what he has learned of grammatical material in his speech and writings in classical Arabic.

B2 - He writes a research paper, or specialized research papers on various topics of the Arabic language.

B3 - Learning the appropriate methods for teaching Arabic grammar.

Teaching and learning methods:

1- The lecture, accompanied by questioning.

2- Interrogation.

3- Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries.

4- Giving homework that requires subjective explanations using causal methods.

Evaluation methods:

- 1- Daily tests with multiple and varied questions for the study materials.
- 2- Submitting research papers.
- 3- The written test measures students' ability to understand the material and memorize examples, evidence, and grammatical figures.
- 4- Assign specific grades to daily assignments.
- 5- Practical application in schools for the fourth stage.
- 6- Practical training (observation) for the third stage.

C- Affective and value-based objectives.

- A1- Analyzing some grammatical issues to determine their truthfulness.
- Q2- It balances grammatical issues in terms of topics.
- Q3- He evaluates the efforts of some famous grammatical figures.
- Q4- Explains the reasons for the fame of some grammatical issues over others.

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

- D1- Enabling students to write a research paper about one of the grammatical figures.
- D2- Enabling students to allocate a reference or source to one-tenth of its size.
- D3- Developing students' ability to analyze information and interpret grammatical issues.
- D4- Enabling students to be able to parse and mention grammatical evidence related to the prescribed topics.

11. Program structure:

Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
-	2	Human rights and democracy	DEMF11	First/Chapter One
1	2	Computer	COMF11	First/Chapter One
-	3	Developmental psychology	DEVF11	First/Chapter One
-	3	Grammar	ARB01G111	First/Chapter One

-	2	Pre-Islamic literature	PRFO LA 1	First/Chapter One
-	2	Children's literature	ARB01CL413	First/Chapter One
-	3	Arabic calligraphy	ARB01G123	First/Chapter One
Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
-	2	English language	ENGSE3	First/Second Chapter
-	2	Environmental and health education	ENVFI2	First/Second Chapter
-	3	Principles and foundations of basic education	EDUFI2	First/Second Chapter
-	2	Islamic Education / Civilization	ISLFI2	First/Second Chapter
-	3	Grammar	ARB01G121	First/Second Chapter
-	2	Pre-Islamic literature	ARB01PL122	First/Second Chapter
-	3	Arabic dictionary	ARB01AL124	First/Second Chapter
Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
-	2	English language	BAASE3	Second / Third Chapter
-	3	Curricula and textbooks	CURSE3	Second / Third Chapter
-	3	Grammar	ARB01G221	Second / Third Chapter
-	2	Islamic literature	ARB01IL212	Second / Third Chapter
-	2	Rhetoric	ARB01R213	Second / Third Chapter

-	2	Performance improvement	ARB01IP216	Second / Third Chapter
-	3	Offers	ARB01P215	Second / Third Chapter
	2	Crimes of the Ba'ath regime	BAASE3	Second / Third Chapter
Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
-	3	Psychology of teaching classroom thinking	CLTSE4	Second / Chapter Four
-	2	Educational Psychology	EDPSE4	Second / Chapter Four
-	3	Grammar	ARB01G221	Second / Chapter Four
-	3	Expression and Composition		Second / Chapter Four
-	2	Rhetoric	ARB01R223	Second / Chapter Four
-	3	Disbursement	ARB01M224	Second / Chapter Four
-	3	Offers	ARB01P225	Second / Chapter Four
1	2	computer	COMSE4	Second / Third Chapter
Credit Hours		Course name	Course code	Academic stage
practical	Theoretical			
-	3	General teaching methods and their applications	GEMTH501	Third / Chapter Five
-	3	Educational research methodology	ED-RE-TH-1	Third / Chapter Five
-	3	Grammar	ARB01G311	Third / Chapter Five

-	2	Abbasid literature	ARB01AL312	Third / Chapter Five
-	2	Andalusian literature	ARB01AL313	Third / Chapter Five
-	2	Ancient literary criticism	ARB01OLC31 4	Third / Chapter Five
-	2	The Old Book	OLBTH6	Third / Chapter Five
-	2	Linguistics	ARB01P315	Third / Chapter Five
Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
-	2	Measurement and evaluation	MEATH503	Third / Chapter Six
-	2	sustainable development	SUSTH6	Third / Chapter Six
-	2	Curricula and textbooks	CURSE3	Third / Chapter Six
-	3	Grammar	ARB01G321	Third / Chapter Six
-	2	Abbasid literature	ARB01AL322	Third / Chapter Six
-	2	Arabic literature in the medieval period	ARB01ML323	Third / Chapter Six
-	2	Methods of teaching Arabic	SMDFO701	Third / Chapter Six
-	2	Principles of Sharia	ISTH6	Third
Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
-	2	Educational Administration and Supervision	ED-AD-FO-1	Fourth/ Chapter Seven

2	-	Practical training (observation)	PRTFO702	Fourth/ Chapter Seven
-	3	Grammar	ARB01G411	Fourth/ Chapter Seven
-	3	Modern Literature	ARB01ML412	Fourth/ Chapter Seven
-	3	Modern literary criticism	ARB01MLC4 14	Fourth/ Chapter Seven
-	2	Methodology of literary research	LITRETH6	Fourth/ Chapter Seven
-	2	Professional ethics	PROFO7	Fourth/ Chapter Seven
	2	Philosophy	PHIFO7	Fourth/ Chapter Seven
Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
-	3	Graduation research project	ARB01GR417	Fourth/ Chapter Seven
-	12	Practical Education (Application)	ARB01TP111	Fourth/ Chapter Seven

12. Planning for personal development

- 1- Conducting development courses for students and teachers in various Arabic language disciplines.
- 2- Training students to go to libraries and consult different sources.
- 3- Utilizing the services of electronic libraries and the international information network (the Internet) in extracting linguistic and grammatical resources.

13. Admission criteria (establishing the regulations related to enrollment in the college or institute):

- 1- The grading system for students admitted to preparatory studies.
- 2- Conducting tests in the specializations for which students are to be admitted.
- 3- Adopting the criterion of student desire.
- 4- Interviews conducted with students.

14. Key sources of information about the program:

- 1- The teaching staff and the information and resources they possess regarding their specialization.
- 2- Libraries and the printed and electronic books they contain.
- 3- The international network (the Internet).
- 4- Workshops and seminars held by the Ministry, the University, the College, and the Department.
- 5- Research centers and specialized language units in Arabic.

Curriculum Skills Plan																		
Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed.																		
Learning outcomes required from the program																		
D2	D1	Q4	Affective and value-based objectives			Program-specific skills objectives				Cognitive objectives				essential 1 My choice	Course Name	Course code		
			Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1					
✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	essential 1	Human rights and democracy	DEMF11		
✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	essential 1	computer	COMF11		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential 1	Developmental psychology	DEVF11		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential 1	Grammar	ARB01G111		
✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential 1	Pre-Islamic literature	ARB01PIL112		
✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential 1	Children's literature	ARB01CL413		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential 1	Arabic calligraphy	ARB01G123		
					✓	✓		✓	✓	✓	✓	✓	✓	essential 1	English language	ENGSE3		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential 1	Environmental and health education	ENVFI2		
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential 1	Principles and foundations of basic education	EDUFI2		

	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Islamic Education / Civilization	ISLFI2	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Grammar	ARB01G121	
✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Pre-Islamic literature	PRFO LA 122	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Arabic dictionary	ARB01AL124	
✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	computer	COMSE4	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Curricula and textbooks	CURSE3	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Grammar	ARB01G211	
✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Islamic literature	ARB01IL212	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Rhetoric	ARB01R213	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Improving performance	ARB01IP216	
✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Offers	ARB01P215	
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Crimes of the Ba'ath regime	BAASE3	
✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Psychology of teaching classroom thinking	CLTSE4	S
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Educational Psychology	EDPSE4	S
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Grammar	ARB01G221	S

✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Expression and Composition		S
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Rhetoric	ARB01R223	S
✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Disbursement	ARB01M224	S
✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Offers	ARB01P225	S
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	computer	COMSE4	S
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	General teaching methods and their applications	GEMTH501	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Educational research methodology	ED-RE-TH-1	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Grammar	ARB01G311	
✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Abbasid literature	ARB01AL312	
✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Andalusian literature	ARB01A313	
✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Ancient literary criticism	ARB01OLC3 14	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	The Old Book	OLBTH6	
✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Linguistics	ARB01P315	
✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Measurement and evaluation	MEATH503	
✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	sustainable development	SUSTH6	

✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	Curricula and textbooks	CURSE3	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	Grammar	ARB01G321	
✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	Abbasid literature	ARB01AL322	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	Principles of Sharia	ISTH6	
✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	Arabic literature in the medieval period	ARB01ML323	
✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	Methods of teaching Arabic	SMDFO701	
					✓	✓		✓	✓	✓	✓	✓	✓	essential	Philosophy	PHIFO7	F
✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	Educational Administration and Supervision	ED-AD-FO-1	F
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	Practical training (observation)	PRTFO702	F
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	Grammar	ARB01G411	F
✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	Modern Literature	ARB01ML412	F
✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	essential	Modern literary criticism	ARB01GR414	F
✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	Methodology of literary research	LITRETH6	F
✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	Professional ethics	PROFO7	
✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	Graduation research project	ARB01GR417	F

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia 1	Practical training (application)	ARB01TP111	F

Course description template

Arabic calligraphy	1- Course Name
ARB01G123	2- Course code
First semester / 2025-2026	3- Term / Year
22/2/2026 AD	4- Date this description was prepared
Mandatory attendance	5- Available forms of attendance
180 hours / 3	6- Number of study hours (total) / Number of units (total)
Dr. Wafaa Masoud Aziz, Email: basica47te@uodiyala.edu.iq Name: M.D. Warka Amer	7- Name of the person in charge of the course
8-Course Objectives 1- Enabling students to define Arabic calligraphy. 2- Enabling students to learn about the different types of Arabic script. 3- Introducing students to the most important sources and references that can be consulted in the course material. 4- Enabling students to learn how to write in a clear and beautiful handwriting. 5- Introducing students to the standard handwriting used in daily writing.	
9- Teaching and learning strategy Teaching and learning methods: 1- The method of delivery and asking questions about the answer. 2- Requiring students to submit reports related to the course material in order to become familiar with the material closely and to encourage them to use libraries. 3- Giving the student homework that consists of practicing writing Arabic script. Assessment methods: 1- Daily tests in the subject matter. 2- Submitting practical reports on the subject. 3- Monthly written tests that measure the student's understanding of the material and recall of examples. 4- Distributing grades in a way that guarantees the student's rights in terms of attendance, participation and extracurricular activities.	

10-Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Participating in the preparation	Accompanied delivery interrogation	Arabic calligraphy	Introduction to the script Arabic and its importance	3	the first
Participating in the preparation	Accompanied delivery interrogation	Arabic calligraphy	An introduction to the stages of development of Arabic calligraphy and the types of Arabic scripts.	3	the second
Participating in the preparation	Accompanied delivery interrogation	Arabic calligraphy	Knowledge of Kufic script and its applications	3	the third
Participating in the preparation	Accompanied delivery interrogation	Arabic calligraphy	Knowledge of Ruq'ah script and its applications	3	Fourth
First month exam				3	Fifth
Participating in the preparation	Accompanied delivery interrogation	Arabic calligraphy	Knowledge of Naskh script and its applications	3	Sixth
Participating in the preparation	Accompanied delivery interrogation	Arabic calligraphy	Knowledge of Thuluth script and its applications	3	Seventh
Participating in the preparation	Accompanied delivery interrogation	Arabic calligraphy	Knowledge of the Ta'liq script (Persian script) and its applications	3	Eighth
Participating in the preparation	Accompanied delivery interrogation	Arabic calligraphy	Knowing the vacation plan and its applications	3	Ninth
Participating in the preparation	Accompanied delivery interrogation	Arabic calligraphy	Knowledge of Diwani script and its applications	3	tenth
Participating in the preparation	Accompanied delivery interrogation	Arabic calligraphy	Knowledge of the tughra script and its applications	3	eleventh

Participating in the preparation	Accompanied delivery interrogation	Arabic calligraphy	Understanding the Crown script and its applications	3	twelfth
Participating in the preparation	Accompanied delivery interrogation	Arabic calligraphy	Knowledge of Moroccan script and its applications	3	thirteenth
Participating in the preparation	Accompanied delivery interrogation	Arabic calligraphy	Knowledge of Arabic calligraphy skills and characteristics Its most important features	3	fourteenth
Second month exam				3	fifteenth

11- Evaluation methods

1- Monthly exams + daily quizzes + participation

2- classroom discussions

First: Semester effort grade: distributed as follows:

1- (30) Grade for monthly exams.

2- (5) Exam marks Daily.

3- (5) Marks for reports and classroom and extracurricular activities.

Second: Final semester exam grade: (60) marks.

12- Learning and teaching resources

Improving Writing Performance, Prof. Dr. Asmaa Kazem Fandi, Ms. Buthaina Mahmoud Abbas

1- Required course books

1 Rules of Arabic calligraphy, by Hashim Muhammad Khatat
2 Teach yourself Arabic calligraphy, Mahdi Elsa Mahmoud

2- Main references and sources

1 The Arabic Calligraphy Collection, Fawzi Salem Afifi
2 (Arabic Letters) Magazine

a) Recommended books and references (scientific journals, reports...)

1- Arabic Language Library
2 Al-Faseeh Network

b) Electronic references, websites...

Course description template

1. Course Name
Developmental psychology
2. Course code
DEVFI1
3. Semester/Year
First semester 2025-2026
4. Date this description was prepared
20/12/2025

5. Available forms of attendance					
Mandatory attendance					
6. Number of study hours (total) / Number of units (total)					
48 hours (3 hours per week / 3 units per week)					
7. Name of the course coordinator (if there is more than one, please mention it).					
basica21te@uodiyala.edu.iq 1. Prof. Dr. Maryam Khalid Mahdi Al-Amil basica38te@uodiyala.edu.iq A.M.D. Suad Musa Yaqoub Al-Amil 2.					
8. Course objectives					
Course objectives					
1. Introducing students to the concepts and terminology of developmental psychology in the educational process To equip students with the ability to stay informed about all that is new and advanced in the field of developmental psychology.					
3. Enabling students to access and understand educational terminology, its applications, the purposes of developmental psychology, and its importance in the educational process.					
4. To become familiar with the methods and techniques used in teaching developmental psychology.					
9. Teaching and learning strategies					
1- The discussion method combined with the interrogation style. 2- The lecture and presentation method combined with the questioning style. 3- Students are assigned reports by visiting the college library or through online resources to gain additional knowledge of the material. 4- Present a set of inferential or analytical questions and assign students to solve them as part of their homework. 5- Encouraging students to carry out a variety of classroom and extracurricular activities.					strategy
10. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral questions and student participation in the lecture	Lecture with questioning style	Introduction to General Psychology and Developmental Psychology: The concept of developmental psychology, its aims, fields, and its relationship to other sciences. The aims of psychology.	The students learned about the concept of developmental psychology, its role and objectives in the educational process.	3 hours	the first
Oral questions and student participation in the lecture + daily written exam	Discussion and questioning style	The concept of psychology as the study of behavior Behavior, stages of behavior study, components of behavior	Introducing students to behavior, its stages, and the concept Psychology as the study of behavior.	3 hours	the second

Oral questions and student participation in the lecture + daily oral exam.	Lecture with questioning style	Growth, maturation, development; the concept of growth; manifestations of growth; the difference between maturation, development, and learning; maturation, development, and learning; the concept of psychology as the study of activity	To enable students to understand the concepts of growth, maturation, and learning, and the differences between them, and to recognize the concept of psychology as the study of activity.	3 hours	the third
Oral questions and student participation in the lecture.	Lecture with questioning style	Contemporary Schools of Psychology First: The Structuralist School Second: The Behavioral School Third: The School Function Fourth: The Gestalt school. Fifth: The school of psychoanalysis.	Enabling students to learn about contemporary schools of psychology	3 hours	Fourth
Oral questions and student participation in the lecture.	Lecture with style interrogation	Laws of growth and its general principles First: Growth proceeds in specific directions. Secondly: Each stage of growth is influenced by the previous stage and influences the subsequent stage. Third: Growth is affected by internal and external factors and the interaction between them. Fourth: Growth is both quantitative and qualitative. Fifth: Growth is a continuous and systematic process of total change Sixth: Growth is subject to the principle of individual differences (each individual has their own rate of growth). Seventh: Each stage of growth has its own	Student introduction Laws of growth and its general principles	3 hours	Fifth

		specific characteristics and distinctive features. Eighth: Growth is the result of the interaction between maturation and learning. Ninth: Growth progresses from simple to complex. Tenth: Growth proceeds from the general to the specific and from the whole to the part.			
Oral questions and participation Students in the lecture + daily written exam.	Lecture with style interrogation	Piaget's theory of cognitive development: How did Piaget develop his theory? Piaget's four stages of cognitive development Key characteristics and developmental changes Piaget's concepts of growth. The process of adaptation, assimilation, and equilibrium. Educational implications of Piaget's theory	To equip students with the ability to know Piaget's theory of cognitive development, its stages and educational implications.	3 hours	Sixth
First month written exam				3 hours	Seventh
Oral questions and participation The students are in the lecture hall.	Discussion with style interrogation	Kohlberg's theory of moral growth (moral evolution). Kohlberg's Stages of Moral Growth (Development) Educational applications of Kohlberg's theory Criticisms were directed at Kohlberg's theory of moral evolution.	To equip students with the ability to understand Kohlberg's theory of moral growth, moral development, its stages, educational applications, and the most important criticisms directed at it.	3 hours	Eighth
Oral questions and participation Students in the lecture + daily written exam.	Lecture with questioning style	Psychosocial Development Theory (Erikson's Theory): Definition of Psychosocial Development; The Relationship Between Erik Erikson's Thought and Psychoanalytic Theories Ericsson's concept of growth Stages of psychosocial development.	Enabling students to learn about Psychosocial Development Theory (Erikson's theory) and the stages of	3 hours	Ninth

			psychosocial development, and the relationship between Erikson's thought and theories of analysis		
Oral questions and participation The students are in the lecture hall.	Discussion with style interrogation	Emotional and affective development; definition of emotion What is the role of emotion in an individual's life? What is the impact of emotions on personal and social adjustment? What is the role of environment and heredity in the formation of emotions? Physical growth Stages of physical (body) growth.	Enabling students to know Emotional and affective growth The role of emotions in the life of the vulva, In addition to identifying physical growth.	3 hours	tenth
Oral questions and student participation in the lecture + daily oral exam.	Lecture with style interrogation	-The effect of physiological and bodily changes during puberty in behavior -The psychological needs of adolescents during adolescence The role of educators and teachers in adolescence	Enabling students to know The impact of physiological and physical changes during puberty on behavior, the most important psychological needs at this stage, as well as identifying the role of educators at this stage.	3 hours	eleventh
Written exam for the second month				3 hours	twelfth
Oral questions and student participation in the lecture + daily oral exam.	Lecture with style interrogation	Some of the problems that children suffer from in early childhood. What is the difference between slow learning? Learning difficulties and delays	Enabling students to become familiar with...Some of the problems that children experience in	3 hours	thirteenth

		Academic, and some symptoms that indicate slow learning.	early childhood, as well as understanding the difference between slow learning. Learning difficulties and academic delays		
Oral questions and participation The students are in the lecture hall.	Discussion with style interrogation	Some problems during adolescence: -Identity crisis among adolescents Conditions for identity formation in adolescents; problems adolescents face regarding identity formation and the role of parents in promoting it. Identity. The crisis of identity achievement for adolescents in light of digital addiction. - Digital addiction: definition Its symptoms, types, methods of treatment and prevention. -The negative effects of digital addiction	Enabling students to learn aboutSome problems of adolescence include identity crisis and digital addiction.	3 hours	fourth
		Negative tendencies and undesirable behaviors among adolescents; manifestations of adolescent behavior; drug addiction, its dangers, and how to reduce it. Reasons why an individual is at risk Addiction, signs of an addicted person Effects and complications of drug addiction Drug addiction treatment. Treatment and counseling programs Self-help groups, withdrawal and its treatment, prevention of the risk of addiction	To enable students to identify the most important tendencies and undesirable behaviors among adolescents, as well as ways to treat and prevent them.	3 hours	fifteenth

		Preventing the risk of drug abuse in children, preventing relapse			
Course evaluation					
1. The grade for the first semester's effort is distributed as follows: A. (10) marks for daily exams (oral and written) B. (10) points for participation and classroom and extracurricular activities. C. (20) marks for written exams. 2. (60) marks for the end-of-first-semester exam.					
11. Learning and teaching resources					
Nothing			Required textbooks (methodology, if applicable)		
Lectures in Developmental Psychology, Dr. Suad Musa . ^١ Yaqoub, Dr. Batoul Fadhil Jawad, University of Diyala Press, 2025. Al-Kinani, Firas Ali Hassan (2022) Readings in Educational . ^٢ Psychology, Zaki Press, Baghdad, Iraq. Gharab, Hisham Ahmed (2019): Developmental Psychology . ^٣ from Childhood to Adolescence, Al-Manhal for Electronic Publishing.			Main references (sources)		
The Arab Journal of Humanities. The Scientific Journal of Educational Sciences and Mental Health. The Journal of Educational Sciences, Ain Shams University. Al-Fath Journal, Diyala University.			Recommended supporting books and references (scientific journals, reports...)		
E-learning platforms, the websites of Iraqi universities.			Electronic references, websites		

Course description template

1. Course Name	
Principles of Education	
2. Course code	
EDUFI2	
3. Semester/Year	
Second semester of the academic year (2025-2026 AD)	
4. Date this description was prepared	
27/2/2026 AD	
5. Available forms of attendance	
Mandatory attendance	
6. Number of study hours (total) / Number of units (total)	
45 hours	
7. Name of the course coordinator (if there is more than one, please mention it).	
Name: 1-Prof. Dr. Haifa Hamid Hassan Email:basica7te@uodiyala.edu.com 2- Prof. Dr. Maryam Khaled Mahdi Al-Aymal:basica21te@uodiyala.edu.com 3- Ru'a Hussein Wadi Al-Aymal:ruaahussin@uodiyala>edu.iq	
8. Course objectives	
1- Enabling students to understand education (concept and importance). 2- Enabling students to understand the relationship between upbringing and education. 3- Enabling students to understand the similarities and differences between education, learning, and teaching.	Course objectives

4- Enabling students to learn about education and upbringing in the Arab-Islamic heritage. 5- Enabling students to learn the principles of education. 6- Enabling students to understand the roles of the teacher in light of modern educational trends. 7- Enabling students to understand the teaching profession licenses (concept and standards). 8- Enabling students to know the basic requirements for a teacher to succeed in his profession. 9- Enabling students to learn about the characteristics of a successful teacher. 10- Enabling students to know the class mentor teacher (its concept and roles). 11- Enabling students to understand basic education in Iraq, its concept and stages. 12- Enabling students to learn about basic education in some countries of the world (Qatar, Japan, Britain).					
9. Teaching and learning strategies					
Teaching and learning methods					strategy
1- The method of presentation is accompanied by questioning and discussion. 2- Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries. 3- Giving homework assignments that require explanations and self-answers to the questions given to them about the topic being studied. 4- Encouraging students to carry out a variety of classroom and extracurricular activities.					
Assessment methods					
1- Daily tests with multiple and varied questions for the study materials. 2- Providing objective reports on the topics that were explained to confirm and reinforce learning. 3- Written test to measure students' ability to understandThe material. 4- Assigning specific grades for daily participation and classroom activitiesAnd the non-classroom.					
10. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participatin g in the preparation	The accompanying delivery Through questioning and discussion	Education (Concept and Importance)	Students' knowledge of education (concept and importance)	3	the first
Participatin g in the preparation	The accompanying delivery Through questioning and discussion	The relationship between upbringing and education	Students' understanding of the relationship between upbringing and education	3	the second

Participatin g in the preparation	The accompanying delivery Through questioning and discussion	Similarities and differences between education, learning, and teaching	Students should understand the similarities and differences between education, learning, and teaching.	3	the third
Participatin g in the preparation	The accompanying delivery Through questioning and discussion	Education in the Arab-Islamic Heritage	Students' knowledge of education and upbringing in the Arab-Islamic heritage	3	Fourth
Participatin g in the preparation	The accompanying delivery Through questioning and discussion	Principles of Education	Students' knowledge of the principles of education	3	Fifth
Participatin g in the preparation	The accompanying delivery Through questioning and discussion	The teacher's roles in light of modern educational trends	Students' understanding of the teacher's roles in light of modern educational trends	3	Sixth
Participatin g in the preparation	The accompanying delivery Through questioning and discussion	Teaching profession licenses (concept and standards).	Students' knowledge of teaching profession licenses (concept and standards).	3	Seventh
		Monthly (written) exam		3	Eighth
Participatin g in the preparation	The accompanying delivery Through questioning and discussion	The basic requirements for a teacher to succeed in his profession.	Students should know the basic requirements for a teacher to succeed in his profession.	3	Ninth
Participatin g in the preparation	The accompanying delivery Through questioning and discussion	Characteristics of a successful teacher.	Students should know the characteristics of a successful teacher.	3	tenth

Participating in the preparation	The accompanying delivery Through questioning and discussion	The teacher who guides the class (its concept and roles).	Students' knowledge of the class mentor teacher (its concept and roles).	3	eleventh
Participating in the preparation	The accompanying delivery Through questioning and discussion	Basic education in Iraq: concept and stages.	Students' knowledge of basic education in Iraq: concept and stages.	3	twelfth
Participating in the preparation	The accompanying delivery Through questioning and discussion	Basic education in some countries of the world (Qatar, Japan, etc.)	Students' knowledge of basic education in some countries of the world (Qatar, Japan)	3	thirteenth
Participating in the preparation	The accompanying delivery Through questioning and discussion	Basic education in some countries of the world (Britain).	Students' knowledge of basic education in some countries of the world (Britain).	3	fourteenth
		Monthly (written) exam		3	fifteenth

11. Course evaluation

First: Semester grade: distributed as follows:

- 1- (30) marks for monthly (written) exams.
- 2- (5) marks for daily exams.
- 3- (5) Marks for reports, classroom and extracurricular participation.

Second: Grade for the final semester exam: (60).

12. Learning and teaching resources

Principles of Education book	Required textbooks (methodology, if applicable)
	Main references (sources)
Introduction to the Principles of Education	Recommended supporting books and references (scientific journals, reports...)
Comprehensive Library	Electronic references, websites

Course description template

1. Course Name:
Measurement and evaluation
2. Course code:
MEATH503
3. Semester/Year
Second semester 2025-2026

4. Date this description was prepared					
10/2/2026					
5. Available forms of attendance					
Mandatory attendance					
6. Number of study hours (total) / Number of units (total)					
2 hours / 2 units					
7. Name of the course coordinator (if there is more than one, please mention it).					
the name:1. Prof. Dr. Muhammad Abdul Wahab Abdul Jabbar Email: basical1te@uodiyala.edu.iq 2. Dr. Suad Musa Yaqoub, Email: basica38te@uodiyala.edu.iq 3 Dr. Musaddaq Khanjar Kredi Email: musadaqaz@gmail.com 4. M.M. Simaa Abdelkader Abbas Email: basicspor25te@uodiyala.edu.iq					
8. Course objectives					
Course objectives 1. Introducing students to the concepts and terminology of measurement and evaluation in the educational process 2. To equip students with the ability to stay informed about all that is new and advanced in the field of educational measurement and evaluation. 3. Enabling students to access and understand educational terminology, its applications, and the purposes of measurement and evaluation in the educational process. 4. To become familiar with the methods and techniques used in educational measurement and evaluation, such as achievement tests.					
9. Teaching and learning strategies					
1- The discussion method combined with the interrogation style. 2- The lecture and presentation method combined with the questioning style. 3- Students are assigned reports by visiting the college library or through online resources to gain additional knowledge of the material. 4- Present a set of inferential or analytical questions and assign students to solve them as part of their homework. 5- Encouraging students to carry out a variety of classroom and extracurricular activities.					strategy
10. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral questions and student participation in the lecture	Lecture with questioning style	Measurement and evaluation and its role in the educational process, the concept of measurement and evaluation, its purposes, and its fields.	The students learned about the concept of educational measurement and evaluation, and its role and purposes in the educational process.	Two hours	the first
Oral questions and student participation in the lecture + daily written exam	Discussion and questioning style	The difference between educational measurement and evaluation, types of educational evaluation (pre-assessment, diagnostic, formative, summative)	Introducing students to the difference between measurement and evaluation, and the types of educational evaluation.	Two hours	the second

Oral questions and student participation in the lecture + daily oral exam.	Lecture with questioning style	Achievement tests, their types (written, oral, objective, essay...), their purposes, and interpretation of their results.	Enabling students to learn about achievement tests, their types, and their purposes.	Two hours	the third
Oral questions and student participation in the lecture.	Lecture with questioning style	Steps for preparing achievement tests, educational objectives, their types and levels, formulating educational objectives in a behavioral manner.	Enabling students to learn the steps for preparing achievement tests, educational objectives, and their types.	Two hours	Fourth
Oral questions and student participation in the lecture.	Lecture with questioning style	Analyzing the content of the educational material, preparing a table of specifications, and determining the type of items to be used in the tests.	Introducing students to how to analyze the content of the educational material and prepare a table of specifications.	Two hours	Fifth
Oral questions and student participation in the lecture. + Daily written exam.	Lecture with questioning style	Objective tests and their types (true/false questions, multiple choice questions, interview questions, completion questions)	To equip students with the ability to understand objective tests and their types.	Two hours	Sixth
Written exam for the monththe first				Two hours	Seventh
Oral questions and student participation in the lecture.	Discussion with an interrogation style	Arranging the items in the test, preparing the test instructions, producing and printing the test, the pilot sample, and applying the test to it.	To equip students with the ability to understand how to arrange the paragraphs in the final test format, and to prepare test instructions.	Two hours	Eighth
Oral questions and student participation in the lecture + a daily written exam.	Lecture with questioning style	Verification of test validity, statistical analysis of test items, validity and reliability.	To enable students to understand the concept of test validity and reliability, and the statistical analysis of its items.	Two hours	Ninth
Oral questions and student participation in the lecture.	Discussion with an interrogation style	Essay tests, their characteristics, areas of use, types, basics of writing them, and methods of correcting them.	Enabling students to learn about essay tests, their characteristics, and areas of use.	Two hours	tenth
Oral questions and student participation in the lecture + daily oral exam.	Lecture with questioning style	Performance tests, their areas of use, the basis for preparing them, methods of correcting	Enabling students to learn about performance tests, their areas of use, and the basics of preparing them.	Two hours	eleventh

		them, and practical applications of them.			
Written exam for the second month				Two hours	twelfth
Oral questions and student participation in the lecture + daily oral exam.	Lecture with questioning style	Oral tests, their characteristics, areas of use, advantages and disadvantages, and methods of calculating the grade in them.	Enabling students to become familiar with oral tests, their characteristics and areas of use.	Two hours	thirteenth
Oral questions and student participation in the lecture.	Discussion with an interrogation style	Grades and methods of using them, raw grades and derived grades, standard grades and percentiles, methods of interpreting grades.	Enabling students to understand grades, how to use them, and how to interpret them.	Two hours	fourteenth
Written exam for the third month				Two hours	fifteenth
11. Course evaluation					
1. The grade for the first semester's effort is distributed as follows: A. (10) marks for daily exams (oral and written) B. (10) points for participation and classroom and extracurricular activities. C. (20) marks for written exams. 2. (60) marks for the end-of-first-semester exam.					
12. Learning and teaching resources					
1. A Contemporary Perspective on the Principles of Measurement and Evaluation, Prof. Dr. Muhammad Abdul Wahab et al. 2024			Required textbooks (methodology, if applicable)		
1. Measurement and Evaluation in the Educational Process, Dr. Ihsan Aliwi Al-Dulaimi Dr. Adnan Mahmoud Al-Mahdawi, 2005 2. Measurement and Evaluation in the Teaching Process, Dr. Rahim Younis Karou Al-Azzawi. 2008. 3. Educational Measurement and Evaluation, Dr. Shaimaa Sobhi Abu Shaaban, Dr. Asaad Hussein Atwan, 2019.			Main references (sources)		
Arab Journal of Humanities. Scientific Journal of Educational Sciences and Mental Health. Journal of Educational Sciences. Ain Shams University. Al-Fath Journal. Diyala University.			Recommended supporting books and references (scientific journals, reports...)		
E-learning platforms, the websites of Iraqi universities.			Electronic references, websites		

Course description template

13. Course Name
Methods of teaching Arabic
14. Course code
-GEMTH501
15. Semester/Year
Second semester/ 2025-2026
16. Date this description was prepared
21/2/2026
17. Available forms of attendance
mandatory

18. Number of study hours (total) / Number of units (total)					
30 hours					
19. Name of the course coordinator (if there is more than one, please mention it).					
Name: Prof. Dr. Asmaa Kazem Fandi Email: basicalte@uodiyala.edu.iq Prof. Dr. Mu'ayyad Saeed Khalaf, email: basica24te@uodiyala.edu.iq Prof. Dr. Hamed Abdel Ibrahim Email: hamed_abd_ibrahim@uodiyala.edu.iq A.M. Siham Abdul Ghaidan, email: basica34te@uodiyala.edu.iq					
20. Course objectives					
To empower students with Arabic language skills and knowledge of its issues. Developing students' skills in listening, reading, and expression. Equipping students with skills in expressing themselves in classical Arabic Developing positive attitudes and values among students towards their Arabic language.				Course objectives	
21. Teaching and learning strategies					
It is a learning method in which students are divided into small, heterogeneous groups (comprising different cognitive levels), with each group consisting of (4-6) individuals, and the students in each group cooperate. In achieving the goals.				strategy (Cooperative Education)	
22. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
	/	Meeting with students and introduction In the vocabulary of the subject	/	2	the first
Participating in Preparation	Lecture	Language and the Arabic language	1- It explains the importance of language 2- The Arabic language is shown in its educational context.	2	the second
Participating in the preparation	discussion	Arabic language competencies	1- He knows enough. 2- It shows the competencies required of a teacher Arabic	2	the third
Written exam daily	interrogation	Competencies required of teachers in learning Individual	1- The educational role of the teacher is mentioned in Childhood stage 2- Lists the assessment competencies	2	Fourth
Participating in Preparation	Micro-teaching	Teaching grammar Arabic	1- It shows the importance of Arabic grammar rules.	2	Fifth

			2- It explains the reasons for the weakness in the rules Arabic		
Participating in Preparation	discussion	Teaching dictation	1- It demonstrates spelling teaching skills 2- It explains the objectives of dictation.	2	Sixth
	Monthly examthe first			2	Seventh
Participating in Preparation	discussion	Teaching Literature And the texts	1- It explains the importance of literature and texts. 2- He sets a model plan To teach Literature and texts	2	Eighth
Participating in Preparation	collaborative learning	Teaching the History of Literature criticism	1- The concept of literary history is known 2- It discusses the origins of Arabic criticism.	2	Ninth
Participating in Preparation	discussion	Teaching rhetoric	1- It summarizes the fundamentals of teaching rhetoric. 2- It mentions the steps for teaching rhetoric.	2	tenth
Participating in Preparation	Micro-teaching	Teaching reading and studying	1- It mentions the types of reading. 2- It summarizes the objectives of teaching reading.	2	eleventh
Daily written exam	discussion	Teaching expression and listening	1- It illustrates the importance of expression. 2- He lists the reasons for students' weakness in expression.	2	twelfth
Participating in Preparation	discussion	Calligraphy teaching	1- It explains the importance of the line 2- Lists types of fonts	2	thirteenth
Participating in Preparation	Lecture	Teaching Arabic Integrative and functional	1- It explains the teaching of Arabic using the unit method. 2- The purpose of the Arabic language is shown functionally.	2	fourteenth
	Second month exam			2	fifteenth
23. Course evaluation					

Final grade	the audience	activity	activity	daily	daily	monthly rate	Third month	Second month	First month	Student's name	T
100	2	2	2	2	2	30	30	30	30	/	1
24. Learning and teaching resources											
1- Arabic language curricula and teaching methods – Saad Zayer And Iman wants 2- Arabic language curricula and teaching methods – Saadoun Al-Samouk and Huda Al-Shammari						Required textbooks (methodology, if applicable)					
1- Modern Trends in Teaching Arabic – Samer Ammar 2- Principles of Teaching Arabic – Abdelfattah Hassan Al-Bajja						Main references (sources)					
Al-Fath Magazine – Al-Ustad Magazine – Nasq Magazine						Recommended supporting books and references (scientific journals, reports...)					
Comprehensive Library						Electronic references, websites					

Course description template

Course Name	
Professional ethics	
Course code	
/PROFO7	
Semester/Year	
First semester of the 2025-2026 academic year	
Date this description was prepared	
19/6/2025	
Available forms of attendance	
Mandatory attendance	
Number of study hours (total) / Number of units (total)	
30 hours / 2	
Name of the course coordinator (if there is more than one, please mention it).	
Name: Prof. Dr. Asmaa Kazem Fandi Email: basicalte@uodiyala.edu.iq	
Name: A.M. Siham Abdghidan Email: te@uodiyala.edu.iq	
Name: M.M. Marwa Majed Hamid Email: basica66te@uodiyala.edu.iq	
Course objectives	
- Professional ethics in the university and society - Professional ethics in the academic community - Understanding the basic concepts of professional ethics - Understanding the processes of moral formation - Ethics in assessment and examinations	Course objectives: The student should be able to at the end of the academic year - Understanding the concept of teaching ethics - The difference between ethics and morality - The importance of ethics and ways to acquire them

Teaching and learning strategies					
The discussion relies on identifying the basic concepts of the topic and then beginning to teach. It is a method that relies on dividing students into small, heterogeneous groups. Each group consists of (4-6) individuals. The students in each group cooperate in explaining and understanding the topic, and the teacher acts as a guide and mentor to them.				Cooperative learning strategy	
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
	/	Meeting with students and introduction In the vocabulary of the subject	-	2	1
Participatin g in Preparation	Lecture	The linguistic and technical definition of ethics	- He knows the meaning of ethics and morals - Distinguish between morals and ethics - It shows the importance of ethics in Islam	2	2
Participatin g in Preparation	discussion	The importance of ethics, the origins and development of ethics.	- It shows the importance of ethics - It explains the origins and development of ethics. It shows the role of ethics in regulating social behavior.	2	3
Written exam daily	interrogatio n	The processes of moral formation, the pillars of good character	- Identifying the basic elements of creation - It shows the stages of the process of moral formation. - He distinguishes between the pillars of good character - It explains the importance of the pillars of morality in shaping ethical behavior.	2	4
Participatin g in Preparation	Micro-teaching	Ways to acquire good morals	- It shows the basic ways of acquiring morals - It explains the role of family upbringing in shaping morals. - It demonstrates the importance of learning and education in acquiring good morals.	2	5

			- It explains the role of good companionship in acquiring morals.		
Participating in Preparation	discussion	Methods of teaching morality through the socialization process; the role of social and educational institutions in moral education.	- Identifying the methods of learning ethics, represented by (family, school, society, religion and spiritual guidance) - Understanding the role of social and educational institutions in moral education	2	6
First midterm test - Solve the test and discuss the mistakes with the students				2	7
Participating in Preparation	discussion	Theories of moral acquisition	- To identify the basic theories in acquiring morals and their most important theorists, namely: - Behavioral theory - Psychoanalytic theory - Cognitive theory	2	8
Participating in Preparation	collaborative learning	Ethics in assessment and examinations	- Identifying the most important ethical principles and standards that must be observed in the context of academic assessment and examinations	2	9
Participating in Preparation	discussion	Professional ethics in the university and society	- Understanding professional ethics towards society - Identifying the challenges in implementing university professional ethics	2	10
Participating in Preparation	Micro-teaching	Basic concepts of professional ethics	- Understanding the most important basic concepts of professional ethics, which are: - Integrity – Justice – Responsibility – Respect – Transparency	2	11
Daily written exam	discussion	Teacher's professional duties	- Identifying the teacher's duties in promoting education and upbringing, including: - Educational duties – Ethical and professional duties – Pedagogical duties – Administrative duties	2	12

Participating in Preparation	discussion	Why should we care about professional ethics?	- Identifying the main reasons for interest in professional ethics, including: Building trust – individual and organizational reputation – increased productivity and quality – avoiding legal problems – fostering a positive environment	2	13
Participating in Preparation	Lecture	Sources of professional ethics	- Understanding the main sources of professional ethics, including: - Laws and legislation – cultural and societal values – religious teachings – philosophy and personal experience	2	14
Second periodic test - Solve the test and discuss the mistakes with the students				2	15
Course evaluation					
Learning and teaching resources					
nothing			Required textbooks (methodology, if applicable)		
Professional Work Ethics, Badawi Muhammad Zaki, Cairo, 2010. Professional Ethics, Al-Hussein Muhammad, 2012.			Main references (sources)		
Al-Fath Magazine, Al-Ustadh Magazine			Recommended supporting books and references (scientific journals, reports...)		
Comprehensive Library			Electronic references, websites		

Course description template

Educational Administration and Supervision	1- Course Name
ED-AD-FO-1	2-Course Code
First semester / 2025-2026	3-Semester/Year
22/9/2025	4- Date this description was prepared
mandatory	5- Available forms of attendance
30 hours / 2 units	6- Number of study hours (total) / Number of units (total)
Prof. Dr. Haifa Hamid Hassan basica7te@uodiyala.edu.iq Prof. Dr. Mu'ayyad Saeed Khalaf basica24te@uodiyala.edu.iq M.M. Ru'a Hussein Wadi ruaahussein@uodiyala.edu.iq	7-Name of the course coordinator

8-Course Objectives
ot of management and its development, educational management, school management. e familiar with the most important management theories. the most important functions of management. ot of leadership, its development and its most important theories. quainted with educational supervision and educational supervision methods. in educational supervision (evaluation of the principal, evaluation of the teacher, evaluation of the students).
9- Teaching and learning strategy
ow the concept of management, educational management, and school management. ow the most important management theories, functions and patterns. ow the concept of leadership, educational leadership, and its most important theories. ow about educational supervision, its development, and the most important methods of educational supervision. ow about educational evaluation and its importance (the principal, the teacher, the students). Students will develop skills related to the following concepts. ation. n.
ning semester, students are informed of the course syllabus and information sources (related books, articles, and websites) and the distribution of topics across the weeks of the semester, and the assessment methods used. Following the sequence mentioned in the course syllabus by using the aforementioned information, students are required to prepare the topic of the next lecture in order to prepare them. submit papers relating to one or more of the topics under study.
Examinations, the first after the fifth week of the semester and the second after the eleventh week of the semester, will consider the mental levels (remembering, applying, exploring), with the assessment grade based on the total achievement, taking into account the student's attendance and the extent of their daily participation. The final examination, which accounts for 60% of the achievement, is scheduled according to the Ministry's requirements. The questions, the comprehensiveness of the course content and the mental levels (recall, understanding, applying, analyzing, evaluating, and creating) are taken into consideration.
Learning objectives: The student should be able to Identify the important skills of a successful educational leader. Identify the important skills of a successful manager. Apply the important skills of successful educational leadership and management. Identify the assessment methods in educational supervision.
Methods The direct method is usually used, where skills are taught directly and explicitly, reinforced with management practice and evaluation stages.
The course evaluation processes that take place during and at the end of the semester.

general and transferable qualifications (other skills related to employability and personal development).
 using the acquired skills in teaching the most important management skills to students.
 giving examples or models of management and presenting their disadvantages and advantages.
 giving the extent to which students have acquired assessment skills.
 special tests to identify the most important skills that students have acquired through the course.

• Course structure

Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	Discussion and questioning	conceptAdministration, Educational Administration, School Administration with Examples	conceptAdministration, Educational Administration, School Administration with Examples	2	the first
Formative assessment	Discussion and questioning	Theories of Educational Management	Theories of Educational Management		2
Formative assessment	Discussion and questioning	Educational Administration Jobs	Educational Administration Jobs		3
Formative assessment	Discussion and questioning	Educational management styles	Educational management styles		4
Formative assessment	Discussion and questioning	Leadership: its concept and evolution	Leadership: its concept and evolution		5
Formative assessment	-	Monthly test	Monthly test		6
Formative assessment	Discussion and questioning	Key leadership theories	Key leadership theories		7
Formative assessment	Discussion and questioning	Some models of leadership behavior, their concept, and their types	Some models of leadership behavior, their concept, and their types		8
Formative assessment	Discussion and questioning	Educational supervision and its development	Educational supervision and its development		9
Formative assessment	Discussion and questioning	Types and methods of educational supervision	Types and methods of educational supervision		10
Formative assessment	-	Monthly test	Monthly test		11

Formative assessment	Discussion and questioning	Evaluation in educational supervision	Evaluation in educational supervision		12
Formative assessment	Discussion and questioning	Evaluation of the principal, teacher, and students	Evaluation of the principal, teacher, and students		13
			Final review		14
Formative assessment	Discussion and questioning	Final exam	Final exam		15
Infrastructure					
Nothing				1. Required textbooks	
Educational administration: its concept, theories, and methods Dr. Salah Abdel Hamid Mustafa, Dr. Najat Abdullah Al-Nabih				2. Main references (sources)	
Utilize periodicals and resources relevant to the course.				a) Recommended books and references (scientific journals, reports),....)	
Utilizing the international information network as a source of known information				b) Electronic references, websites...	
Course Development Plan					
1. The curriculum is developed according to the changes and developments that occur in society.					
2. The curriculum is developed in accordance with the requirements that appear in curriculum development in the global system.					

Course description template

Practical training (observation)	1- Course Name
PRTFO702	2-Course Code
First/2026	3-Semester/Year
October 2026	4- Date this description was prepared
Groups	5- Available forms of attendance
four hours	6- Number of study hours (total) / Number of units (total)
Prof. Dr. Hamed Abdel Ibrahim Prof. Dr. Asmaa Kazem Fandi basica1te@uodiyala.edu.iq Prof. Dr. Haifa Hamid Hassan basica7te@uodiyala.edu.iq Prof. Dr. Omar Rahman Hami basica10te@uodiyala.edu.iq d Prof. Dr. Mu'ayyad Saeed Khalaf basica24te@uodiyala.edu.iq Prof. Dr. Riyadh Adnan Muhammad basica12te@uodiyala.edu.iq Dr. Ibrahim Abdullah Murad basica32te@uodiyala.edu.iq	7-Name of the course coordinator

A. M. Siham Abdel Ghaidan basica34te@uodiyala.edu.iq Dr. Nadia Sattar Ahmed Basica27te@uodiyala.edu.iq Dr. Ali Khalaf Hussein basica20te@uodiyala.edu.iq Dr. Safa Salem Mohammed basica42te@uodiyala.edu.iq Dr. Othman Saadoun Jassim Dr. Musaddaq Khanjar Kredi Dr. Mona Refaat Abdel Karim Dr. Khawla Ibrahim Ahmed basica36te@uodiyala.edu.iq Dr. Hamam Radhi Alawi basica55te@uodiyala.edu.iq Dr. Mayada Mohamed Abdel Latif M. Mustafa Taha Sarhan basica64te@uodiyala.edu.iq Dr. Marwa Mohammed Abdullah basica87te@uodiyala.edu.iq M.M. Marwa Majed Hamid basica66te@uodiyala.edu.iq M. M. Roy Hussein Wadi ruaahussein@uodiyala.edu.iq M.M. Basma Mohammed Abdullah	
8-Course Objectives 1- Introducing students to the reality of the school environment in terms of administration, students and teachers. 2- Linking the theoretical aspects they studied with the practical aspects within the classrooms. 3- Developing students' observation and educational analysis skills. 4- To provide students with initial experience in dealing with pupils and understanding their psychological and educational characteristics. 5- Getting acquainted with modern teaching methods and the techniques used by teachers in the classroom. 6- Training students to control the classroom and manage time during the lesson. 7- Developing positive attitudes towards the teaching profession and enhancing self-confidence. 8- Preparing students for the practical application phase of practical education in subsequent years.	
9- Teaching and learning strategy	

10-Course Structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
objective test	Giving a lecture	The concept of viewing	Preparing students for the practical application phase of practical training in subsequent years	4 hours	the first
objective test	Giving a lecture	The importance of watching	Developing students' observation and educational analysis skills	4 hours	the second
objective test	Giving a lecture	Student Observer Duties	Linking the theoretical aspects they studied to the practical aspects within the classrooms	4 hours	the third
objective test	Giving a lecture	Preparing the study plan	To become familiar with modern teaching methods and techniques used by teachers in the classroom	4 hours	Fourth
First month exam					Fifth
Observation form and evaluation questions	Field visit	Definition of field visits	To provide students with initial experience in dealing with pupils and understanding their psychological and educational characteristics	4 hours	Sixth
Observation form and evaluation questions	Field visit	Visiting a primary school	To become familiar with modern teaching methods and techniques used by teachers in the classroom	4 hours	Seventh
Observation form and evaluation questions	Field visit	Visiting a primary school	To provide students with initial experience in dealing with pupils and understanding their psychological and educational characteristics	4 hours	Eighth
Observation form and evaluation questions	Field visit	Visiting a primary school	Linking the theoretical aspects they studied to the practical aspects within the classrooms	4 hours	Ninth
Observation form and	Field visit	Visiting a primary school	Developing positive attitudes towards the teaching profession and	4 hours	tenth

evaluation questions			enhancing self-confidence		
Observation form and evaluation questions	Field visit	Visiting a primary school	To become familiar with modern teaching methods and techniques used by teachers in the classroom	4 hours	eleventh
Observation form and evaluation questions	Field visit	Visiting a primary school	To become familiar with modern teaching methods and techniques used by teachers in the classroom	4 hours	twelfth
Observation form and evaluation questions	Field visit	Visiting a primary school	Developing positive attitudes towards the teaching profession and enhancing self-confidence	4 hours	thirteenth
Observation form and evaluation questions	Field visit	Visiting a primary school	To become familiar with modern teaching methods and techniques used by teachers in the classroom	4 hours	fourteenth
Second month exam					fifteenth

11-Evaluation methods

- 1- Monthly exams + daily quizzes and participation
- 2- classroom discussions
- 3- Evaluation form

12- Learning and teaching resources

There is no prescribed textbook	1- Required textbooks
1- (Practical Education: Observation and Application) Prepared by Dr. Ibrahim Abdel Ghani Ibrahim	2- Main references and sources
2. Observation and application of the course material	
1. Classroom management and modern teaching methods	a) Recommended books and references Scientific journals Reports..., (
2. Student Guide	
	b) Electronic references, websites....

(Course description template)

25. Course Name
Abbasid Literature - Poetry / Third Stage of Studies (Morning and Evening)
26. Course code
ARBO1AL312
27. Semester/Year
Chapter One
28. Date this description was prepared

January 20, 2026							
29. Available forms of attendance							
Mandatory attendance							
30. Number of study hours (total) / Number of units (total)							
(60) hours for the first semester							
31. Name of the course coordinator (if there is more than one, please mention it).							
Name: Dr. Raed Mohammed Aboud Email: basica56te@uodiyala.edu.com							
32. Course objectives							
1- To enable students to learn about and accurately understand the most prominent topics in Abbasid literature. 2- Enabling students to Understanding the reasons for the emergence of literature in the Abbasid era, and knowing the most important Abbasid and polytheist poets. 3- Introducing students to the most important sources and references used in teaching the subject. 4- Enabling students to analyze poems and performFor her, and the balance between Abbasid poets and Umayyad poets. 5- Instilling virtuous values and habits among students and cultivating love for the homeland through appropriate poetic examples.And it is appropriate and relevant to reality.				Course objectives			
33. Teaching and learning strategies							
Teaching and learning methods				strategy			
5- The method of presentation accompanied by questioning. 6- Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries. 7- Giving homework assignments that require self-explanations and extracting practical examples from the Arab heritage of this era rich in poetry.							
Assessment methods							
1- TestsDaily exam with multiple and varied questions on Abbasid literature. 2- Providing applied reports (examples and evidence from Abbasid poetry) on each topic of the material's vocabulary. 3- The written test measures students' ability to understand the material and memorize examples and evidence.Poetry. 4- Specific grades are allocated for daily participation and extracurricular activities.							
34. Course structure							
First semester							
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week		
Participating in daily preparation	Presentation accompanied by discussion and questioning	A brief overview of the era (political, social, and cultural conditions)	A general introduction to enable the student to learn the course vocabulary.	2	the first		

Opening the discussion	Presentation accompanied by discussion and questioning	The Abbasid princes' stance on poetry and poets	The environment in the Abbasid era, including poetry and poets	2	the second
Daily test	Interrogation	Ancient poetic themes in the Abbasid era	The traditional stage in the purposes of poetry	2	the third
Participating in daily preparation	Presentation accompanied by discussion and questioning	The purpose of praise with application of poetic models	Knowledge of traditional poetic themes	2	Fourth
Sharing a sample of the preparation	Interrogation	My purpose is to write elegies and love poems, applying poetic models.	Completing traditional poetic purposes		Fifth
Participating in daily preparation	Participatory presentation	Satire, irony, personal commentary, and its application to poetic models	Understanding the difference between types of satire	2	Sixth
Participating in the preparation	Participation and interaction accompanied by questioning	Artistic structure, language, style	Artistic characteristics of poetry in the Abbasid era	2	Seventh
		Monthly (written) exam			Eighth
Daily written exam	Interrogation	Imagination, rhythm	Completing the remaining technical specifications	2	Ninth
Interaction in participation	Participatory presentation	A study of the poet Bashir ibn Burd: his life and poetry	An introduction to the most important poets and applications of poetic verses	2	tenth
Participating in the preparation	Interrogation	Al-Buhturi and Abu Tammam (Their Lives and Poetry)	Introduction to the most important poets	2	eleventh

		Analysis of a sample of their poems			
Participating in the preparation	Interrogation	Al-Sharif Al-Radi, his life and poetry Its most important features with examples	Completion of the poets	2	twelfth
Participating in the preparation	Interrogation	Its types, factors, development, and characteristics (Asceticism and Sufism) and (Wine Poems)	The renewal phase and the most important developments in poetry	2	thirteenth
Participating in the preparation	Interrogation	Analysis of a sample of didactic poetry poems	A practical lecture on the renewal phase	2	fourteenth
		Monthly (written) exam			fifteenth
35. Course evaluation					

First: Term effort grade: distributed as follows:

- 4- (30) marks for monthly (written) exams.
- 5- (4) Marks for daily exams.
- 6- (3) Grades for reports, classroom and extracurricular participation.
- 7- (3) Attendance

Second: Grade for the final semester exam: (60)

Course description template

36. Course Name
Abbasid Literature - Prose / Third Stage (Morning and Evening Studies)
37. Course code
ARBO1AL322
38. Semester/Year
Chapter Two
39. Date this description was prepared
19/2/2026 AD
40. Available forms of attendance
Mandatory attendance
41. Number of study hours (total) / Number of units (total)
(30) hours for the second semester
42. Name of course coordinator

Prof. Dr. Thayer Faleh Ali basical17te@uodiyala.edu.iq Dr. Yasmin Ahmed Ali basica29te@uodiyala.edu.iq Dr. Khawla Ibrahim Ahmed basica36te@uodiyala.edu.iq Dr. Raed Mohammed Aboud, Email: basica56te@uodiyala.edu.com					
43. Course objectives					
1- To enable students to learn about and accurately understand the most prominent prose topics in Abbasid literature. 2- Enabling students to Understanding the reasons for the emergence of literature in the Abbasid era, and knowing the most important figures of prose in the Abbasid era. 3- Introducing students to the most important sources and references used in teaching the subject. 4- Enabling students to analyze prose passages and representationsFor her, and the balance between Abbasid prose and prose in the Umayyad era. 5- Instilling virtuous values and habits among students and cultivating patriotism through appropriate role models.And it is appropriate and relevant to reality.					Course objectives
44. Teaching and learning strategies					
Teaching and learning methods					strategy
8- The method of presentation accompanied by questioning. 9- Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries. 10- Giving homework requires self-explanations and extracting practical examples from the Arab heritage of this era, which is rich in artistic prose.					
Assessment methods					
1- TestsDaily exam with multiple and varied questions on Abbasid literature. 2- Providing applied reports (examples and evidence from Abbasid-era prose) on each topic of the material's vocabulary. 3- The written test measures students' ability to understand the material and memorize examples.And the evidence. 4- Specific grades are allocated for daily participation and extracurricular activities.					
45. Course structure					
First semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in daily preparation	Presentation accompanied by discussion and questioning	A brief overview of the era (political, social, and cultural conditions) and the concept of artistic prose	A general introduction to enable the student to learn the course vocabulary.	2	the first
Opening the discussion	Presentation accompanied by discussion and questioning	The position of the Abbasid princes in the development of prose arts	The environment in the Abbasid era and its contributions to the development of prose	2	the second

Daily test	Interrogation	Ancient prose themes in the Abbasid era	The traditional stage in prose purposes	2	the third
Participating in daily preparation	Presentation accompanied by discussion and questioning	The art of rhetoric: its definition and origins, with applied examples.	Knowledge of the types of oral prose topics	2	Fourth
Sharing a sample of the preparation	Interrogation	Debates: their concept and topics, with examples.	Completing the types of oral prose topics		Fifth
Participating in daily preparation	Participatory presentation	Sermons: Concept, Characteristics, and Main Types, and their Application to Examples	Understanding the difference between debate, oratory, and sermons	2	Sixth
Participating in the preparation	Participation and interaction accompanied by questioning	Artistic structure, language, style	The artistic characteristics of prose in the Abbasid era	2	Seventh
		Monthly (written) exam			Eighth
Daily written exam	Interrogation	Its topics and types	Types of written prose	2	Ninth
Interaction in participation	Participatory presentation	Technical messages: concept, characteristics, and analysis of a sample of messages.	Definition of its importance and applications	2	tenth
Participating in the preparation	Interrogation	Signatures: Concept, Characteristics, Main Types, and Model Analysis	The importance and artistry of official letters	2	eleventh
Participating in the preparation	Interrogation	Narrative prose, and tales, types Its most important features with examples	Completing the written prose	2	twelfth
Participating in the preparation	Interrogation	Its types, factors, development, characteristics, Al-Hamadhani and (Maqamat) and analysis of some of their examples	The Renewal Phase and the Most Important Developments in Prose	2	thirteenth
Participating in the preparation	Interrogation	Al-Jahiz and Abu Hayyan al-Tawhidi With analysis of one model for each	The most important cultural figures in prose	2	fourteenth

		Monthly (written) exam			fifteenth
46. Course evaluation					
First: Term effort grade: distributed as follows: 8- (30) marks for monthly (written) exams. 9- (4) Marks for daily exams. 10- (3) Grades for reports, classroom and extracurricular participation. 11- (3) Attendance Second: Grade for the final semester exam: (60).					
47. Learning and teaching resources					
Literature in the Abbasid Era (Dr. Nazim Rashid Sheikho)			Required textbooks (methodology, if applicable)		
In Abbasid literature (Dr. Muhammad Mahdi Al-Basir) History of Arabic Literature (Abbasid Era) by Dr. Shawqi Daif.			Main references (sources)		
Comprehensive books of Arabic literature. The History of Arabic Poetry, by Najib Labhebiti. Arabic magazines and periodicals.			Recommended supporting books and references (scientific journals, reports...)		
Abdullah Al-Ghadhami Library. The Comprehensive Library. The Arabic Literature Network.			Electronic references, websites.		

48. Learning and teaching resources

(Course description template)

49. Course Name	
Islamic Literature / Second Stage of Study (Morning)	
50. Course code	
ARBO11AL212	
51. Semester/Year	
Chapter One	
52. Date this description was prepared	
January 25, 2026	
53. Available forms of attendance	
Mandatory attendance	
54. Number of study hours (total) / Number of units (total)	
(180) hours for the first semester	
55. Name of the course coordinator (if there is more than one, please mention it).	
Name: Dr. Shaimaa Nizar Ayesh Email: basica63te@uodiyala.edu.com Dr. Hanin Wissam Jiyad basica52te@uodiyala.edu.iq	
56. Course objectives	
1- To enable students to learn about and accurately understand the most prominent topics in Islamic literature. 2- To enable students to understand the reasons for the emergence of literature in the early Islamic era, and to know the most important Muslim and polytheist poets. 3- Introducing students to the most important sources and references used in teaching the subject.	Course objectives

4- Enabling students to analyze and represent poems, and to compare Islamic poets with polytheistic poets.					
5- Instilling virtuous values and habits among students and cultivating love for the homeland through representation with appropriate and suitable poetic examples and linking it to reality.					
57. Teaching and learning strategies					
Teaching and learning methods				strategy	
The method of presentation accompanied by questioning. Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries. Giving homework that requires self-explanations and extracting practical examples from the Holy Quran and the Arab heritage, both poetry and prose.					
Assessment methods					
1- Daily tests with multiple and varied questions for the subject of Islamic literature. 2- Submitting applied reports (examples and evidence of Islamic poetry) on each topic of the material. 3- The written test to measure the students' ability to understand the material and memorize poetic and prose examples and evidence. 4- Allocating specific grades for daily participation and extracurricular activities.					
58. Course structure					
First semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in daily preparation	Presentation accompanied by discussion and questioning	The significance of the term Islamic literature	A general introduction to enable the student to learn the course vocabulary.	2	the first
Opening the discussion	Presentation accompanied by discussion and questioning	Islam and its stance on poetry, poets	Distinguishing the Islamic position	2	the second
Daily test	Interrogation	The Qur'an and its influence on poetic and prose production	The student should understand the impact of the Quran on the thought of the poets of the Islamic call.	2	the third
Participating in daily preparation	Presentation accompanied by discussion and questioning	The purpose of praise and elegy	Knowledge of traditional poetic themes	2	Fourth

Sharing a sample of the preparation	Interrogation	My purpose is pride and satire.	Completing the knowledge of traditional poetic purposes		Fifth
Participating in daily preparation	Participatory presentation	flirtatious, chaste, sensual	Understanding the paradox between types of flirting	2	Sixth
Participating in the preparation	Participation and interaction accompanied by questioning	Artistic structure, language, style	To have the ability to distinguish the artistic characteristics of poetry and prose in the early Islamic period	2	Seventh
		Monthly (written) exam			Eighth
Daily written exam	Interrogation	Imagination, rhythm	The student should develop knowledge of the concepts of imagination and rhythm.	2	Ninth
Interaction in participation	Participatory presentation	The poem (Al-Burda) by Ka'b ibn Zuhayr	To be able to apply poetic verses	2	tenth
Participating in the preparation	Interrogation	Hassan ibn Thabit, Abdullah ibn Rawaha, Ka'b ibn Malik	To become acquainted with the most important poets of the era	2	eleventh
Participating in the preparation	Interrogation	Its most important features with examples	To distinguish between conquest poetry and other purposes	2	twelfth
Participating in the preparation	Interrogation	Its types, factors, development, and characteristics	Understanding the most important developments in Islamic prose	2	thirteenth
Participating in the preparation	Interrogation	Analysis of a sample of poems about conquests	A precise understanding of the most important	2	fourteenth

			characteristics of conquest poetry		
		Monthly (written) exam			fifteenth
59. Course evaluation					
First: Term effort grade: distributed as follows: 12- (30) marks for monthly (written) exams. 13- (4) Marks for daily exams. 14- (3) Grades for reports, classroom and extracurricular participation. 15- (3) Attendance Second: Grade for the final semester exam: (60).					
60. Learning and teaching resources					
Dictations in Islamic Literature (Dr. Ibtisam Marhoon Al-Saffar)			Required textbooks (methodology, if applicable)		
From the masterpieces of Islamic literature (Dr. Muhammad Al-Dabal) History of Arabic Literature (Islamic Era) by Dr. Shawqi Daif.			Main references (sources)		
Comprehensive books of Arabic literature. Selected works from Islamic literature by Dr. Ahmed Muhammad Qaddour. Arabic magazines and periodicals.			Recommended supporting books and references (scientific journals, reports...)		
Abdullah Al-Ghadhami Library. The Comprehensive Library. The Arabic Literature Network.			Electronic references, websites.		

Course description template

Course Name	
Prosody and Rhyme	
Course code	
ARBO1P225	
Semester/Year	
Second semester	
Date this description was prepared	
20/2/2026	
Available forms of attendance	
Mandatory attendance	
Number of study hours (total) / Number of units (total)	
45 hours / 3	
Name of the course coordinator (if there is more than one, please mention it).	
Name: Dr. Shaimaa Nizar Ayesh Email: basica63te@uodiyala.edu.iq	
Name: Dr. Afraa Sami Abboud Email: basica46te@uodiyala.edu.iq	
Course objectives	
	1- It develops the ability to write poetry in talented students. 2- It develops in the student the ability to distinguish genuine poetry from corrupt poetry

	3- Enabling the student to distinguish poetry from other forms of writing. 4- It develops in the student the ability to appreciate poetry.
Teaching and learning strategies	
Teaching and learning methods: Several methods are used in presenting the material, including: Lecture method Discussion method The method of classroom and home application of poetic texts by students, critique of the solutions, and identification of points of correctness and error. A- Cognitive objectives A1- Identifying the origin of the musical structure of Arabic poetry (in its external framework). A2- Identifying the poetic meters of Al-Khalil (poetry meters) A3- Enabling the discovery of the poetic weight of the poem (through familiarity with prosodic writing) A4- Identifying the variables (measures and defects) that diversify the rhythm in different meters. A5- Identifying rhyme, its types, movements, letters, and defects. B - The skills-related objectives of the course. B1 – Developing the ability to write poetry B2 – Developing the ability to appreciate music and distinguish poetic meter B3 - Enabling the learner to use presentations as a critical tool in the field of literature. C- Affective and value-based objectives A1- Encouraging students and boosting the confidence of some of them in composing poetry. C2- Enhancing the spirit of enthusiasm in expressing opinions and participating. Q3- Learning to take responsibility in dealing with texts and applications. d - General and transferable skills (other skills related to employability and personal development) D1- Discovering and guiding the literary (poetic) talents of others D2-Investing in prosodic knowledge to improve and formulate poetry. D3-Investing in poetry readings to develop the cultural aspect.	strategy

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Written and oral questions and answers	Presentation , discussion, application, and analysis	An explanation of why it is called "simple" (basit), then an explanation of its meter, its variations, its most famous metrical variations and their causes, with an application of each variation and pattern through poetry.	(Poetic meters) An introduction to the simple meter, its weight, its variations, its main variations, and its defects, with application in some of its poetic verses.	3	1
Written and oral questions and answers	Presentation , discussion, application, and analysis	A simplified introduction to prosodic circles and the discovery of the Khalilite meters... then beginning to explain the reason for naming the first meter "al-Tawil" (the long), and explaining its weight, its variations, its most famous metrical variations and defects, with an application of each variation and metrical variation through poetry.	An introduction to the long meter (al-bahr al-tawil), its weight, its variations, its main metrical variations and defects, with application in some of its poetic verses.	3	2
Written and oral questions and answers	Presentation , discussion, application, and analysis	An explanation of why it is called "light" (al-khafif), then an explanation of its meter, its variations, its most famous metrical variations and their causes, with an application of each variation and pattern through poetry.	An introduction to the light meter, its weight, its variations, its main variations, and its defects, with application in some of its poetic verses.	3	3
Written and oral	Presentation , discussion,	An explanation of why it is called "al-	An introduction to the Madid meter, its	3	4

questions and answers	application, and analysis	Madid," then an explanation of its meter, its variations, its most famous metrical variations and their causes, with an application of each variation and pattern through poetry.	weight, its variations, its main variations, and its defects, with application in some of its poetic verses.		
Written and oral questions and answers	Presentation , discussion, application, and analysis	An explanation of why it is called "al-Sari'a" (the swift), then an explanation of its meter, its variations, its most famous metrical variations and their causes, with an application of each variation and variation through poetry.	An introduction to the Al-Munsarih meter, its weight, its rhymes, its main variations, and its defects, with application in some of its poetic verses.	3	5
Written and oral questions and answers	Presentation , discussion, application, and analysis	An explanation of why it is called the "present" meter, then an explanation of its weight, its meters, its variations, its most famous metrical variations and their causes, with an application of each meter and variation through poetry, and an explanation of why its study was delayed due to some people's belief that it is not an Arabic meter and the scarcity of texts that contain it.	An introduction to the Al-Mudari' meter, its weight, its variations, its most prominent metrical variations and defects, with application in some of its poetic verses.	3	6
Written and oral questions and answers	Presentation , discussion, application, and analysis	An explanation of why it is called "al-Mujtath" (the abrogated), then an explanation of its meter, its variations, its most famous	An introduction to the Mujtath meter, its weight, its variations, its main variations, and its defects, with	3	7

		metrical irregularities and their causes, with an application of each meter and variation through poetry.	application in some of its poetic verses.		
Written and oral questions and answers	Presentation , discussion, application, and analysis	An explanation of why it is called Al-Wafir, then an explanation of its weight, its meters, its variations, its most famous variations and their causes, with an application of each meter and variation through poetry, and an explanation of the reasons for its delay from the meters of its circle.	An introduction to the concise meter, its weight, its variations, its main variations, and its defects, with application in some of its poetic verses.	3	8
Written and oral questions and answers	Presentation , discussion, application, and analysis	Defining rhyme and its limits according to Al-Akhfash and Al-Khalil, and presenting examples of this.	Rhyme...its definition according to Al-Khalil and Al-Akhfash	3	9
Written and oral questions and answers	Presentation , discussion, application, and analysis	Defining the letters that make up the rhyme, noting that not all of them must be present in a single rhyme; some may be present and others may not, although some are obligatory, such as the rhyme letter.	The six rhyme letters...definition and application to some rhymes	3	10
Written and oral questions and answers	Presentation , discussion, application, and analysis	Defining the six rhyme movements, their names, and explaining their application.	The six rhyme schemes...definition and application to some rhymes	3	11
Written and oral questions and answers	Presentation , discussion, application, and analysis	An introduction to absolute and restricted rhyme, and the various types and names derived from each,	Types of rhyme in terms of unrestricted and restricted	3	12

		with practical application.			
Written and oral questions and answers	Presentation , discussion, application, and analysis	An explanation of the defects that affect the rhyme letter and other vowel sounds and letters, with practical application.	Rhyme flaws and types...application in some texts	3	13
Written and oral questions and answers	Presentation , discussion, application, and analysis	General applications of rhyme extraction and what has been studied about it in poetic texts	A general application to some texts to extract rhyme and reveal its types, limits, and names in terms of unrestricted and restricted forms.	3	14
Written test	Written test	Taking the semester exam	Taking the semester exam	3	15
Oral questions and answers and application	Presentation , discussion, application, and analysis	Application and general review	The final week includes a general review of poetic meters, metrical patterns, and variations, along with applications for scansion of selected verses and identification of their meters.		

Course evaluation	
1- Written tests 2- Oral tests 3- Tests for identifying poetic meters (for some texts and verses) 4- Classroom practical tests.	
Learning and teaching resources	
	Required textbooks (methodology, if applicable)
1- The Art of Poetic Meter and Rhyme by Dr. Safaa Khulusi 2- The Gold Scale of Mr. Ahmed Al-Hashemi	Main references (sources)
1- In the science of prosody and rhyme, Dr. Amin Ali Al-Sayed 2- The Facilitator of Arabic Poetry Music by Dr. Yahya Haidar	Recommended supporting books and references (scientific journals, reports...)
1- Fasih Network website 2- Diwan Al Arab 3 - Encyclopedia of Arabic Poetry	Electronic references, websites

Crimes of the Ba'ath regime in Iraq	1- Course Name
BAASE3	2-Course Code
First semester 2025-2026	3-Semester/Year
22/2/2026	4- Date this description was prepared
Attendance is mandatory according to the lecture schedule.	5- Available forms of attendance
30 hours / 2 credit units	6- Number of study hours (total) / Number of units (total)
M.M. Ahmed Sadiq Jaafar basica61te@uodiyala.edu.iq	7-Name of the course coordinator
8-Course Objectives	
•Defining the concept of crime and its forms..... A statement of the crimes of the Ba'ath regime in Iraq..... •A study of the crimes committed by the dissolved Ba'ath Party in Iraq.....	
9- Teaching and learning strategy dialogue, classroom interaction, and questioning	

10-Course Structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
According to the student's understanding	Dialogue	Definition of crimes and their categories	Enabling the student to understand the definition of crime	2	the first
	interrogation	Types of international crimes	Enabling the student to understand the definition of crime	2	the second
	dialogue and interaction	Dujail crime	Making the student understand the Dujail crime	2	the third
	interrogation	Halabja massacre	Make the student able to list the Halabja massacre	2	Fourth
First month exam					Fifth
	classroom interaction	Anfal crime	Enabling the student to understand the details of the Anfal crime	2	Sixth
	Dialogue	The crime of executing merchants	The crime of executing Iraqi merchants	2	Seventh
	interrogation	The crime of displacing the Fayli Kurds	The student was able to list the reasons for the crime of displacing the Fayli Kurds.	2	Eighth
	dialogue and interaction	Psychological crimes	Understanding psychological crimes	2	Ninth
	classroom interaction	Militarization of the complex and the fight against the religious seminary	Enabling the student to understand the militarization of society and the influence of the religious seminary.	2	tenth
	interrogation	chemical attack on Basra	Enabling the student to understand the effects of the chemical attack on Basra	2	eleventh
	dialogue and interaction	scorched earth policy	Enabling the student to understand the scorched earth policy	2	twelfth
	Dialogue	draining the marshes	Enabling the student to understand the policy of draining the marshes	2	thirteenth
	classroom interaction	mass graves	Enabling the student to understand the causes of mass graves	2	fourteenth
Second month exam					fifteenth

11-Evaluation methods	
4- Monthly exams + daily quizzes and participation	
5- classroom discussions	
12- Learning and teaching resources	
There isn't one because the curriculum is ministerial and standardized for all universities and colleges in Iraq.	2- Required textbooks
	2- Main references and sources
	a) Recommended books and referencesScientific journals, reports...
	b) Electronic references, websites

Course description template

sustainable development	1- Course Name
SUSTH6	2-Course Code
Second semester of the academic year 2025-2026	3-Semester/Year
12/2/2026	4- Date this description was prepared
Attendance is mandatory according to the lecture schedule.	5- Available forms of attendance
30 hours / 2 units	6- Number of study hours (total) / Number of units (total)
M. Mustafa Taha Sarhan M.M. Ahmed Sadiq Jaafar, email: basica61te@uodiyala.edu.iq	7-Name of the course coordinator
8-Course Objectives - Defining the concept of sustainable development, its types, characteristics, and importance..... - Statement of the components and elements of sustainable development..... - A study of the application of international sustainable development goals in Iraq.....	
9- Teaching and learning strategy dialogue, classroom interaction, and questioning	

10-Course Structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
	Dialogue, classroom interaction, questions, and questioning	Definition of sustainable development	To enable the student to understand the definition of sustainable development	2	the first
	Dialogue, classroom interaction, questions, and questioning	Characteristics of sustainable development	To enable the student to understand the elements, characteristics, and components of sustainable development	2	the second
	Dialogue, classroom interaction, questions, and questioning	Statement of the elements of sustainable development	Making the student understand the characteristics of development	2	the third
	Dialogue, classroom interaction, questions, and questioning	Explaining the characteristics of sustainable development	Components of sustainable development	2	Fourth
First month exam				2	Fifth
		Components of sustainable development	Enabling students to understand the types of sustainable development	2	Sixth
		Types of Sustainable Development	Enabling the student to understand the components of development	2	Seventh
		Components of sustainable development	To enable the student to understand the foundations of development	2	Eighth

		developm ent			
		Pillars of Sustainab le Develop ment	Understanding the concept of local development	2	Ninth
		Local developm ent	To enable the student to understand the indicators of sustainable development	2	tenth
		Sustainab le Develop ment Indicators	Enabling students to understand the Sustainable Development Goals	2	eleventh
		Sustainab le Develop ment Goals	Enabling students to understand sustainable development in Iraq	2	twelfth
		Indicators and compone nts of sustainabl e developm ent in Iraq	Student understanding of the indicators and components of sustainable development in Iraq	2	thirteenth
				2	fourteenth
Second month exam				2	fifteenth

11-Evaluation methods

6- Monthly exams + daily quizzes and participation

7- classroom discussions

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

12- Learning and teaching resources

nothing

3- Required textbooks

Medhat Abu Nasr, "Sustainable Development: Its Concept, Dimensions, and Indicators," Arab Training Group, Cairo
Mohammed Abdel Rahman, Human Development and the Obstacles to Achieving Sustainable Development in the Arab World, Arab Organization for Administrative Development, Cairo, 2007.

2- Main references and sources

Ahmed Sadiq Al-Mandalawi, A Concise Guide to the Principles of Sustainable Development, Central Press - University of Diyala, 2024	a) Recommended books and references Scientific journals, reports...
	b) Electronic references, websites....

Course description template

Democracy and human rights	1- Course Name
DEMFI1	2-Course Code
First semester / 2025	3-Semester/Year
15/11/2025	4- Date this description was prepared
My presence	5- Available forms of attendance
2 x 15 = 30 hours	6- Number of study hours (total) / Number of units (total)
أ. د. Iyad Turkan Ibrahim ب. Dr. Samah Nouri Fadhil Email: basichist8te@uodiyala.edu.iq	7-Name of the course coordinator
8- Course objectives: To increase the student's understanding of the scientific and social reality throughout the ages, to understand the scientific journey in its utmost necessities, and to understand scientific theories on different peoples, ancient and modern.	
9- Teaching and Learning Strategy: At the beginning of the second semester, students are informed of the university course syllabi, the distribution of the syllabi over the weeks of the semester, and the assessment methods that will be followed, as follows: 1. Prepare the lectures according to the sequence mentioned in the course syllabus by using the aforementioned information sources. 2. Informing students about the topic of the next lecture to help them prepare. 3. Students are asked to submit papers relating to one or more of the topics under study. 4. To provide students with the basics and topics related to democracy and human rights.	

Course description template

The Old Book	1- Course Name
OLBTH6	2-Course Code
Chapter 1/ 2025-2026	3-Semester/Year
30-12-2025	4- Date this description was prepared
Direct	5- Available forms of attendance
90 hours	6- Number of study hours (total) / Number of units (total)
Dr. Namariq Hashim Wahib basica50te@uodiyala.edu.iq M.M. Liqaa Khodair Mohammed basica54te@uodiyala.edu.iq	7-Name of the course coordinator
8-Course Objectives 1. That students become familiar with a group of Arab figures by learning about their works. 2. That students learn how to read correctly. 3. That students learn the rules of correct writing.	

4. That students become familiar with a range of terms.
 5. That students be able to apply the principles of linguistic and literary criticism to texts of our Arab cultural heritage.
 6. That students understand Arabic speech texts correctly.
 7. That students find in this lesson an opportunity to activate their library knowledge.
 8. That the students in this lesson will be able to activate their methodological knowledge.
-
- 9- Teaching and learning strategy
- 11-The method of reading and listening.
 - 12-The method of discussion is through raising questions.
 - 13-The lecture method.
 - 14-He urged students to prepare, memorize, and participate in reading, explaining, and applying.
 - 15-Adopting the presentation, downloading, critiquing the information, and expressing opinions about it.
 - 16-Discussion method mediated by
 - 17-Managing a dialogue.

10-Course Structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Questions and Answers oral	Presentation, discussion, and reading	Introduction and overview The subject of the old book	Enabling the student to understand the language they are studying and to be able to read correctly and express themselves in each chapter of the book.	3	the first
Oral questions and answers	Presentation, discussion, and reading	A sermon by Imam Ali (peace be upon him) The Book of Knowledge.		3	the second
Oral questions and answers	Presentation, discussion, and reading	Chapter on knowing what people put in the wrong place.		3	the third
Oral questions and answers	Presentation, discussion, and reading	Chapter on what is used from the word 'aa' in contexts other than speech.		3	Fourth
First month exam					Fifth
Oral questions and answers	Presentation, discussion, and reading	Chapter on naming opposites with one name.		3	Sixth
Oral questions and answers	Presentation, discussion, and reading	Chapter on what was added to the book.		3	Seventh
Oral questions and answers	Presentation, discussion, and reading	Book on correcting the tongue Chapter on two letters that are similar in		3	Eighth

		pronunciation and meaning and are confused, so one of them may be placed in the position of the other.			
Oral questions and answers	Presentation, discussion, and reading	Chapter on sources that differ from a single source.		3	Ninth
Oral questions and answers	Presentation, discussion, and reading	A chapter on mentioning the conditions and actions of humans and other animals (the order of sleep, hunger, the conditions of the hungry, thirst, and the division of desires).		3	tenth
Oral questions and answers	Presentation, discussion, and reading	In arranging and detailing the states of anger according to the imams, arranging joy, detailing the descriptions of sadness, speed, and detailing the types of requests.		3	eleventh
Oral questions and answers	Presentation, discussion, and reading	A chapter on the pluralization of the verb when it precedes the noun, on the use of the singular in place of the plural, and on commanding the singular with the wording of the command of two.		3	twelfth
Oral questions and answers	Presentation, discussion, and reading	Chapter on the verb that comes in the past tense when it is future, and in the future tense when it is		3	thirteenth

		past, and in the object it comes in the form of the subject.			
Oral questions and answers	Presentation, discussion, and reading	A chapter on the masculine form of the feminine and the feminine form of the masculine. And in interpreting the word according to its meaning in terms of gender (masculine and feminine)		3	fourteenth
Second month exam					fifteenth
11-Evaluation methods 8- Monthly exams + daily quizzes and participation 9- classroom discussions					
12- Learning and teaching resources					
1_ A book of selected texts from books of linguistic heritage. 2_ The book "Correcting the Hand and Tongue" by Ibn Qutaybah (d. 276 AH) 3_ Books on the meanings and grammatical analysis of the Qur'an 4- Some interpretations of the Holy Quran.				4- Required textbooks	
1_ The refined in the generality of morphology. 2_ Written drawing and handwritten dictation. 3. Al-Kamil fi al-Lughah wa al-Adab by Al-Mubarrad.				2- Main references and sources	
1- Interpretations of the Holy Quran. 2- Linguistics by Al-Tha'alibi. 3- Language dictionaries.- 4- Grammar books.				a) Recommended books and references Scientific fields, reports...	
Lisan Al Arab blog site1- Comprehensive Library2- Scientific Council website3- Al-Faseeh Network4-				b) Electronic references, websites....	

Course description template

Arabic dictionary	1- Course Name
ARB01AL124	2-Course Code
Chapter Two/ 2025-2026	3-Semester/Year
25-3-2026	4- Date this description was prepared
direct	5- Available forms of attendance

90 hours	6- Number of study hours (total) / Number of units (total)
Dr. Namariq Hashim Wahib basica50te@uodiyala.edu.iq M.M. Liqaa Khodair Mohammed basica54te@uodiyala.edu.iq	7-Name of the course coordinator
8-Course Objectives 1- It describes the efforts of Arab linguistsAncient peoples in collecting wealth and methods of recording it. 2- Lists the lexicographical schoolsArabic, the characteristics of each school, the most important schools to which it belongs, the method of each school in arranging the linguistic material, and the advantages and disadvantages of each method. 3- It balances the strengths of different lexicographical schools.Weakness, agreement, and disagreement. 4- He is proficient in searching for linguistic material in each linguistic dictionary through his knowledge of the lexicographical school to which it belongs. 5- Enabling the learner to understand the meanings of words and use themCorrect, and to develop their language skills in general.	
9- Teaching and learning strategy 18-The method of delivery is accompanied by explanation, questioning, and clarification. 19-Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries. 20-Giving homework that requires self-explanations and providing practical examples from the Holy Quran and Arab heritage. 21-Students are required to differentiate between dictionaries of words and dictionaries of meanings.	

10-Course Structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Participating in the preparation	An introduction to the method of dictionaries that uses the first letters of the letters, along with an explanation of its most important advantages and disadvantages.	Definition of a dictionary, linguistically and technically	To enable the student to understand the concept of a dictionary in language and terminology	3	the first
Daily written exam		The difference between a dictionary and a lexicon	Distinguishing between a dictionary and a lexicon	3	the second
Participating in the preparation	Presentation accompanied by discussion, dialogue, follow-up, feedback, and assignments	Developing the Arabic lexicon	Defining how vocabulary develops	3	the third
Participating in the preparation	Presentation accompanied by discussion, dialogue, follow-up, feedback, and assignments	Sources of words in dictionaries (linguistic dictionaries included in the dictionary)	Defining the origin of the word	3	Fourth
First month exam					Fifth
Participating in the preparation	Presentation accompanied by discussion, dialogue, follow-up, feedback, and assignments	Types of dictionaries	Defining how dictionaries are divided according to purpose and methodology	3	Sixth
Participating in the preparation	Presentation accompanied by discussion, dialogue, follow-up, feedback, and assignments	Reasons for compiling dictionaries	An introduction to dictionaries and their role in preserving the language from being lost	3	Seventh
Participating in the preparation	Presentation accompanied by discussion, dialogue, follow-up,	The importance of dictionaries	Defining how to identify the root, origin, and affixes of words	3	Eighth

	feedback, and assignments				
Participating in the preparation	Presentation accompanied by discussion, dialogue, follow-up, feedback, and assignments	Lexicographical Schools	An introduction to the most important ancient lexicographical schools, their authors, the authors' methodologies, and their advantages and disadvantages.	3	Ninth
Daily written exam		Dictionaries of meanings or subjects	An introduction to the most important ancient dictionaries of meanings, their authors, and their methodology in writing.	3	tenth
Participating in the preparation	Presentation accompanied by discussion, dialogue, follow-up, feedback, and assignments	Modern dictionaries	Introducing modern dictionaries and their authors, along with an explanation of their role in attempts at modernization and simplification.		eleventh
Participating in the preparation	Presentation accompanied by discussion, dialogue, follow-up, feedback, and assignments	The method of searching in Arabic alphabetical dictionaries that takes into account the first letters	An introduction to the method of dictionaries that uses the first letters of the letters, along with an explanation of its most important advantages and disadvantages.	3	twelfth
Participating in the preparation	Presentation accompanied by discussion, dialogue, follow-up, feedback, and assignments	The method of searching in Arabic alphabetical dictionaries that takes into account the last letters	An introduction to the method of dictionaries that take into account the last letters of the letters, along with an explanation of its most important advantages and disadvantages.	3	thirteenth
Participating in the preparation	Presentation accompanied by discussion, dialogue, follow-up,	How to search in phonetic dictionaries	An introduction to the phonetic dictionary method, highlighting its	3	fourteenth

	feedback, and assignments		main advantages and disadvantages.		
Second month exam					fifteenth

11-Evaluation methods 10- Monthly exams + daily quizzes and participation 11- classroom discussions	
12- Learning and teaching resources	
Recommended Arabic dictionaries eye Al-Muheet Dictionary Bride's crown Lisan al-Arab	Required textbooks
1- In linguistic dictionaries, Dr. Othman Al-Hawi and Dr. Muhammad Saad Al-Baghdadi	2- Main references and sources
1- <u>The Arabic Lexicon: Its Origins and Development, Dr. Hussein Nassar</u> 2- <u>The Arabic Lexicon and Semantics, Dr. Hammad Muhammad and others</u>	a) <u>Recommended books and references</u> <u>Scientific journals, reports...</u>
<u>The website of the Lisan al-Arab blog.</u> <u>The Comprehensive Library.</u> <u>The Scientific Council website.</u> <u>Al-Faseeh Network.</u>	b) <u>Electronic references, websites....</u>

<u>Course Name</u>					
Educational Psychology					
<u>Course code</u>					
EDPSE4					
<u>Semester/Year</u>					
Fourth/Second					
<u>Date this description was prepared</u>					
2/2/2026 AD					
<u>Available forms of attendance</u>					
<u>Mandatory attendance</u>					
<u>Number of study hours (total) / Number of units (total)</u>					
30 hours / 2					
<u>Name of the course coordinator (if there is more than one, please mention it).</u>					
Name: Prof. Dr. Abdul Hassan Abdul Amir Ahmed basica5te@uodiyala.edu.iq Prof. Dr. Abdul Hussein Ahmed Rashid basical9te@uodiyala.edu.iq Dr. Shaimaa Safaa Mahmoud Laymail: Shaimasaffa@uodiyala.edu.iq					
<u>Course objectives</u>					
<u>Knowledge of the fundamentals of educational psychology</u> <u>Understanding learning - Definition of learning - Conditions for effective learning</u> <u>- Understanding motivation and the educational process</u> <u>- Understanding the mechanisms of memory and the factors affecting the recall process</u> <u>- Identifying the impact of learning transfer and feedback</u> <u>- Knowledge of teaching thinking</u>				<u>Course objectives:</u> <u>The student should be able to at the end of the academic year</u>	
<u>Teaching and learning strategies</u>					
<u>Various teaching and learning strategies were adopted, including:</u> <u>Self-learning strategy.</u> <u>The strategy of learning through presentations.</u> <u>Surprise testing strategy</u>				<u>strategy</u>	
<u>Course structure</u>					
<u>Evaluation Method</u>	<u>Learning method</u>	<u>Unit or topic name</u>	<u>Required learning outcomes</u>	<u>Hours</u>	<u>Week</u>
Questions and answers, homework, and classroom and extracurricular activities	presentations	Definition and importance of educational psychology	Understanding educational psychology and its importance	3	1
	discussion	Basic learning theories	Understanding basic learning theories	3	2
	Lecture	The relationship of educational psychology to other sciences	Understanding the relationship between educational psychology and other sciences	3	3
	brainstorming	Conditions and strategies for good learning	Understanding the conditions and strategies for effective learning	3	4
	interrogation	Behavioral and cognitive learning theories	Knowledge of behavioral and cognitive learning theories	3	5

	self-education	Active learning strategies	Knowledge of active learning strategies	3	6
First midterm test - Solve the test and discuss the mistakes with the students				3	7
Questions and answers, homework, and classroom and extracurricular activities	presentations	The educational process	Understanding the educational process	3	8
	discussion	Motivation	Understanding motivation	3	9
	Lecture	Memory working mechanisms	Understanding how memory works	3	10
	brainstorming	Factors affecting the memory process	Understanding the factors that influence the memory process	3	11
	interrogation	Transfer of learning	Understanding the transfer of learning	3	12
	self-education	Feedback	Understanding feedback	3	13
	Text adaptation	Teaching thinking	Knowledge of teaching thinking	3	14
Second periodic test - Solve the test and discuss the mistakes with the students				3	15
Course evaluation					
This course helps students become familiar with educational psychology, basic learning theories, including its most prominent theories, the educational process, motivation, memory mechanisms, factors affecting recall, transfer of learning, the role of feedback, and teaching thinking skills. This, in turn, develops students' essential learning abilities and skills.					
Learning and teaching resources					
A Concise Guide to Educational Psychology – Prof. Dr. Abdul Hussein Ahmed Al-Khafaji			Required textbooks (methodology, if applicable)		

Arabic and foreign references	Main references (sources)
Barakat, Ali Rajih, 1977: Bandura's Theory of Social Learning, Umm Al-Qura University Publishing House, Saudi Arabia. Al-Jabali, Hamza, 2019: Teaching and Learning Strategies, Al-Obaikan Library, Saudi Arabia. Al-Jabali, Hamza, 2019: Sociology and Education, Dar Al-Maarefa, Cairo. Al-Jabouri, Muhammad, 2021: Active Learning Strategies, Dar Al-Masirah for Publishing and Distribution, Amman. Al-Jubouri, Muhammad, 2021: Self-Learning: Concepts and Applications, Dar Al-Fikr, Beirut. Al-Jubouri, Muhammad, 2021: Assessment in Education: Foundations and Practices, University Publishing House, Saudi Arabia. Guinness, Michael, 2018: Foundations of Educational Psychology, Dar Al-Fikr, Beirut. Daniel J. Levitin, 2021: Neuroscience and Education: Understanding the Brain, Publishing House, Cairo. Dewey, John, 1938: Education as a Social Process, Dar Al-Ilm Lil-Malayeen, Beirut. Rogers, Carl, 2003: The Theory of Human Learning, Dar Al-Fikr, Beirut. Zahran, Ali, 2020: Learning and Teaching - An Introduction to Educational Psychology, Dar Al-Maarefa, Beirut. Al-Zahrani, Khalid, 2023: Evaluating Educational Performance, Research and Studies Center, Beirut. Al-Saadi, Ali, 2018: Educational Psychology: Foundations and Theories, Dar Al-Fikr, Beirut. Al-Saeed, Ahmed, 2015: Active Learning Strategies, Dar Al-Masira for Publishing and Distribution, Amman. Al-Saeed, Ahmed, 2020: Foundations of Effective Learning, Dar Al-Masira for Publishing and Distribution, Amman. Al-Saeed, Ahmed, 2020: Foundations of the Educational Process, Dar Al-Fikr, Beirut. Al-Saeed, Ahmed, 2020: Educational Psychology - Foundations and Theories, Dar Al-Fikr, Beirut. Al-Saeed, Ahmed, 2020: An Introduction to Educational Psychology, Anglo-Egyptian Library, Cairo. Al-Saeed, Abdullah bin Muhammad, 2020: Educational Psychology: Foundations and Theories, Dar Al-Fikr, Beirut. Smith, John, 2020: Effective Learning Strategies, Academy of Education, Saudi Arabia. Smith, John, 2020: Learning Theories - From Behavior to Knowledge, Al-Obaikan Library, Saudi Arabia. Al-Shammari, Zaid 2022: Teaching Methods in Education, Dar Al-Thaqafa, Baghdad. Al-Shammari, Laila, 2022: Educational Psychology, Dar Al-Maaref, Cairo. Ateeq, Dr. Muhammad bin Saeed, 2021: Mental Health in Schools, Dar Al-Masirah for Publishing and Distribution, Amman. Al-Assaf, Muhammad, 2010: Motivation in Education, Journal of Educational Sciences, University of Bahrain. Al-Assaf, Muhammad, 2019: Educational Psychology - Foundations and Theories, Dar Al-Shorouk, Cairo. Al-Ali, Rashid, 2019: Transfer of Learning Effect - Concepts and Applications, University Publishing House, Saudi Arabia. Al-Ali, Fatima, 2019: Active Learning Strategies, Al-Obaikan Library, Saudi Arabia. Al-Ali, Fatima, 2019: Active Learning: Strategies and Methods, Knowledge Library, Cairo.	

Al-Ali, Fatima, 2019: Educational Technology, Al-Obaikan Library, Saudi Arabia. Cooper, Allen, 2019: Educational Psychology - Foundations and Theories, Dar Al-Fikr, Beirut. Kolb, D.A., 1984: Experiential Learning - Theory and Practice, Dar Al-Fikr, Beirut. Wolf, J., 2018: Educational Psychology - Theory and Application, Dar Al-Masirah for Publishing and Distribution, Amman. Foreign references Baddeley, A. D. (2000). The episodic buffer: A new component of working memory? Trends in Cognitive Sciences, 4(11), 417-423. Brookfield, S. D. (2012). Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions. Jossey-Bass. Ennis, R. H. (1987). A Taxonomy of Critical Thinking Dispositions and Abilities. In Teaching Thinking Skills: Theory and Practice. Ennis, R. H. (2011). The Nature of Critical Thinking: An Outline of Critical Thinking Dispositions and Abilities. Eysenck, M. W., & Keane, M. T. (2015). Cognitive Psychology: A Student's Handbook. Psychology Press. Eysenck, M. W., & Keane, M. T. (2015). Cognitive Psychology: A Student's Handbook. Faction, P. A. (2011). Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction. The Delphi Report. Faction, P. A. (2011). Critical Thinking: What It Is and Why It Counts. Insight Assessment. Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books. Hattie, J., & Timperley, H. (2007). The Power of Feedback. Review of Educational Research. Johnson, D. W., & Johnson, R. T. (2009). An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning. Educational Psychologist, 44(2), 95-105. Kluger, A. N., & DeNisi, A. (1996). The Effects of Feedback Interventions on Performance: A Historical Review, A Meta-Analysis, and a Preliminary Feedback Intervention Theory. Psychological Bulletin. Paul, R., & Elder, L. (2006). Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life. Pearson Education. Paul, R., & Elder, L. (2014). Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life. Pearson. Piaget, J. (1970). The Science of Education and the Psychology of the Child. New York: Viking Press. Shute, V. J. (2008). Focus on Formative Feedback. Review of Educational Research Skinner, B. F. (1953). Science and Human Behavior. New York: Macmillan. Tulving, E. (1972). Episodic and semantic memory. In Organization of Memory (pp. 381-403). Academic Press. Vygotsky, L. S. (1978). Mind in 2. Society: The Development of Higher Psychological Processes. Cambridge: Harvard University Press.	
Educational Psychology - Foundations and Theories Educational Psychology - Theory and Application	Recommended supporting books and references (scientific journals, reports...)
— —	Electronic references, websites

Course description template

61. Course Name					
Curriculum and textbook					
62. Course code					
-CURSE3					
63. Semester/Year					
Second semester 2025-2026					
64. Date this description was prepared					
18/2/2026					
65. Available forms of attendance					
Mandatory					
66. Number of study hours (total) / Number of units (total)					
30 hours					
67. Name of the course coordinator (if there is more than one, please mention it).					
Name: Prof. Dr. Batoul Fadel Jawad basica65te@uodiyala.edu.iq Prof. Dr. Nadia Sattar Ahmed Basica27te@uodiyala.edu.iq Dr. Ayman Abdul Aziz Kazem basica35te@uodiyala.edu.iq					
68. Course objectives					
1. Enabling students to become familiar with teaching methods (old and modern, activity and core projects). - The foundations, steps, and obstacles of curriculum development. - Foundations for curriculum development (cognitive, philosophical, psychological, and social) Educational objectives, their sources, and their types (general, specific, and behavioral). - Preparing the lesson plan. Calendar and its types - Knowing how to prepare a good textbook.					Course objectives
2. Teaching and learning strategies					
The discussion relies on identifying the main ideas of the topics, then expressing opinions and discussing them. -It is a learning method in which students are divided into small, heterogeneous groups (comprising different cognitive levels). The number of individuals in each group ranges between (4-6) individuals, and the students of each group cooperate in achieving the goals.					strategy (Cooperative Education)
3. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
	/	Meeting with students and introduction In the vocabulary of the subject	/	2	Week the first
Participating in the preparation	Lecture	Introduction to Curricula	3- It explains the importance of the curriculum and textbook. 4- Its location is shown in the curriculum and textbook.	2	Week the second

Participating in the preparation	discussion	The old curriculum and the modern curriculum	3- He knows the old approach, the modern approach, the criticisms, and the principles. 4- Balancing the old and new curricula according to the elements of the educational process (Teacher – Learner – Nature of the curriculum – Subject matter – Teaching method – Learning environment)	2	Week the third
Written exam daily	interrogation	Curriculum development	3- Curriculum development (foundations, steps, standards, obstacles)	2	Week Fourth
Participating in Preparation	Micro-teaching	Foundations of curriculum development	The foundations of curriculum development (psychological, philosophical, cognitive, and social)	2	Week Fifth
Participating in Preparation	discussion	Teaching dictation	3- Types of curricula (separate, connected, interconnected, activity-based, project-based, core curriculum)	2	Week Sixth
	First month exam			2	Week Seventh
Participating in Preparation	discussion	Sources of knowledge	Epistemological foundations and sources of knowledge	2	Week Eighth
Participating in Preparation	collaborative learning	Educational goals	3- Educational objectives and their sources of derivation	2	Week Ninth
Participating in Preparation	discussion	Cognitive, affective, and psychomotor aspects – Bloom and Carilloth's taxonomy	3- Types and classifications of educational objectives	2	Week Tenth
Participating in Preparation	Micro-teaching	General, specific, and behavioral objectives and the conditions for formulating them	3- Preparing a lesson plan according to the classification of educational objectives	2	Week the tenth
Daily written exam	discussion	Preliminary-Constructive (Formative - Diagnostic - Follow-up - Summative)	4- Calendar – Types of Calendars	2	Week the second ten
Participating in Preparation	discussion	Textbook specifications - writing requirements - standards	- textbook	2	Week the third ten
Participating in Preparation	Lecture	Requirements for Arabic language textbooks – Standards	Arabic language textbook standards	2	Week Fourth Ten

		for good book preparation									
	Second month exam								2	Week Fifth ten	
4. Course evaluation											
Final grade	the audience	a c t i v i t y	activ ity	daily	daily	monthl y rate	Third month	Seco nd mon th	First mon th	Studen t's name	T
100	2	2	2	2	2	30	30	30	30	/	1
5. Learning and teaching resources											
Curriculum and Textbook – Prof. Dr. Muhammad Abdul Wahab Abdul Jabbar Prof. Dr. Batoul Fadel Jawad						Required textbooks (methodology, if applicable)					
3- Curriculum and Textbook – Prof. Dr. Muhammad Abdul Wahab Abdul Jabbar 4- Prof. Dr. Batoul Fadel Jawad						Main references (sources)					
Al-Fath Magazine – Al-Ustadh Magazine – Al-Manwal Magazine						Recommended supporting books and references (scientific journals, reports...)					
Comprehensive Library						Electronic references, websites					

Course description template

69. Course Name
Curriculum and textbook
70. Course code
-CURSE3
71. Semester/Year
First semester 2025-2026
72. Date this description was prepared
22/9/2025
73. Available forms of attendance
Mandatory
74. Number of study hours (total) / Number of units (total)
30 hours
75. Name of the course coordinator (if there is more than one, please mention it).
Name: Prof. Dr. Batoul Fadel Jawad basica65te@uodiyala.edu.iq Dr. Ayman Abdul Aziz Kazembasica35 te@uodiyala.edu.iq Dr. Shaimaa Safaa Mahmoud, Email: Shaimasaffa@uodiyala.edu.iq
76. Course objectives

1. To enable students to become familiar with teaching methods (old and modern, activity and core projects). - The foundations, steps, and obstacles of curriculum development. - Foundations for curriculum development (cognitive, philosophical, psychological, and social) Educational objectives, their sources, and their types (general, specific, and behavioral). - Preparing the lesson plan. Calendar and its types Knowing how to prepare a good textbook.			Course objectives		
6. Teaching and learning strategies					
The discussion relies on identifying the main ideas of the topics, then expressing opinions and discussing them. -It is a learning method in which students are divided into small, heterogeneous groups (comprising different cognitive levels). The number of individuals in each group ranges between (4-6) individuals, and the students of each group cooperate in achieving the goals.				strategy (Cooperative Education)	
7. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
	/	Meeting with students and introduction In the vocabulary of the subject	/	2	Week the first
Participating in the preparation Preparation	Lecture	Introduction to Curricula	5- It explains the importance of the curriculum and textbook. 6- Its location is shown in the curriculum and textbook.	2	Week the second
Participating in the preparation	discussion	The old curriculum and the modern curriculum	5- He knows the old approach, the modern approach, the criticisms, and the principles. 6- Balancing the old and new curricula according to the elements of the educational process (Teacher – Learner – Nature of the curriculum – Subject matter – Teaching method – Learning environment)	2	Week the third
Written exam daily	interrogation	Curriculum development	4- Curriculum development (foundations, steps, standards, obstacles)	2	Week Fourth
Participating in the preparation	Micro-teaching	Foundations of curriculum development	The foundations of curriculum development (psychological, philosophical, cognitive, and social)	2	Week Fifth

Participat ing in the preparati on	discussi on	Teaching dictation	4- Types of curricula (separate, connected, interconnected, activity-based, project-based, core curriculum)	2	Week Sixth						
	First month exam			2	Week Seventh						
Participat ing in the preparati on	discussi on	Sources of knowledge	Epistemological foundations and sources of knowledge	2	Week Eighth						
Participat ing in Preparati on	collabor ative learning	Educational goals	4- Educational objectives and their sources of derivation	2	Week Ninth						
Participat ing in Preparati on	discussi on	Cognitive, affective, and psychomotor aspects – Bloom and Carilloth's taxonomy	4- Types and classifications of educational objectives	2	Week tenth						
Participat ing in Preparati on	Micro-teaching	General, specific, and behavioral objectives and the conditions for formulating them	5- Preparing a lesson plan according to the classification of educational objectives	2	Week atheistic ten						
Daily written exam	discussi on	Preliminary- Constructive (Formative - Diagnostic - Follow-up - Summative)	6- Calendar – Types of Calendars	2	Week the second ten						
Participat ing in Preparati on	discussi on	Textbook specifications - writing requirements - standards	- textbook	2	Week the third ten						
Participat ing in Preparati on	Lecture	Requirements for Arabic language textbooks – Standards for good book preparation	Arabic language textbook standards	2	Week Fourth ten						
	Second month exam			2	Week Fifth ten						
8. Course evaluation											
Final grade	the audience	activ ity	activ ity	daily	daily	monthl y rate	Third month	Seco nd mon th	First mon th	Studen t's name	T
100	2	2	2	2	2	30	30	30	30	/	1
9. Learning and teaching resources											
Curriculum and Textbook – Prof. Dr. Muhammad Abdul Wahab Abdul Jabbar Prof. Dr. Batoul Fadel Jawad						Required textbooks (methodology, if applicable)					
5- Curriculum and Textbook – Prof. Dr. Muhammad Abdul Wahab Abdul Jabbar 6- Prof. Dr. Batoul Fadel Jawad						Main references (sources)					

Al-Fath Magazine – Al-Ustadh Magazine – Al-Manwal Magazine	Recommended supporting books and references (scientific journals, reports...)
Comprehensive Library	Electronic references, websites

Course description template

Arabic rhetoric	1- Course Name
ARB01R223	2-Course Code
First and second / 2026	3-Semester/Year
27/3/2026	4- Date this description was prepared
Mandatory attendance	5- Available forms of attendance
60 hours for both semesters	6- Number of study hours (total) / Number of units (total)
Dr. Nibras Jalal Abbas basica33te@uodiyala.edu.com Dr. Yasmin Ahmed basica29te@uodiyala.edu.com	7-Name of the course coordinator
8- Course Objectives: - 1- To enable students to learn and understand the sciences of rhetoric accurately. 2- To enable students to understand the reasons for the emergence of the science of rhetoric, and to know its most important figures. 3- Introducing students to the most important sources and references used in teaching the subject. 4- Enabling students to distinguish between its sciences and to represent them, and to balance between the science of rhetoric, the science of figures of speech, and the science of meanings. 5- Instilling virtuous values and habits among students and cultivating love for the homeland through appropriate and suitable rhetorical examples and linking them	
9- Teaching and learning strategy	
Teaching and learning methods	
method of presentation accompanied by questioning. Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries. Assigning homework that requires self-interpretations and extracting practical examples from the Holy Quran and Arab heritage.	
Assessment methods	
Daily tests with multiple and varied questions for the subject of rhetoric. Providing applied reports (examples and evidence for the science of rhetoric) on each topic of material. The written test to measure the students' ability to understand the material and memorize principles and evidence from the Holy Quran and Arab heritage.	

10-Course Structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Participating in the preparation	Interrogation	Definition of the science of rhetoric, the reasons for the emergence of the science of rhetoric, and the importance of the efforts of its scholars.	1. The student should become familiar with the science of rhetoric. 2. The student should appreciate the efforts of scholars of rhetoric.	2	the first
Daily written exam	Interrogation	Eloquence and rhetoric	1. The student should know eloquence. 2. The student should explain the reasons for the difference in naming eloquence and rhetoric. 3. To read examples of texts from the Holy Quran and Arabic texts.	2	the second
Participating in the preparation	Interrogation	Eloquence and rhetoric	1. The student should learn the conditions of eloquence. 2. The student should understand the value of eloquence.	2	the third
Participating in the preparation	Interrogation	Practical examples	Reading applied examples from the texts of the Holy Quran and Arabic texts	2	Fourth
First month exam					Fifth
Participating in the preparation	Interrogation	Practical examples	Reading applied examples from the texts of the Holy Quran and Arabic texts	2	Sixth
Participating in the preparation	Interrogation	Semantics	1. The student should know the science of meanings. 2. The student should explain the concept of semantics. 3. To read examples of Quranic texts and Arabic texts 4. The student should be able to	2	Seventh

			distinguish between the characteristics of each type of semantics.		
Participating in the preparation	Interrogation	The science of semantics: its limits, concept, and founder	1. The student should know the science of meanings. 2. The student should explain the concept of semantics. 3. To read examples of Quranic texts and Arabic texts 4. The student should be able to distinguish between the characteristics of each type of semantics.	2	Eighth
		Monthly (written) exam			Ninth
Daily written exam	Interrogation	Branches of semantics	The student should know the branches of semantics.	2	tenth
Participating in the preparation	Interrogation	News construction and	The student should be able to distinguish between declarative and interrogative sentences.	2	eleventh
Participating in the preparation	Interrogation	Construction	1. The student should know: 1. The topic of composition in Arabic rhetoric 2. The student should explain the reasons behind the essay topic. 3. The student should be able to distinguish between different types of writing and the characteristics of each type.	2	twelfth
Participating in the preparation	Interrogation	Topics in semantics	1. The student should be able to distinguish between the different types of semantics.	2	thirteenth

Participating in the preparation	Interrogation	the news	1. The student should know the concept of news. 2. The student should understand the parts of news.	2	fourteenth
Second month exam					fifteenth
Second semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in the preparation	Interrogation	The significance of the term "science" (rhetoric, meanings, figures of speech)	A general introduction to enable the student to learn the academic vocabulary of rhetoric.	2	the first
Daily written exam	Interrogation	Defining literal and figurative language and terminology	Distinguishing between literal and figurative language	2	the second
Participating in the preparation	Interrogation	The Qur'an and its influence on rhetorical production in literal and figurative language and its types	Continuing the topic	2	the third
Participating in the preparation	Interrogation	The elements of a simile (the subject being compared, the object of comparison, the tool of comparison, the point of similarity)	Knowledge of the themes and divisions of simile	2	Fourth
Participating in the preparation	Interrogation	The perfect, definitive, eloquent, and comprehensive resemblance	Completing the divisions of simile	2	Fifth
Participating in the preparation	Interrogation	Provide examples of each type of simile.	Understanding the paradox between its meanings	2	Sixth
Participating in the preparation	Interrogation	Its definition linguistically and technically, and an explanation of how it differs from simile.	The technical characteristics of metaphor	2	Seventh

Participating in the preparation	Interrogation	Types of metaphor and their rhetorical effect in speech	Understanding the meaning of metaphor	2	Eighth
		Monthly (written) exam			Ninth
Daily written exam	Interrogation	Types of metaphor and their rhetorical effect in speech	Understanding the meaning of metaphor	2	tenth
Participating in the preparation	Interrogation	Some examples from the Qur'an, Hadith, and Arabic heritage, and its application to the science of rhetoric.	Applications of rhetorical examples and their analysis	2	eleventh
Participating in the preparation	Interrogation	A statement of its parts and meanings in some selected texts	The influence of rhetoric on the artistry of the text	2	twelfth
Participating in the preparation	Interrogation	The science of rhetoric, linguistically and technically	verbal embellishments	2	thirteenth
Participating in the preparation	Interrogation	Verbal embellishments (rhyme, quotation, alliteration)	Further details on verbal embellishments	2	fourteenth
		Monthly (written) exam			fifteenth

11-Evaluation methods

- 1- Monthly exams + daily quizzes and participation
- 2- classroom discussions

First: Term effort grade: distributed as follows:

- 16- (30) marks for monthly (written) exams.
- 17- (5) marks for daily exams.
- 18- (5) Marks for reports, classroom and extracurricular participation.

Second: Grade for the semester exam

12- Learning and teaching resources

Rhetoric and Application / Dr. Ahmed Matloub	1- Required textbooks
Secrets of Eloquence (Abdul Qahir Al-Jurjani)	2- Main references and sources
1- Comprehensive books on Arabic rhetoric. 2- Nahjul Balagha by Imam Ali (peace be upon him) 3- Arabic magazines and periodicals.	a) Recommended books and references Scientific journals, reports...
1- Abdullah Al-Ghadhami Library. 2- The Comprehensive Library. 3- The Arabic Rhetoric Network.	b) Electronic references, websites....

Course description template

Modern Literature	1- Course Name
ARB01R223	2-Course Code
First / 2025	3-Semester/Year
1/9/2025	4- Date this description was prepared
Mandatory attendance	5- Available forms of attendance
30 hours per semester	6- Number of study hours (total) / Number of units (total)
Name: Dr. Yasmin Ahmed basica29te@uodiyala.edu.com M.M. Saja Abdul-Redha Hashem basica51te@uodiyala.edu.com	7-Name of the course coordinator
8- Course Objectives: - 1- To enable students to learn about literature, its branches, and the problems of terminology, and to understand them in a clear and understandable way. 2- Enabling students to Understanding the most important reasons for the development of modern Arabic literature. 3- Introducing students to the most important sources and references used in teaching the subjectLiterary. 4- Enabling students to distinguish between poetry and proseThe essay, and all other literary sciences.	
9- Teaching and learning strategy	
Teaching and learning methods	
1- The method of presentation accompanied by questioning. 2- Taking students to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials and assigning students to write research papers. 3- Students should be familiar with the poems and lives of modern poets, and should draw upon primary sources and examples from poets.	
Assessment methods	
1- TestsThe daily routine involves asking students a variety of questions related to modern literature. 2- Presenting some reports (examples and examples of modern literature poets), understanding all the material and vocabulary of the subject, and written tests to measure the students' ability to understand and memorize the examples and poems.	

10-Report structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Presentation accompanied by questioning; participation in preparation	Interrogation	Definition of literature, reasons for the emergence of modern Arabic literature, and its importance.	1. The student should become familiar with modern literature, its outputs, and literary concepts.	5	the first
Daily written/oral exam	Interrogation	Modern Arabic Literature	1. The student should know literature and its definition. 2. The students explained the literary material of modern Arabic literature. 3. The student should read the poems clearly and with good delivery.	4	the second
Participating in the preparation Daily oral exam	Interrogation	Definition and method of reciting poems by modern poets	1. The student should be familiar with literary schools and their poets. 2. The Revival Group, Conservative Poets, Poets Mahmoud Sami al-Baroudi Ma'ruf Abd al-Ghani al-Rusafi Ahmed Shawqi 4. Dividing the lives of poets into stages of exile and post-exile	4 4	the third
Participating in the preparation Daily oral exam	Interrogation	Definition and method of reciting poems by modern poets			the third
Participating in the preparation A report on modern Arabic literature in general	Interrogation	Modern Arabic Literature	Understanding the Romantic Schools in Iraqi Poetry: The Diwan Group, the Apollo School, and the Emigrant School. The Diwan Group: Abd al-Rahman	4	Fourth

			Shukri. The Apollo Group: Characteristics of the Apollo School.		
Monthly examthe first				3	Fifth
Same as above	Same as above	Same as above	Reading literary texts: Ibrahim Naji, The Pen League, Characteristics of Mahjar Poetry The beginnings of free verse and its circumstances	3	Sixth
Same as above	Same as above	Same as above	1. The student should understand what changes occur in poetry, the circumstances that led to the emergence of free verse, its advantages and disadvantages, and the social roots of the free verse movement (Ilya Abu Madi). Badr Shakir al-Sayyab	3	Seventh
			Badr Shakir al-Sayyab, Badr and the Modern Poem, Badr the Romantic Badr Al-Waqi'i	3	Eighth
			Badr Al-Namouthaji Returning to the self With examples of poems	3	Ninth
			Third month exam		tenth
			prose poem The problem of terminology Definition of a prose poem Poets of the prose poem The poet Badr Shakir al-Sayyab	3	eleventh
			Arabic literature Naguib Mahfouz Key elements of the novel The story pre-modern era	3	twelfth

			The birth of the modern story Types of stories in Arabic literature		
Participating in the preparation Daily written exam	The method of presentation accompanied by questioning	Modern Literature	Arabic The novel The story of the microbe Ahmed Zaki The development of the story in literary literature The birth of the artistic novel in Egypt Novel and Translation Tawfiq al-Hakim The novel "The Invitation of the Soul" Elements of the narrative	2	thirteenth
Participating in the preparation Daily written exam	The method of presentation accompanied by questioning	Modern Literature	Arabic		
Participating in the preparation Daily written exam	Interrogation	Modern Literature	Arabic The concept of the novel Elements of the novel Qualities of a successful narrator The origin and development of the novel	2	fourteenth
Third month exam					fifteenth

Course description template

Course Name
Prosody and Rhyme
Course code
ARBO1P225
Semester/Year
Second semester
Date this description was prepared
20/2/2026
Available forms of attendance
Mandatory attendance
Number of study hours (total) / Number of units (total)
45 hours / 3
Name of the course coordinator (if there is more than one, please mention it).
Name: Dr. Afraa Sami Abboud Email: basica46te@uodiyala.edu.iq
Name: Dr. Shaimaa Nizar Ayesh Email: basica55te@uodiyala.edu.iq
Course objectives

	1- It develops the ability to write poetry in talented students. 2- It develops in the student the ability to distinguish genuine poetry from corrupt poetry 3- Enabling the student to distinguish poetry from other forms of writing. 4- It develops in the student the ability to appreciate poetry.
Teaching and learning strategies	
Teaching and learning methods: Several methods are used in presenting the material, including: 1- Lecture method 2- Discussion method 3- The method of classroom and home application of poetic texts by students, critique of the solutions, and identification of points of correctness and error. A- Cognitive objectives A1- Identifying the origin of the musical structure of Arabic poetry (in its external framework). A2- Identifying the poetic meters of Al-Khalil (poetry meters) A3- Enabling the discovery of the poetic weight of the poem (through familiarity with prosodic writing) A4- Identifying the variables (measures and defects) that diversify the rhythm in different meters. A5- Identifying rhyme, its types, movements, letters, and defects. B - The skills-related objectives of the course. B1 – Developing the ability to write poetry B2 – Developing the ability to appreciate music and distinguish poetic meter B3 - Enabling the learner to use presentations as a critical tool in the field of literature. C- Affective and value-based objectives A1- Encouraging students and boosting the confidence of some of them in composing poetry. C2- Enhancing the spirit of enthusiasm in expressing opinions and participating. Q3- Learning to take responsibility in dealing with texts and applications. D - General and transferable skills (other skills related to employability and personal development). D1- Discovering and guiding the literary (poetic) talents of others D2-Investing in prosodic knowledge to improve and formulate poetry. D3-Investing in poetry readings to develop the cultural aspect.	strategy

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Written and oral questions and answers	Presentation , discussion, application, and analysis	An explanation of why it is called "simple" (basit), then an explanation of its meter, its variations, its most famous metrical variations and their causes, with an application of each variation and pattern through poetry.	(Poetic meters) An introduction to the simple meter, its weight, its variations, its main variations, and its defects, with application in some of its poetic verses.	3	1
Written and oral questions and answers	Presentation , discussion, application, and analysis	A simplified introduction to prosodic circles and the discovery of the Khalilite meters... then beginning to explain the reason for naming the first meter "al-Tawil" (the long), and explaining its weight, its variations, its most famous metrical variations and defects, with an application of each variation and metrical variation through poetry.	An introduction to the long meter (al-bahr al-tawil), its weight, its variations, its main metrical variations and defects, with application in some of its poetic verses.	3	2
Written and oral questions and answers	Presentation , discussion, application, and analysis	An explanation of why it is called "light" (al-khafif), then an explanation of its meter, its variations, its most famous metrical variations and their causes, with an application of each variation and pattern through poetry.	An introduction to the light meter, its weight, its variations, its main variations, and its defects, with application in some of its poetic verses.	3	3
Written and oral	Presentation , discussion,	An explanation of why it is called "al-	An introduction to the Madid meter, its	3	4

questions and answers	application, and analysis	Madid," then an explanation of its meter, its variations, its most famous metrical variations and their causes, with an application of each variation and pattern through poetry.	weight, its variations, its main variations, and its defects, with application in some of its poetic verses.		
Written and oral questions and answers	Presentation , discussion, application, and analysis	An explanation of why it is called "al-Sari'a" (the swift), then an explanation of its meter, its variations, its most famous metrical variations and their causes, with an application of each variation and variation through poetry.	An introduction to the Al-Munsarih meter, its weight, its rhymes, its main variations, and its defects, with application in some of its poetic verses.	3	5
Written and oral questions and answers	Presentation , discussion, application, and analysis	An explanation of why it is called the "present" meter, then an explanation of its weight, its meters, its variations, its most famous metrical variations and their causes, with an application of each meter and variation through poetry, and an explanation of why its study was delayed due to some people's belief that it is not an Arabic meter and the scarcity of texts that contain it.	An introduction to the Al-Mudari' meter, its weight, its variations, its most prominent metrical variations and defects, with application in some of its poetic verses.	3	6
Written and oral questions and answers	Presentation , discussion, application, and analysis	An explanation of why it is called "al-Mujtath" (the abrogated), then an explanation of its meter, its variations, its most famous	An introduction to the Mujtath meter, its weight, its variations, its main variations, and its defects, with	3	7

		metrical irregularities and their causes, with an application of each meter and variation through poetry.	application in some of its poetic verses.		
Written and oral questions and answers	Presentation , discussion, application, and analysis	An explanation of why it is called Al-Wafir, then an explanation of its weight, its meters, its variations, its most famous variations and their causes, with an application of each meter and variation through poetry, and an explanation of the reasons for its delay from the meters of its circle.	An introduction to the concise meter, its weight, its variations, its main variations, and its defects, with application in some of its poetic verses.	3	8
Written and oral questions and answers	Presentation , discussion, application, and analysis	Defining rhyme and its limits according to Al-Akhfash and Al-Khalil, and presenting examples of this.	Rhyme...its definition according to Al-Khalil and Al-Akhfash	3	9
Written and oral questions and answers	Presentation , discussion, application, and analysis	Defining the letters that make up the rhyme, noting that not all of them must be present in a single rhyme; some may be present and others may not, although some are obligatory, such as the rhyme letter.	The six rhyme letters...definition and application to some rhymes	3	10
Written and oral questions and answers	Presentation , discussion, application, and analysis	Defining the six rhyme movements, their names, and explaining their application.	The six rhyme schemes...definition and application to some rhymes	3	11
Written and oral questions and answers	Presentation , discussion, application, and analysis	An introduction to absolute and restricted rhyme, and the various types and names derived from each,	Types of rhyme in terms of unrestricted and restricted	3	12

		with practical application.			
Written and oral questions and answers	Presentation , discussion, application, and analysis	An explanation of the defects that affect the rhyme letter and other vowel sounds and letters, with practical application.	Rhyme flaws and types...application in some texts	3	13
Written and oral questions and answers	Presentation , discussion, application, and analysis	General applications of rhyme extraction and what has been studied about it in poetic texts	A general application to some texts to extract rhyme and reveal its types, limits, and names in terms of unrestricted and restricted forms.	3	14
Written test	Written test	Taking the semester exam	Taking the semester exam	3	15
Oral questions and answers and application	Presentation , discussion, application, and analysis	Application and general review	The final week includes a general review of poetic meters, metrical patterns, and variations, along with applications for scansion of selected verses and identification of their meters.		

Course evaluation	
1- Written tests 2- Oral tests 3- Tests for identifying poetic meters (for some texts and verses) 4- Classroom practical tests.	
Learning and teaching resources	
	Required textbooks (methodology, if applicable)
2- The Art of Poetic Meter and Rhyme by Dr. Safaa Khulusi 2- The Gold Scale of Mr. Ahmed Al-Hashemi	Main references (sources)
3- In the science of prosody and rhyme, Dr. Amin Ali Al-Sayed 4- The Facilitator of Arabic Poetry Music by Dr. Yahya Haidar	Recommended supporting books and references (scientific journals, reports...)
3- Fasih Network website 4- Diwan Al Arab 3 - Encyclopedia of Arabic Poetry	Electronic references, websites

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

Course Name						
Pre-Islamic literature						
Course code						
ARB01PIL112						
the chapter/ year						
First semester 2025-2026						
Date this description was prepared						
21-2-2026						
Available forms of attendance						
Mandatory attendance						
Number of study hours (total) / Number of units (total)						
30 hours / 2						
Name of the course coordinator (if there is more than one, please mention it).						
Dr. Wissam Jaafar Mahdi basica37te@uodiyala.edu.iq						
Name: M.D. Hanin Wissam Jiyad Email basica52te@uodiyala.edu.iq						
Course objectives						
1. To enable students to understand the history of pre-Islamic literature from a social, intellectual, religious, and architectural perspective. 2- It develops in students an extensive knowledge of pre-Islamic poetry, its purposes and themes, and to familiarize them with the most important poets and their poems, including the Mu'allaqat and their authors. 3- Enabling students to learn about the opening lines of the poem and the most important reasons for its presence in the opening lines of pre-Islamic poets. 4 It develops in students knowledge of the term (the singular in pre-Islamic poetry)				Course objectives		
Teaching and learning strategies						
	Teaching and learning methods					
	4- The method of presentation accompanied by questioning. 5- Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries. 6- Assigning homework that requires researching the most important poets of the pre-Islamic era.					
	Assessment methods					
	1- TestsDaily with multiple and varied questions for study materials. 2- Presenting reports on topics in pre-Islamic literature and discussing these reports in the classroom. 3- The written test measures students' ability to understand the material and verses.Poetry. 4- Assigning specific grades to daily posts, andExtracurricular activities.					
Course structure						
Evaluation Method		Learning method		Unit or topic name	Required learning outcomes	Hours
Written and oral questions and answers		Presentation and discussion		Students' understanding of the intellectual, social, and religious structure of the pre-Islamic era	A historical introduction to pre-Islamic literature	2

Written and oral questions and answers	Presentation and discussion	Introducing students to the evolution of the concept of literature throughout the ages, along with the most important sources of pre-Islamic literature.	The concept of literature	2
Written and oral questions and answers	Presentation and discussion	To enable students to understand the main purposes of pre-Islamic poetry, along with the most prominent poets and their poems.	Purposes of pre-Islamic poetry	2
Written and oral questions and answers	Presentation, discussion, and dialogue	Introducing students to the Mu'allaqat and teaching them to memorize them, while also understanding the structure of the poem.	The Mu'allaqat, their authors, and their opening lines	2
Written and oral questions and answers	Presentation and discussion	Its definition in language and terminology, and its importance	The opening lines of the poem	2
Written and oral questions and answers	Presentation, dialogue, and discussion	Identifying the main reasons that prompted the pre-Islamic poet to focus on the opening lines of the poem.	Reasons for pausing at the opening lines of the poem	2
First midterm test - Solve the test and discuss the mistakes with the students				2
Written and oral questions and answers	Presentation and discussion	Introducing the owners of the one and the reason for the name	The owners of the one in pre-Islamic poetry	2

Written and oral questions and answers	Presentation and discussion	Introducing the poet and familiarizing students with his life, poetry, and his famous ode.	One of the most important figures of the genre was the poet (Tarafa ibn al-Abd), his life, and his poetry.	2
Written and oral questions and answers	Presentation and discussion	Introducing the poet and familiarizing students with his life, poetry, and his famous ode.	The poet Imru' al-Qais	2
Written and oral questions and answers	Presentation and discussion	Introducing the poet and familiarizing students with his life, poetry, and his famous ode.	The poet Zuhair ibn Abi Sulma	2
Written and oral questions and answers	Presentation and discussion	Introducing the poet and familiarizing students with his life, poetry, and his famous ode.	The poet Al-Nabigha Al-Dhubyani	2
Written and oral questions and answers	Presentation and discussion	Introducing the poet and familiarizing students with his life, poetry, and his famous ode.	The poet Antarah ibn Shaddad	2
Written and oral questions and answers	Presentation and discussion	Introducing the poet and familiarizing students with his life, poetry, and his famous ode.	The poet (Al-A'sha)	2
Second periodic test - Solve the test and discuss the mistakes with the students				
Course evaluation				
First: Term effort grade: distributed as follows: 19- (20) marks for monthly (written) exams. 20- (10) marks for daily exams. 21- (5) Marks for reports, classroom and extracurricular participation. 22- (5) points for attendance. Second: Grade for the final semester exam: (60).				

Learning and teaching resources	
In pre-Islamic literature: by Dr. Taha Hussein	Required textbooks (methodology, if applicable)
The Pre-Islamic Era by Dr. Shawqi Daif	Main references (sources)
History of Arabic Literature (The Pre-Islamic Period) by Dr. Omar Farroukh Studies in Pre-Islamic Poetry: by Dr. Nasser al-Din al-Asad The Poetic Encyclopedia: Published by the Abu Dhabi Cultural Foundation, a huge database containing the collected works of pre-Islamic poets with explanations.	Recommended supporting books and references (scientific journals, reports...)
4- The website of the Lisan al-Arab blog. 5- The Comprehensive Library. 6- The Scientific Council website.	Electronic references, websites

Course description template

Course description template		
Course Name		
Pre-Islamic literature		
Course code		
ARB01PIL112		
the chapter/ year		
First semester 2025-2026		
Date this description was prepared		
1-3-2026		
Available forms of attendance		
Mandatory attendance		
Number of study hours (total) / Number of units (total)		
30 hours / 2		
Name of the course coordinator (if there is more than one, please mention it).		
Name: Dr. Wissam Jaafar Mahdi, Email basica37te@uodiyala.edu.iq		
Course objectives		
1. To enable students to study a number of pre-Islamic poets, most notably Imru' al-Qais, Zuhair ibn Abi Sulma, al-A'sha, and al-Nabigha al-Dhubyani 2- It develops in students an extensive knowledge of horsemanship and its most prominent poets such as Antar bin Shaddad. 3- Enabling students to learn about the vagrancy and its most prominent poet, Urwa bin Al-Ward. 4- It develops in students knowledge of pre-Islamic poetry and pre-Islamic prose, which includes oratory, along with the oratory of Qais bin Sa'ida Al-Iyadi. And proverbs, along with a collection of proverbs. And the rhyming prose of the soothsayers, with examples of rhyming prose.		
Teaching and learning strategies		
	Teaching and learning methods	
	7- The method of presentation accompanied by questioning. 8- Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries. 9- Assigning homework that requires researching the most important poets of the pre-Islamic era.	
	Assessment methods	
	1- TestsDaily with multiple and varied questions for study materials. 2- Presenting reports on topics in pre-Islamic literature and discussing these reports in the classroom. 3- The written test measures students' ability to understand the material and verses.Poetry.	

	4- Specific grades are allocated for daily participation and extracurricular activities.			
Course structure				
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	H
Written and oral questions and answers	Presentation and discussion	Students' understanding of the intellectual structure of pre-Islamic prose	A historical introduction to pre-Islamic prose, which critics have been interested in researching and studying.	2
Written and oral questions and answers	Presentation and discussion	Introducing students to the conditions of oratory, types of oratory, the diversity of oratory, the most famous orators of the pre-Islamic era, and the reasons for the flourishing of pre-Islamic oratory, along with a model of oratory in the pre-Islamic era.	The art of rhetoric in the pre-Islamic era	2
Written and oral questions and answers	Presentation and discussion	To enable students to identify the thematic and artistic features of chivalric poetry in pre-Islamic poetry	horsemanship	2
Written and oral questions and answers	Presentation, discussion, and dialogue	Introducing students to the term "vagabondage" linguistically and technically, and the characteristics	The vagabonds	2

		of vagabond poetry.		
Written and oral questions and answers	Presentation and discussion	Definition of a will Characteristics of Wills in Pre-Islamic Poetry and the Most Famous Names in the Art of Wills	Commandments in pre-Islamic poetry	2
Written and oral questions and answers	Presentation, dialogue, and discussion	Examples of proverbs	Proverbs and sayings	2
First midterm test - Solve the test and discuss the mistakes with the students				2
Written and oral questions and answers	Presentation and discussion	An introduction to rhymed prose in the pre-Islamic era	Rhymed prose of the soothsayers	2
Written and oral questions and answers	Presentation and discussion	Introducing the stories of the Arabs that revolved around genealogy, conquest, and historical events.	stories	2
Written and oral questions and answers	Presentation and discussion	Introducing the poet and familiarizing students with his life, poetry, and his famous ode.	The poet Imru' al-Qais	2
Written and oral questions and answers	Presentation and discussion	Introducing the poet and familiarizing students with his life, poetry, and his famous ode.	The poet Zuhair ibn Abi Sulma	2
Written and oral questions and answers	Presentation and discussion	Introducing the poet and familiarizing students with his life, poetry, and his famous ode.	The poet Al-Nabigha Al-Dhubyani	2
Written and oral questions and answers	Presentation and discussion	Introducing the poet and	The poet Antarah ibn Shaddad	2

		familiarizing students with his life, poetry, and his famous ode.		
Written and oral questions and answers	Presentation and discussion	Introducing the poet and familiarizing students with his life, poetry, and his famous ode.	The poet (Al-A'sha)	2
Second periodic test - Solve the test and discuss the mistakes with the students				
Course evaluation				
First: Term effort grade: distributed as follows: 23- (20) marks for monthly (written) exams. 24- (10) marks for daily exams. 25- (5) Marks for reports, classroom and extracurricular participation. 26- (5) points for attendance. Second: Grade for the final semester exam: (60).				
Learning and teaching resources				
In pre-Islamic literature: by Dr. Taha Hussein		Required textbooks (methodology, if any)		
The Pre-Islamic Era by Dr. Shawqi Daif		Main references (sources)		
History of Arabic Literature (The Pre-Islamic Period) by Dr. Omar Farroukh Studies in Pre-Islamic Poetry: by Dr. Nasser al-Din al-Asad The Poetic Encyclopedia: Published by the Abu Dhabi Cultural Foundation, a huge database containing the collected works of pre-Islamic poets with explanations.		Recommended supporting books and (scientific journals, reports...)		
7- The website of the Lisan al-Arab blog. 8- The Comprehensive Library. 9- The Scientific Council website.		Electronic references, websites		

Course description template

Arabic grammar	1- Course Name
ARB01G111	2-Course Code
First semester/2026	3-Semester/Year
1/12/2025 AD	4- Date this description was prepared
Mandatory attendance	5-Available attendance formats
45 hours / 3 units	6- Number of study hours (total) / Number of units (total)
Dr. Hamam Radhi Aliwi Dakhilbasica55te@uodiyala.edu.iq Dr. Marwa Mohammed Abdullah basica87te@uodiyala.edu.iq M.M. Sarah Jabbar Mahmoud mbasica10te@uodiyala.edu.iq	7- Name of the course coordinator

8-Course Objectives

- 1- To enable students to learn and understand the most important grammatical topics accurately.
- 2- Enabling students to Understanding the reasons for the abundance of grammatical disagreements, and dealing with them in terms of understanding and guidance.
- 3- Introducing students to the most important sources and references used in teaching the subject.
- 4- Enabling students to analyze grammatical issues and representationher, and balancing between them.
- 5- Instilling virtuous values and habits among students and love for the homeland through representation with appropriate linguistic examples.

9- Teaching and learning strategy

- 10-The method of presentation accompanied by questioning.
- 11-Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries.
- 12-Giving homework that requires self-interpretations and extracting practical examples from the Holy Quran and Arab heritage.

10-Course Structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Participating in the preparation	Interrogation	The situation.	Enabling the student to understand the concept of the adverbial phrase and its categories.	3	the first
Daily written exam	Interrogation	The situation.	Understanding the rules and conditions of the person in question.	3	the second
Participating in the preparation	Interrogation	Discrimination.	Distinguishing between types of discrimination, and the factor involved.	3	the third
Participating in the preparation	Interrogation	The number.	Knowing the rules of the number.	3	Fourth
First month exam				3	Fifth
Participating in the preparation	Interrogation	The number.	Understanding the grammatical analysis of the number and the counted noun.	3	Sixth
Participating in the preparation	Interrogation	The number.	Understanding the numerical metaphors and their rules.	3	Seventh
Participating in the preparation	Interrogation	number.	Learn to form the active participle from the number.	3	Eighth
Participating in the preparation	Interrogation	Addition.	Understanding the limit of addition and its types.	3	Ninth
Daily written exam	Interrogation	To add.	Distinguishing between the noun being modified and the noun it is modified to, and separating them.	3	tenth
Participating in the preparation	Interrogation	Addition.	Identifying the most important conditions for deleting the possessor and the possessed.	3	eleventh

Participating in the preparation	Interrogation	The indeclinable noun.	Understanding the concept of indeclinable nouns and the morphological reasons.	3	twelfth
Participating in the preparation	Interrogation	The indeclinable noun.	Distinguishing between words that are indeclinable and others.	3	thirteenth
Participating in the preparation	Interrogation	The indeclinable noun.	Distinguishing the types of defects that prevent a noun from being declined.	3	fourteenth
Second month exam				3	fifteenth

11-Evaluation methods	
1- TestsDaily with multiple and varied questions for study materials.	
2- Providing applied reports (examples and evidence from the Qur'an and poetry) on each grammatical topic.	
3- The written test measures students' ability to understand the material and memorize examples, evidence, and grammatical figures.	
4- Specific grades are allocated for daily participation and extracurricular activities.	
12- Learning and teaching resources	
Ibn Aqil's commentary on Ibn Malik's Alfiyya.	5- Required textbooks
Explanation of Qatr al-Nada wa Ball al-Sada, by Ibn Hisham. Comprehensive Grammar, Abbas Hassan	2- Main references and sources
Clarification and supplement to Ibn Aqil's explanation	a) Recommended books and referencesScientific journals, reports...
The website of the Lisan al-Arab blog. The Comprehensive Library. The Scientific Council website. Al-Faseeh Network.	b) Electronic references, websites....

Course description template

Arabic grammar	1- Course Name
ARB01G111	2-Course Code
Chapter Two/ 2025-2026	3-Semester/Year
1/3/2026 AD	4- Date this description was prepared
Mandatory attendance	5-Available attendance formats
60 hours / 3 units	6- Number of study hours (total) / Number of units (total)

Prof. Dr. Muhammad Qasim Saeed basica14te@uodiyala.edu.iq Prof. Dr. Qasim Muhammad Aswad Dr.qasimm18@gmail.com Prof. Dr. Nabaa Shafer Ismail basica43te@uodiyala.edu.iq Dr. Hamam Radhi Aliwi Dakhilbasica55te@uodiyala.edu.iq	7- Name of the course coordinator
8-Course Objectives 1- To enable students to learn and understand the most important grammatical topics accurately. 2- Enabling students to Understanding the reasons for the abundance of grammatical disagreements, and dealing with them in terms of understanding and guidance. 3- Introducing students to the most important sources and references used in teaching the subject. 4- Enabling students to analyze grammatical issues and representationher, and balancing between them. 5- Instilling virtuous values and habits among students and love for the homeland through representation with appropriate linguistic examples.	
9- Teaching and learning strategy 13-The method of presentation accompanied by questioning. 14-Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries. 15-Giving homework that requires self-interpretations and extracting practical examples from the Holy Quran and Arab heritage.	

10-Course Structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Participating in the preparation	Interrogation	Intransitive and transitive verbs	Enabling the student to understand the concept of intransitive and transitive verbs	4	the first
Daily written exam	Interrogation	Intransitive and transitive verbs	Understanding the rules of intransitive and transitive verbs	4	the second
Participating in the preparation	Interrogation	Intransitive and transitive verbs	Distinguishing between the marker of an intransitive and a transitive verb	4	the third
Participating in the preparation	Interrogation	The object	Understanding the types of objects	4	Fourth
First month exam				4	Fifth
Participating in the preparation	Interrogation	Verbs that take two objects.	Knowing the verbs that take two objects	4	Sixth
Participating in the preparation	Interrogation	The absolute object.	Understanding the absolute object	4	Seventh
Participating in the preparation	Interrogation	The absolute object.	Learn the grammatical analysis of the absolute object	4	Eighth
Participating in the preparation	Interrogation	The object of purpose	Understanding the purpose of the object	4	Ninth
Daily written exam	Interrogation	The object of purpose	Distinguishing the types of adverbial accusatives	4	tenth
Participating in the preparation	Interrogation	Exception	Understanding the most important aspects of exceptions and their types	4	eleventh
Participating in the preparation	Interrogation	Exception	Understanding the tools of exception and their forms	4	twelfth
Participating in the preparation	Interrogation	Types of adverbial accusatives	Distinguishing between types of adverbial accusative	4	thirteenth

Participating in the preparation	Interrogation	Types of adverbial accusatives	Learn the grammatical analysis of the adverbial accusative.	4	fourteenth
Second month exam				4	fifteenth

11-Evaluation methods	
1- TestsDaily with multiple and varied questions for study materials.	
2- Providing applied reports (examples and evidence from the Qur'an and poetry) on each grammatical topic.	
3- The written test measures students' ability to understand the material and memorize examples, evidence, and grammatical figures.	
4- Specific grades are allocated for daily participation and extracurricular activities.	
12- Learning and teaching resources	
Ibn Aqil's commentary on Ibn Malik's Alfiyya.	6- Required textbooks
Explanation of Qatr al-Nada wa Ball al-Sada, by Ibn Hisham. Comprehensive Grammar, Abbas Hassan	2- Main references and sources
The writings of the ancient grammarians. Mustafa Al-Ghalayini, compiler of Arabic lessons. Journal of the Iraqi Scientific Academy. Students are required to submit monthly reports on the subjects they study.	a) Recommended books and references: scientific journals, reports...
The website of the Lisan al-Arab blog. The Comprehensive Library. The Scientific Council website. Al-Faseeh Network.	b) Electronic references, websites....

(Course description template)

77. Course Name	
Performance improvement	
78. Course code	
ARB01LP216	
79. Semester/Year	
Chapter One (First Course)	
80. Date this description was prepared	
22/9/2025	
81. Available forms of attendance	
Mandatory attendance	
82. Number of study hours (total) / Number of units (total)	
(90) hours in the first semester	
83. Name of the course coordinator (if there is more than one, please mention it).	
Name: M.M. Liqaa Khodair Mohammed Email: BASICA54TE@UODIYALA.EDU.IQ	
84. Course objectives	
1- The subject aims to provide the most important vocabulary of the Arabic language in grammatical and morphological matters, which affect the student's life and will accompany him in the future. 2- Introducing the student to the basics of correct writing.	Course objectives

3- The material aims to provide the most important vocabulary in spelling and expression matters in general.					
3- Introducing students to the most important sources and references used in teaching the subject.					
4- Introducing students to the rules for writing the hamza in its various forms.					
5- Teaching students to differentiate between the closed ta' and the closed ha' and the open ta', as well as to differentiate between the dad and the za', and to differentiate between the waw of the plural and the waw of the group (the alif al-fariqah), and to know the most important common mistakes in the Arabic language.					
6- Teaching students the rules and basics of Arabic calligraphy.					
85. Teaching and learning strategies					
Teaching and learning methods					strategy
16-The method of presentation is accompanied by explanation and questioning.					
17-Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries.					
18-Giving homework that requires self-interpretations and extracting practical examples from the Holy Quran and Arab heritage.					
Assessment methods					
1- TestsDaily with multiple and varied questions for study materials.					
2- Providing applied reports (examples and evidence from the Qur'an and the speech of the Arabs) on each topic.					
3- The written test measures students' ability to understand the material and memorize examples and evidence.					
4- Specific grades are allocated for daily participation, classroom discussions, and extracurricular activities.					
First semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in the preparation and asking questions	Presentation accompanied by explanation, discussion, and questioning	The concept of performance improvement	Enabling the student to understand what is meant by performance improvement	1	the first
Participating in the preparation and asking questions	Presentation accompanied by explanation, discussion, and questioning	The importance of improving performance	Teaching students how to apply the most important rules of the Arabic language in grammatical, morphological, spelling, and expressive matters.	1	the second
Daily exam	Presentation accompanied	The tide	Explanation of how to write the	1	the third

	by explanation, discussion, and questioning		rules of lengthening at the beginning and middle of a word		
Participating in the preparation and asking questions	Presentation accompanied by explanation, discussion, and questioning	Tanween	An explanation of how to write the rules of the accusative case ending (tanween al-nasb) in words ending with a final hamza.	1	Fourth
		The difference between ض and ظ	The ability to distinguish each letter in writing and reading	1	Fifth
Participating in the preparation and asking questions	Presentation accompanied by explanation, discussion, and questioning	The difference between the ta' marbuta and the ha' marbuta	Defining the most important rules for the difference between the ta' marbuta and the ha' marbuta, such as pronunciation, addition, tanween, and the first-person singular pronoun ya'.	1	Sixth
Participating in the preparation and asking questions	Presentation accompanied by explanation, discussion, and questioning	The letter "taa" at the end of the word	The ability to apply the general rule of writing, which is that it is written as a "taa" when linking and pausing.	1	Seventh
Participating in the preparation and asking questions	Presentation accompanied by explanation, discussion, and questioning	The plural of "waw"	Understanding and knowing that the plural suffix "waw" is used to indicate plurality and is attached to nouns	1	Eighth
		Monthly (written) exam			Ninth
Daily written exam	Presentation accompanied by explanation, discussion, and questioning	The plural waw	Understanding and knowing that the plural suffix "waw" comes with verbs and is followed by the alif al-farqah.	1	tenth

Participating in the preparation and asking questions	Presentation accompanied by explanation, discussion, and questioning	The distinguishing alif	Introduction to the rules for writing the alif al-farqah	1	eleventh
Participating in the preparation and asking questions	Presentation accompanied by explanation, discussion, and questioning	Alif Maqsura	The learner must understand the grammatical rule that governs the writing of the alif maqsurah.	1	twelfth
Participating in the preparation and asking questions	Presentation accompanied by explanation, discussion, and questioning	The elongated alif	The learner must understand the grammatical rule that governs the writing of the long alif.	1	thirteenth
Participating in the preparation and asking questions	Presentation accompanied by explanation, discussion, and questioning	Arabic calligraphy	The ability to recognize different types of Arabic script and apply their rules in handwriting.	1	fourteenth
		Monthly (written) exam			fifteenth
86. Course evaluation					
First: Term effort grade: distributed as follows: 27- (10) marks for the first and second monthly exams (written). 28- (5) marks for daily exams. 29- (5) Marks for reports, classroom and extracurricular participation. 30- (10) Attendance Second: Grade for the final semester exam: (60).					
87. Learning and teaching resources					
nothing			Required textbooks (methodology, if applicable)		
1- The easiest way to teach spelling, Ibrahim Shams El-Din 2- Al-Kafi fi Sharh Qawa'id al-Imla' wa al-Kitabah (The Sufficient Explanation of the Rules of Spelling and Writing), by Ayman Amin Abdul-Ghani			Main references (sources)		
1- The Guide to Spelling, Mahmoud Shaker Saeed 2- Spelling Rules, publications of the Arabic Language Academy in Damascus			Recommended supporting books and references (scientific journals, reports...)		

3- Rules of spelling and punctuation, Abdelsalam Mohamed Haroun 4- Unique Dictation, Naoum Gerges	
10- The website of the Lisan al-Arab blog. 11- The Comprehensive Library. 12- The Scientific Council website. 13- Al-Faseeh Network.	Electronic references, websites.

Course description template

88. Course Name	
Disbursement	
89. Course code	
ARB01R213	
90. Semester/Year	
Chapter Two	
91. Date this description was prepared	
February 22, 2026	
92. Available forms of attendance	
Mandatory attendance	
93. Number of study hours (total) / Number of units (total)	
(90) hours for the two semesters	
94. Name of the course coordinator (if there is more than one, please mention it).	
95. Course objectives	
1- Enabling students to learn and understand the most important morphological topics accurately. 2- Enabling students to Understanding the changes that occur in the structure of the word, and what results from them in the formation of derivatives and other things. 3- Introducing students to the most important sources and references used in teaching the subject. 4- Enabling students to analyze and represent morphological issues. 5- Enabling students to learn how to extract morphological structures from the Holy Quran.	Course objectives
96. Teaching and learning strategies	
Teaching and learning methods	strategy
19- The method of presentation accompanied by questioning. 20- Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries. 21- Giving homework that requires self-interpretations and extracting practical examples from the Holy Quran and Arab heritage.	
Assessment methods	
1- Tests Daily with multiple and varied questions for study materials. 2- Providing applied reports (examples and evidence from the Qur'an and the speech of the Arabs) on each morphological topic. 3- The written test measures the students' ability to understand the material and memorize morphological examples and evidence.	

4- Specific grades are allocated for daily participation and extracurricular activities.					
97. Course structure					
Second semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in the preparation	Interrogation	The meaning of morphology in language and terminology.	Enabling the student to understand the meaning of morphology	3	the first
Daily written exam	Interrogation	The difference between grammar and morphology.	Distinguishing between grammar and morphology	3	the second
Participating in the preparation	Interrogation	The benefit of morphology.	Understanding the benefits of studying morphology	3	the third
Participating in the preparation	Interrogation	Simple and derived verbs.	Knowledge of abstraction from verbs	3	Fourth
Participating in the preparation	Interrogation	The forms of the triliteral root verb.	Understanding the conjugations of the triliteral verb	3	Fifth
Participating in the preparation	Interrogation	The basic quadriliteral verb.	Understanding the types of quadriliteral verbs	3	Sixth
Participating in the preparation	Interrogation	Meanings of the added letters, the augmented triliteral verb	Knowing verbs with added letters and the meanings of added letters	3	Seventh
		Monthly (written) exam			Eighth
Daily written exam	Interrogation	The triliteral verb augmented by two letters and the meanings of the augmented letters	Understanding the three-letter verb with two added letters and the meanings of the added letters	3	Ninth
Participating in the preparation	Interrogation	The triliteral verb with three added letters	Understanding the augmented triliteral verb with three additional letters and the meanings of the original augmentative letters.	3	tenth

Participating in the preparation	Interrogation	The augmented quadrilateral verb and the meanings of the augmented letters	Understanding the additional letters in a four-letter verb and the meanings of those letters	3	eleventh
Participating in the preparation	Interrogation	Morphological balance.	Knowing how to weigh words	3	twelfth
Participating in the preparation	Interrogation	Elision and substitution	Understanding how elision and substitution occur	3	thirteenth
Participating in the preparation	Interrogation	Derivatives	Understanding the types of derivatives and how to formulate them	3	fourteenth
		Monthly (written) exam			fifteenth

Course description template

98. Course Name	
Linguistics	
99. Course code	
ARB01P315	
100. Semester/Year	
First semester / 2025-2026	
101. Date this description was prepared	
23/2/2026	
102. Available forms of attendance	
Mandatory attendance	
103. Number of study hours (total) / Number of units (total)	
30 hours / 2	
104. Name of the course coordinator (if there is more than one, please mention it).	
Name: Dr. Wajdan Burhan Abdul Karim Email: Basica30te@uodiyala.edu.com	
Name: M.M. Emad Ali Sarhan Email: emadalisarhan@uodiyala.edu.iq	
105. Course objectives	
1- Learn the concept of philology and linguistics and the difference between them. 2- Learn introductory concepts of philology and linguistics. 3- Learn about the development of composition in linguistics, and the most important theories that were put forward for the origin of language. 4- Learning the linguistic phenomena that fall under the domain of linguistics. 5- Learn the characteristics of philology and linguistics. 6- Learning the growth of language in its vocabulary, styles, and means of this growth. 7- Learn the articulation points and characteristics of sounds.	Course objectives
106. Teaching and learning strategies	
Teaching and learning methods	strategy

22-The lecture, accompanied by questioning. 23-Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries. 24-Giving homework that requires subjective explanations using causal methods.					
Assessment methods					
1- Daily tests with multiple and varied questions for the study materials. 2- Submitting documentsResearch. 3- The written test measures students' ability to understand the material and memorize examples, evidence, and prominent figures in the field of jurisprudence.the language . 4- Assigning specific grades to assignmentsDaily. 5- Practical education(Observation) for the third stage.					
107. Course structure					
First semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in the preparation	Interrogation	Philology and linguistics and the difference between them; the development of writing in philology and the most famous works of the ancients and moderns.	To enable the student to understand the difference between philology and linguistics, and the most famous works of ancient and modern scholars.	2	the first
Daily written exam	Interrogation	Tongue, speech, language	Definition of the terms for tongue, speech, and language	2	the second
Participating in the preparation	Interrogation	Definition of language among the ancients and moderns, theories on the origin of language / the theory of divine inspiration (the divinely revealed theory)	Defining language and understanding theories of language origin.	2	the third
Daily written exam	Interrogation	The theory of humility and improvisation Instinctual theory	Knowledge of theories of the origin of language	2	Fourth
Participating in the preparation	Interrogation	Theory of Imitation and Mimicry Island languages (Semitic)	Knowledge of theories of the origin of language	2	Fifth

Participating in the preparation	Interrogation	Insect language families Common characteristics of island languages	Understanding the divisions of island language families and their common characteristics	2	Sixth
First midterm test - Solve the test and discuss the mistakes with the students					Seventh
Participating in the preparation	Interrogation	Arabic language / Origin of the Arabic language / South Arabian and its branches	Understanding the divisions of the island language families and the common characteristics between them	2	Eighth
Daily written exam	Interrogation	North Arabian: (Extinct Arabic, Classical Arabic) Arabic dialects and their importance	Understanding the divisions of the island language families and the common characteristics between them	2	Ninth
Participating in the preparation	Interrogation	Disadvantages of dialects Tamim and Hijazi dialect	Knowing the names of dialects, and their differences	2	tenth
Daily written exam	Interrogation	Characteristics of Classical Arabic: (the phenomenon of inflection, sound and rhythm, synonymy, homonymy, antonymy)	Introducing the characteristics of Classical Arabic	2	eleventh
Participating in the preparation	Interrogation	Factors contributing to the growth of the Arabic language: (Derivation, analogy, Arabization, coining, improvisation)	Understanding the factors that contribute to language growth in its vocabulary and styles, and the most important factors of this growth.	2	twelfth
Daily written exam	Interrogation	Arabic sounds, organs of the speech apparatus	Introduction to the organs of speech	2	thirteenth
Participating in the preparation	Interrogation	The articulation points of Arabic sounds according to the ancients and moderns, the characteristics of sounds (voicing and	Knowledge of the articulation points and characteristics of sounds	2	fourteenth

		whispering), (intensity and laxity)			
Second periodic test - Solve the test and discuss the mistakes with the students					fifteenth
108. Course evaluation					
First: Term effort grade: distributed as follows: 31- (25) marks for monthly (written) exams. 32- (5) marks for daily exams. 33- (5) points for reports. 34- (5) Classroom and extracurricular activities. Second: Grade for the final semester exam: (60).					
109. Learning and teaching resources					
Linguistics by Dr. Ali Abdul Wahid Wafi. Arabic Linguistics by Dr. Rashid Abdul Rahman Al-Ubaidi			Required textbooks (methodology, if applicable)		
1- Linguistics by Dr. Hatem Al-Dhamin. 2- Chapters in Linguistics by Dr. Ramadan Abdel-Tawab.			Main references (sources).		
Utilize any sources related to the topic.			Recommended supporting books and references (scientific journals, reports...).		
14- The Comprehensive Library website. 15- The website of Dr. Mohammed Rabie Saeed Al-Ghamdi. 16- Al-Aluka website. 17- Our Arabic library website. 18- A website that compiles illustrated books.			Electronic references, websites.		

Course description template

110. Course Name	
Environmental and health education	
111. Course code	
ENVFI2	
112. Semester/Year	
Chapter Two	
113. Date this description was prepared	
16/10/2025 AD	
114. Available forms of attendance	
Mandatory attendance	
115. Number of study hours (2) / Number of units (total)	
(30) hours for the second semester	
116. Name of course coordinator ()	
Name: Dr. Musaddaq Khanjar Kredi Email: musadaqaz@gmail.com	
117. Course objectives	
1- Getting to know public health. 2- Introduction to the components of environmental health. 3- Learn about the evolution of health and the environment. 4- Learn about the stages of vaccinations.	Course objectives

5- Learn about the dangers of smoking and drugs.					
6- Learn the causes of diseases.					
7- Learn to avoid unhealthy foods.					
118. Teaching and learning strategies					
Teaching and learning methods				strategy	
25- The lecture, accompanied by questioning.					
26- Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries.					
27- Giving homework that requires subjective explanations using causal methods.					
Assessment methods					
1- Daily tests with multiple and varied questions for the study materials.					
2- Submitting documentsResearch.					
3- The written test measures students' ability to understand the material and memorize examples and evidence in the field of education.Environmental and health-related.					
4- Assigning specific grades to assignmentsDaily.					
119. Course structure					
Second semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in the preparation	Interrogation	public health	Enabling students to understand school health	2	the first
Daily written exam	Interrogation	School health	Defining the nature of school health	2	the second
Participating in the preparation	Interrogation	food	Definition of food steps	2	the third
Daily written exam	Interrogation	fatty substances	Enabling the learner to understand the harmful effects of fatty substances	2	Fourth
Participating in the preparation	Interrogation	Diseases	Identifying serious diseases	2	Fifth
Participating in the preparation	Interrogation	Pathogens	Introducing the student to the causes of diseases	2	Sixth
		Monthly (written) exam			Seventh
Participating in the preparation	Interrogation	vaccines	Introducing the student to vaccines and their benefits	2	Eighth
Daily written exam	Interrogation	harmful habits	Enabling the student to identify harmful habits	2	Ninth

Participating in the preparation	Interrogation	The dangers of drugs	Explaining the dangers of drugs to society	2	tenth
Daily written exam	Interrogation	The dangers of smoking	Explaining the harmful effects of smoking on human health	2	eleventh
Participating in the preparation	Interrogation	The historical development of environmental education	Components of historical development	2	twelfth
Daily written exam	Interrogation	Goals of environmental education	What is the purpose of environmental education?	2	thirteenth
Participating in the preparation	Interrogation	Environmental and health awareness	Types of health awareness	2	fourteenth
		Monthly (written) exam			fifteenth
120. Course evaluation					
First: Term effort grade: distributed as follows: 35- (20) marks for monthly (written) exams. 36- (10) marks for daily exams. 37- (5) points for reports. 38- (5) Classroom and extracurricular activities. Second: Grade for the final semester exam: (60).					
121. Learning and teaching resources					
			Environmental and health education		
			Main references (sources).		
Utilize any sources related to the topic.			Recommended supporting books and references (scientific journals, reports...).		
19- The Comprehensive Library website.			Electronic references, websites.		

Course description template

1. Course Name
Sharia principles
2. Course code
ISTH6
3. Semester/Year
Second semester
4. Date this description was prepared
19/2/2026
5. Available forms of attendance
Mandatory attendance
6. Number of study hours (total) / Number of units (total)
30 hours / 2
7. Name of the course coordinator (if there is more than one, please mention it).
Name: Prof. Dr. Riyadh Adnan Mohammed Email: basical2te@uodiyala.edu.iq Name: Prof. Dr. Khawla Hamad Khalaf Email: basical5te@uodiyala.edu.iq

Name: M. M. Emad Ali Sarhan Email: emadalisarhan@uodiyala.edu.iq					
8. Course objectives					
-1 Students become familiar with the divine laws in general and the Islamic law in particular. -2 Enabling students to understand the characteristics of Islamic law. -3 Students recognize the many differences between Islamic laws. 4. Introducing students to the most important sources and references that can be consulted in the course material. - 5. The students analyze the deviation of some heavenly laws. 6 - He understands the reality of the Arabs before Islam, and their relationship with other societies. 7 - Students apply the principles of the tolerant Islamic Sharia and employ them with a Quranic vision contemporary.					Course objectives
9. Teaching and learning strategies					
Teaching and learning methods					strategy
Teaching and learning methods					
1 - The method of delivery and asking questions about the answer.					
2- Requiring students to submit reports related to the course material in order to gain a deeper understanding of the subject and to excel in it.					
Libraries.					
3- Giving the student homework consisting of summarizing a book on Hadith sciences in a way that ensures his learning					
For the various lessons of Hadith science and to learn about them.					
Assessment methods					
Assessment methods					
1- Daily tests in the subject matter.					
2 - Submitting practical reports on the subject.					
3 - Monthly written tests that measure the student's understanding of the material and his recall of examples.					
4 - Distributing grades in a way that guarantees the student's rights in terms of attendance, participation, and activities					
Non-classroom.					
10. Course structure					
First semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral questions and student participation in the lecture	Dialogue and discussion	Principles of Islamic Law, linguistically and technically	thatThe student learns about the nature of divine laws in general and Islamic law in particular.	2	the first
			2- The student should realize the importance of studying Islamic law.		
			3- The student should appreciate the efforts of the		

			commentators in explaining the sources of Islamic law in the Qur'anic texts.		
Asking questions and receiving answers from the student	brainstorming	People's need for Sharia	1- The student should know the characteristics of Islamic law. 2- To know the types of worldly and otherworldly rewards. 3- To know the generality and permanence of Islamic law 4- The student should be able to distinguish between the different religious laws at each stage.	2	the second
Oral questions and student participation in the lecture	Cooperative learning	The relationship of the principles of Islamic law to divine law	The student should know the characteristics of Islamic law. 2- To know the types of worldly and otherworldly rewards 3- To know the generality and permanence of Islamic law 4- The student should be able to distinguish between the divine laws at each stage	2	the third
Oral questions and student participation in the lecture + daily written exam	Discussion and questioning	Arabs before Islam	1- The student should learn about the environment of the Arabs before Islam 2- To understand the state of the Arabs before Islam	2	Fourth

			3- That the student understands and comprehends the legal situation among the Arabs 4- The student should demonstrate the differences between the divine laws before Islam.		
Oral questions and student participation in the lecture	The lecture method is accompanied by a style	The relationship of Islamic law to divine law	1- The student should learn about the relationship of Islamic law to heavenly laws. 2- The student should explain the sources of divine laws and Islamic law. 3- To create a comparative table between divine laws and Islamic law 4- The student should be able to distinguish between Islamic laws	2	Fifth
Oral questions and student participation in the lecture	Cooperative learning	The emergence of Islamic jurisprudence -The era of the Prophet (peace be upon him) The era of the Rightly Guided Caliphs	1- The student should know the origins of Islamic jurisprudence. 2- The student should deduce the most important characteristics of the era of the Prophet (PBUH). 3- To know the era of the Rightly Guided Caliphs up to the beginning of the second century AH	2	Sixth
First midterm test – Solve the test and discuss the mistakes with the students					Seventh
Questions are directed and answered by the student.	brainstorming	The era after the Rightly Guided Caliphs to the beginning of the second century AH	- To become familiar with the history of Islamic jurisprudence	2	Eighth

		(from the beginning of the second century AH to the middle of the fourth century AH)	Islamic from the early century The second migration to mid-fourth century Hijri 2. The student should understand the importance of Islamic law. 3. The student should criticize the distorted and outdated divine laws.		
Oral questions and student participation in the lecture	The lecture method is accompanied by a style	The Origins of Islamic Doctrine	To become familiar with the history of jurisprudence Islamic from the early century The second migration to mid-fourth century Hijri 2. The student should understand the importance Islamic law 3. The student criticizes divine laws deviant	2	Ninth
Oral questions and student participation in the lecture	Cooperative education	Hanafi school of thought – Shafi'i school of thought Hanbali school of thought – Maliki school of thought	The student should learn about the emergence Islamic jurisprudence from mid-fourth century Hijri calendar to the fall of Baghdad 656 AH 2. The student should understand jurisprudence. Islamic from the fall of Baghdad Up to our present time 3. The student should analyze	2	tenth

			He concludes with the most important features Islamic jurisprudence		
Oral questions and student participation in the lecture	brainstorming	Sources and objectives of Islamic law	1- The student should explain Objectives of Islamic Law Islamic. 2. The student should know the effect Legislative objectives in Civilization Humanity. 3. The student should evaluate the effects The prohibition of divorce in Christianity.	2	eleventh
Oral questions and student participation in the lecture	Cooperative learning	Characteristics of Islamic Law	thatThe student knows featuresSharia Islamic thatThe student understands the importance ShariaIslamic	2	twelfth
Oral questions and student participation in the lecture	The lecture method is accompanied by a style	The universality and permanence of Islamic law; the comprehensiveness of Islamic law.	The general understanding of Islamic law is to distinguish between survival and comprehensiveness.	2	thirteenth
			Discussion of reports	2	fourteenth
Second periodic test - Solve the test and discuss the mistakes with the students					fifteenth
11. Course evaluation					
First: Term effort grade: distributed as follows: 39- (10) marks for daily exams (oral and written). 40- (10) points for participation and classroom and extracurricular activities. 41- (20) marks for written exams. Second: Grade for the final semester exam: (60).					
12. Learning and teaching resources					
Introduction to Islamic Law: Hassan Al-Rubaie			Required textbooks (methodology, if applicable)		

Introduction to Islamic Law: Abbas Kashif Aghtaa	
3- Introduction to Islamic Law: Mustafa Al-Zalmi	Main references (sources).
Summary of the introduction to Sharia: Sources of legislation according to the Imamiyyah Foundations of Islamic legislation Introduction to Islamic Studies	Recommended supporting books and references (scientific journals, reports...).
E-learning platforms, the websites of Iraqi universities.	Electronic references, websites.

Course description template

Course Name		
Philosophy		
Course code		
PHIFO7		
Semester/Year		
First semester		
Date this description was prepared		
21/9/2025		
Available forms of attendance		
Mandatory attendance		
Number of study hours (total) / Number of units (total)		
30 hours / 2		
Name of the course coordinator (if there is more than one)		
Name: Dr. Othman Saadoun Jassim Email: othmanmm@uoi.edu.iq		
Course objectives		
It aims to introduce students to the basic concepts of philosophy, its history, and its importance in understanding the world and humanity.It also focuses on developing critical thinking, analytical, and reasoning skills. Students, in addition to reviewing some major philosophical problems and attempting to address them,.		C w e T
Teaching and learning strategies		
1- The lecture method is accompanied by a style – 2- Discussion and questioning 3- Brainstorming – Cooperative learning – 4- Students are assigned reports by visiting the college resources to gain additional knowledge of the material 5- Present a set of inferential or analytical questions and answer them as part of their homework. 6- Encouraging students to carry out a variety of class activities.		
Course structure		
Evaluation Method	Learning method	Unit or topic name

Oral questions and student participation in the lecture	Dialogue and discussion	What is philosophy and what are its fields? – The relationship between language and philosophy
Asking questions The student will answer it.	brainstorming	History of Philosophical Thought (Ancient Times - Medieval Times)
Oral questions and student participation in the lecture	Cooperative learning	The Origins of (Islamic) Philosophy The concept of education in Islam.
Oral questions and student participation in the lecture + daily written exam	Discussion and questioning	The concept of reason and thought in Islam
Oral questions and student participation in the lecture	The lecture method is accompanied by a style	The stance of Muslim scholars towards philosophy: A- Al-Kindi's school B- Al-Farabi's school
Oral questions and student participation in the lecture	Cooperative learning	The stance of Muslim scholars towards philosophy: C- Al-Ghazali's school D- Ibn Sina's school
First midterm test - Solve the test and discuss the mistakes		
Asking questions The student will answer it.	brainstorming	Modern Philosophy (Factors of Emergence)

Oral questions and student participation in the lecture	The lecture method is accompanied by a style	Characteristics of modern philosophy – Principles of modern philosophy.
Oral questions and student participation in the lecture	Cooperative learning	Flags of philosophical thought: a- Structure ↳ She was
Oral questions and student participation in the lecture	brainstorming	Flags of philosophical thought: C- Sartre ↳ Mohammed Arkoun
Oral questions and student participation in the lecture + daily written exam	Cooperative learning	Flags of philosophical thought: Th – Abdullah Al-Ariwi
Oral questions and student participation in the lecture	The lecture method is accompanied by a style	Humanistic philosophy: - historiography - sociology - psychology
Discussion of reports		
Second periodic test - Solve the test and discuss the mistakes		
Course evaluation		
1- The grade for the first semester is distributed as follows		

	A. (10) marks for daily exams (oral and written) B. (10) points for participation and classroom and extracurricular activities C. (20) marks for written exams. 2. (60) marks for the end-of-first-semester exam.
	Learning and teaching resources
	/
	Al-Tamimi, Raed Ramthan, and Al-Ta'i, Othman Saadoun. 2025. Philosophy. Dar Al-Sadiq Cultural Printing - Publishing - Distribution, Babylon - Iraq. Al-Shami, Jamal, (2023). Foundations of Philosophy. Nasser, Ibrahim, (2001). Philosophies of Education, Dar Wael, Amman - Jordan.
	The Arab Journal of Humanities. The Scientific Journal of Educational Sciences and Mental Health. The Journal of Educational Sciences, Ain Shams University. Al-Fath Journal, Diyala University.
	E-learning platforms, the websites of Iraqi universities.

Course description template

Course Name	
Psychology of teaching thinking	
Course code	
CLTSE4	
Semester/Year	
M/ Second / F – Second	
Date this description was prepared	
1/2/2026 AD	
Available forms of attendance	
Mandatory attendance	
Number of study hours (total) / Number of units (total)	
30 hours / 4	
Name of the course coordinator (if there is more than one, please mention it).	
Name: Prof. Dr. Raed Hamid Hadi Email: basica31te@uodiyala.edu.iq Prof. Dr. Hamed Abdel Ibrahim Email: hamed_abd_ibrahim@uodiyala.edu.iq Dr. Safa Salem Mohammed Email: basica42te@uodiyala.edu.iq Dr. Othman Saadoun Jassim Email: othmanmm@uodiyala.edu.iq	
Course objectives	
- Knowledge of the basics of learning and teaching. - Knowledge of classroom learning - Definition of the art of teaching - Standards of a good teacher. - Understanding the concept of the classroom as a cognitive and perceptual field. - Identifying the enriching links to the learning and teaching process. - Getting acquainted with electronic tests and methods of designing them. - Knowledge of teaching thinking.	Course objectives: The student should be able to at the end of the academic year

Understanding practical applications of thinking skills learning models and tests					
Teaching and learning strategies					
Various teaching and learning strategies were adopted, including: 1. Self-learning strategy. 2. Cooperative learning strategy. 3. Presentation-based learning strategy. 4. Surprise testing strategy				strategy	
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Questions and answers, homework, and classroom and extracurricular activities	presentations	The concept of learning and teaching The concept of classroom learning The classroom as a psychological and cognitive environment	Understanding the concept of learning and education	4	1
	discussion	Classroom management and the art of teaching Standards of a good teacher	Understanding classroom management and the art of teaching	4	2
	Lecture	The concept of the classroom as a cognitive and intellectual field Explanation of classroom learning 1- Bruner's model (exploratory learning) 2- Gagné's model (gradual learning)	Understanding the similarities between learning, teaching, and classroom learning	4	3
	brainstorming	3- Carl's model (learning for mastery) 4- Ausubel's model (meaning-based learning)	Understanding the conditions and models of good learning	4	4
	interrogation	5- Piaget's model (cognitive learning) The importance of the online classroom	Understanding cognitive learning models	4	5

	presentations	Enrichment links for the learning and teaching process Electronic tests and their design methods	Understanding the enriching links in the learning and teaching process	4	6
First midterm test - Solve the test and discuss the mistakes with the students				4	7
Questions and answers, homework, and classroom and extracurricular activities	presentations	Learning to think	Understanding and learning to think	4	8
	discussion	The importance of learning to think	Understanding the importance of learning to think	4	9
	Lecture	Thinking patterns	Identifying thinking patterns	4	10
	brainstorming	model ((4mat	Identifying the model4mat	4	11
	interrogation	model SCAMPER	Identifying the model SCAMPER	4	12
	self-education	Kolb model	Identifying the model Kolb	4	13
	Text adaptation	Practical applications of thinking skills learning models and tests	Identifying practical applications of thinking skills learning models and tests	4	14
Second periodic test - Solve the test and discuss the mistakes with the students				4	15
Course evaluation					
- The grade for the first semester's effort is distributed as follows: A. (10) marks for daily exams (oral and written) B. (10) marks for participation and classroom and extracurricular activities. C. (20) marks for written exams. 2. (60) marks for the end-of-first-semester exam.					
Learning and teaching resources					
Psychology of Teaching Thinking (by me)				Required textbooks (methodology, if applicable)	

Arabic and foreign references ▪ Al-Tamimi, Raed Ramthan and Al-Ta'i Hazem Hassan (2019). Successful Teaching, Dar Al-Sadiq Cultural Foundation, Printing - Publishing - Distribution, Iraq - Babylon. ▪ Abu Khalil, Fadia (2011). Classroom Management and Classroom Behavior Modification, Dar Al Nahda Al Arabiya, Lebanon - Beirut. ▪ Al-Tamimi, Raed Ramthan and Al-Sheikh, Farah Mu'ayyad Ahmad (2021). Modern Trends in Technology and E-Learning, Dar Al-Sadiq Cultural Foundation, Printing - Publishing - Distribution, Iraq - Babylon. ▪ Abu Jumaa, Noha (2018) An Introduction to the SCAMPER Program for Developing Creative Thinking, De Bono Center for Thinking Education. Foreign references ▪ Baddeley, A. D. (2000). The episodic buffer: A new component of working memory? Trends in Cognitive Sciences, 4(11), 417-423. ▪ Brookfield, S. D. (2012). Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions. Jossey-Bass. ▪ Ennis, RH (1987). A	Main references (sources)
- Al-Tamimi, Raed Ramthan, Al-Ta'i, Othman Saadoun. (2026 AD). Psychology of Teaching Thinking, Dar Al-Sadiq Cultural Foundation, Printing - Publishing - Distribution, Iraq - Babylon.	Recommended supporting books and references (scientific journals, reports...)
- Website of the College of Basic Education, University of Diyala http://www.basicedu.uodiyala.edu.iq/ Iraqi Academic Journals Website http://www.iasj.net/iasj	Electronic references, websites

Course description template

1. Course Name	
Expression and Composition	
2. Course code	
3. Semester/Year	
Chapter Two / 2025 – 2026	
4. Date this description was prepared	
February 20, 2026	
5. Available forms of attendance	
Mandatory attendance	
6. Number of study hours (total) / Number of units (total)	
45 hours / 3	
7. Name of the course coordinator (if there is more than one, please mention it).	
Name: Dr. Khawla Ibrahim Hamad Email: basica36te@uodiyala.edu.iq Name: Dr. Marwa Hashem Hassan Email: basica49te@uodiyala.edu.iq Name: M.D. Hanin Wissam Jiyad Email: basica52te@uodiyala.edu.iq	
8. Course objectives	
1- Enabling students to understand the foundations and rules of written and oral expression	Course objectives

2-Introducing them to the types of expression (descriptive, narrative, dialogic, persuasive, creative).					
3- Developing linguistic wealth in terms of vocabulary, structures, and styles.					
4- Using grammatical, spelling, and punctuation rules correctly in writing.					
9. Teaching and learning strategies					
Teaching and learning methods				strategy	
28- The lecture, accompanied by questioning.					
29-Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries.					
30-Giving homework that requires subjective explanations using causal methods.					
Assessment methods					
1- Daily tests with multiple and varied questions for the study materials.					
2- Submitting documentsResearch.					
3- The written test measures students' ability to understand the material and memorize examples, evidence, and prominent figures in the field of jurisprudence.the language .					
4- Assigning specific grades to assignmentsDaily.					
5- Practical education(Observation) for the third stage.					
10. Course structure					
First semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in the preparation	Interrogation	Definition of the term "expression" - its subject matter - its status - its importance - objectives of teaching it	To enable the student to understand the difference between philology and linguistics, and the most famous works of ancient and modern scholars.	3	the first
Daily written exam	Interrogation	Reasons for the difficulty in teaching it – Types of expression according to performance	Definition of the terms for tongue, speech, and language	3	the second
Participating in the preparation	Interrogation	Types of linguistic expression according to purpose	Defining language and understanding theories of language origin.	3	the third
Daily written exam	Interrogation	Definition of composition in language and terminology – the difference	Knowledge of theories of the origin of language	3	Fourth

		between expression and composition			
Participating in the preparation	Interrogation	Dividing the topic of the essay	Knowledge of theories of the origin of language	3	Fifth
Participating in the preparation	Interrogation	The art of chanting and recitation	Understanding the divisions of island language families and their common characteristics	3	Sixth
First midterm test - Solve the test and discuss the mistakes with the students					Seventh
Participating in the preparation	Interrogation	How to write an introduction and conclusion with application to the art of public speaking	Understanding the divisions of the island language families and the common characteristics between them	3	Eighth
Daily written exam	Interrogation	Construction methods – its steps	Understanding the divisions of the island language families and the common characteristics between them	3	Ninth
Participating in the preparation	Interrogation	Learning strategy for composition	Knowing the names of dialects, and their differences	3	tenth
Daily written exam	Interrogation	Practical applications of composition, expression, and delivery	Introducing the characteristics of Classical Arabic	3	eleventh
Participating in the preparation	Interrogation	Statement of the reasons for students' weakness in public speaking and written expression	Understanding the factors that contribute to language growth in its vocabulary and styles, and the most important factors of this growth.	3	twelfth
Daily written exam	Interrogation	A practical application of a Quranic verse suitable for an essay topic	Introduction to the organs of speech	3	thirteenth
Participating in the preparation	Interrogation	A practical application of a verse of poetry suitable as a topic for expression	Knowledge of the articulation points and characteristics of sounds	3	fourteenth

Second periodic test - Solve the test and discuss the mistakes with the students		fifteenth
11. Course evaluation		
First: Term effort grade: distributed as follows: 1- (25) marks for monthly (written) exams. 2- (5) marks for daily exams. 3- (5) points for reports. 4- (5) Classroom and extracurricular activities. Second: Grade for the final semester exam: (60).		
12. Learning and teaching resources		
Expression and Composition, Emad Al-Shafei.	Required textbooks (methodology, if applicable)	
The fragrance of expression in the art of expression, by Habu Bakr Al-Hajj Mahn Ibrahim. Skills in the art of expression and composition, Mahmoud Abbas Abdul Wahid.	Main references (sources).	
Utilize any sources related to the topic.	Recommended supporting books and references (scientific journals, reports...).	
The Comprehensive Library website. The website of Dr. Mohammed Rabie Saeed Al-Ghamdi. Al-Aluka website. Our Arabic library website. A website that compiles illustrated books.	Electronic references, websites.	

Course description template

13. Course Name	
Offers	
14. Course code	
ARB01P21\W	
15. Semester/Year	
First semester / 2025-2026	
16. Date this description was prepared	
February 20, 2026	
17. Available forms of attendance	
Mandatory attendance	
18. Number of study hours (total) / Number of units (total)	
45 hours / 3	
19. Name of the course coordinator (if there is more than one, please mention it).	
Name: Dr. Afraa Sami Abboud	basica46te@uodiyala.edu.iq
Name: Dr. Marwa Hashem Hassan	basica49te@uodiyala.edu.iq
20. Course objectives	
1- To learn about the origins, development, and importance of prosody in Arab heritage. 2- Knowledge of the sixteen poetic meters, their weights, and their metrical patterns. 3- Distinguishing between metrical variations and defects and their effect on poetic meter. 4- Familiarity with the rules of rhyme, its letters, and its defects.	Course objectives

5- Understanding the relationship between rhythm and meaning in poetic text.					
21. Teaching and learning strategies					
Teaching and learning methods				strategy	
31- The lecture, accompanied by questioning. 32- Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries. 33- Giving homework that requires subjective explanations using causal methods.					
Assessment methods					
1- Daily tests with multiple and varied questions for the study materials. 2- Submitting research papers. 3- The written test to measure the students' ability to understand the material and memorize examples, evidence, and prominent figures in the field of linguistics. 4- Allocating specific grades for daily assignments. 5- Practical training (observation) for the third stage.					
22. Course structure					
First semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in the preparation	Interrogation	Prosody in language and terminology – reasons for the establishment of the science of prosody.	To enable the student to understand the concept of prosody and to uncover the reasons for its development.	3	the first
Daily written exam	Interrogation	The importance of studying prosody.	Introducing the importance of studying this science.	3	the second
Participating in the preparation	Interrogation	Prosodic terms (poetic meters - single verse - complete verse - perfect verse).	Studying some prosodic terms, starting with meters and ending with the verse and its types.	3	the third
Daily written exam	Interrogation	Types of poetic verses.	Knowledge of the types of metrical verse such as: single, complete, and full	3	Fourth
Participating in the preparation	Interrogation	Sections of metrical feet.	Knowing the reason, the peg, the comma, and what should be followed in prosodic writing.	3	Fifth

Participating in the preparation	Interrogation	Poetic genres and how to distinguish between them.	Distinguishing between the poetic types of classical, free, and blank verse.	3	Sixth
First midterm test - Solve the test and discuss the mistakes with the students					Seventh
Participating in the preparation	Interrogation	Keys to poetic meters	To learn about the metrical patterns used in poetic meters.	3	Eighth
Daily written exam	Interrogation	The Muttaqarib meter, its formations and applications.	Defining the sea, knowing its weights, its variations, and its causes.	3	Ninth
Participating in the preparation	Interrogation	The complete sea, its formations and applications.	Knowledge of the metrical variations and defects of this meter and knowledge of its weights.	3	tenth
Daily written exam	Interrogation	The Rajaz meter, its forms and applications.	Defining its weights, metrical variations, and defects.	3	eleventh
Participating in the preparation	Interrogation	The rapid sea, its formations and applications.	Defining its weights, metrical variations, and defects.	3	twelfth
Daily written exam	Interrogation	The Mutadarak meter, its formations and applications.	Defining its weights, metrical variations, and defects.	3	thirteenth
Participating in the preparation	Interrogation	The sea of sand, its formations and applications.	Defining its weights, metrical variations, and defects.	3	fourteenth
Second periodic test - Solve the test and discuss the mistakes with the students					fifteenth
23. Course evaluation					
First: Term effort grade: distributed as follows: 5- (25) marks for monthly (written) exams. 6- (5) marks for daily exams. 7- (5) points for reports. 8- (5) Classroom and extracurricular activities. Second: Grade for the final semester exam: (60).					
24. Learning and teaching resources					
Poetic scansion, Dr. Safaa Al-Khulusi.			Required textbooks (methodology, if applicable)		

4- The science of prosody and rhyme, Abdul Aziz Atiq 5- Clear Prosody and the Science of Rhyme, Muhammad Ali Al-Hashemi.	Main references (sources).
Utilize any sources related to the topic.	Recommended supporting books and references (scientific journals, reports...).
20- The Comprehensive Library website. 21- The website of Dr. Mohammed Rabie Saeed Al-Ghamdi. 22- Al-Aluka website. 23- Our Arabic library website. 24- A website that compiles illustrated books.	Electronic references, websites.

Course description template

13. Course Name	
Methodology of literary research	
14. Course code	
LITRETH6	
15. Semester/Year	
Chapter One/Fourth	
16. Date this description was prepared	
1/10/2025 AD	
17. Available forms of attendance	
Mandatory attendance	
18. Number of study hours (total) / Number of units (total)	
(30) hours	
19. Name of the course coordinator (if there is more than one, please mention it).	
Name: M.D. Mayada Mohammed Abdul Latif Email:mayyadahabdullateef@uodiyala.edu.iq	
20. Course objectives	
1- To introduce students to the nature of literary research methodology. 2- Enabling students to control the steps of writing a graduation research paper and differentiate between them. 3- Qualifying students to write graduation research papers independently. 4- Guiding students on how to select sources and references for each research topic and how to benefit from them. 5- Instilling virtuous values and habits among students and love for the homeland through representation with appropriate linguistic examples.	Course objectives
21. Teaching and learning strategies	
Teaching and learning methods	strategy
The method of presentation accompanied by questioning. Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers specific to each step of the literary research methodology. Assigning homework to students that includes questions about each step of the literary research methodology.	
Assessment methods	
1- Daily tests with multiple and varied questions for the study materials. 2- Providing practical reports on each step of the literary research methodology. 3- Written test to measure students' ability to understand the material.	

4- Allocating specific grades for daily participation and extracurricular activities.					
22. Course structure					
First semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in the preparation	Interrogation	The importance of the literary research methodology	Understanding the importance of literary research methodology	2	the first
Daily written exam	Interrogation	identification: (Research Methodology). (Classroom research). (	Introducing the student to the concept of research methodology in general and the specificities of classroom research.	2	the second
Participating in the preparation	Interrogation	Choosing a title	Enabling the student to choose a title that suits his stage and matches his desire and abilities.	2	the third
Participating in the preparation	Interrogation	Choosing the right plan.	Knowing how to write a plan that suits its title.	2	Fourth
Participating in the preparation	Interrogation	Writing the introduction and the preface.	Knowing how to write an introduction and a preface.	2	Fifth
Participating in the preparation	Interrogation	Division of chapters, sections, and topics	Knowing how to divide his research into chapters, sections, and sections.	2	Sixth
Participating in the preparation	Interrogation	Investment in resources and methods of transportation from them	Knowing how to utilize sources and quote from them by quotation or by meaning.	2	Seventh
		Monthly (written) exam		2	Eighth
Daily written exam	Interrogation	Gathering information (the sheet)	Knowing how to collect information from sources using the clipping method	2	Ninth
Participating in the preparation	Interrogation	Separating the slips	Knowing how to divide the worksheets into bundles according to the plan titles	2	tenth

Participating in the preparation	Interrogation	Initial writing (draft)	Knowing how to write the initial research paper.	2	eleventh
Participating in the preparation	Interrogation	Final (Drafted) Writing	Knowing how to write the final version of the research.	2	twelfth
Participating in the preparation	Interrogation	Writing the conclusion and formulating the research findings.	Knowing how to write a conclusion and formulate research findings.	2	thirteenth
Participating in the preparation	Interrogation	Ordering the list of sources and references	Knowing the order of the list of sources and references	2	fourteenth
		Monthly (written) exam		2	fifteenth

23. Course evaluation

First: Term effort grade: distributed as follows:

9- (25) marks for monthly (written) exams.

10- (5) marks for daily exams.

11- (10) Marks for practical applications: reports, classroom and extracurricular participation.

Second: Grade for the final semester exam: (60).

24. Learning and teaching resources

Nothing	Required textbooks (methodology, if applicable)
6- The Methodology of Literary Research, by Ali Jawad Al-Taher. 7- Literary research (its nature, methods, origins, and sources) by Shawqi Daif.	Main references (sources)
4- Research Methodology and its Applications, Rashid Al-Obaidi. 5- The methodology of literary research in preparing university theses (Diploma, Master's, Doctorate), by Jawdat Al-Rikabi.	Recommended supporting books and references (scientific journals, reports...)
25- The website of the Lisan al-Arab blog. 26- The Comprehensive Library. 27- The Scientific Council website. 28- Al-Faseeh Network.	Electronic references, websites.

(Course description template)

25. Course Name
Arabic grammar
26. Course code
Chapter One: ARB01G111 Chapter Two: ARB01G121
27. Semester/Year
First and second semesters / Academic year 2025-2026
28. Date this description was prepared
9/11/2025 AD

29. Available forms of attendance					
Mandatory attendance					
30. Number of study hours (total) / Number of units (total)					
(90) hours for the two semesters					
31. Name of the course coordinator (if there is more than one, please mention it).					
Name: Prof. Dr. Mazen Abdul Rasoul Salman Email: basica8te@uodiyala.edu.com Prof. Dr. Qasim Muhammad Aswad, Email: basical3te@uodiyala.edu.com M.M. Sarah Jabbar Mohammed Al-Amil mbasical10te@uodiyala.edu.iq					
32. Course objectives					
1- Enabling students to know and understand the most important grammatical topics accurately. 2- Enabling students to understand the reasons for the abundance of grammatical disagreements, and to deal with them in terms of understanding and guidance. 3- Introducing students to the most important sources and references used in teaching the subject. 4- Enabling students to analyze and represent grammatical issues, and to compare them. 5- Instilling virtuous values and habits among students and love for the homeland through representation with appropriate linguistic examples.					Course objectives
33. Teaching and learning strategies					
Teaching and learning methods					strategy
The method of presentation accompanied by questioning. Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries. Giving homework that requires self-interpretations and extracting practical examples from the Holy Quran and Arab heritage.					
Assessment methods					
1- Daily tests with multiple and varied questions for the study materials. 2- Providing applied reports (examples and evidence from the Qur'an and poetry) on each grammatical topic. 3- Written test to measure students' ability to understand the material and memorize examples, evidence, and grammatical figures 4- Allocating specific grades for daily participation and extracurricular activities.					
34. Course structure					
First semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in the preparation	Interrogation	Speech and what it consists of.	Enabling the student to understand the language being studied in grammar and its definition.	3	the first
Daily written exam	Interrogation	Nouns and verbs: their definitions and characteristics	Distinguishing between nouns and verbs	3	the second

Participating in the preparation	Interrogation	Nouns and verbs: their definitions and characteristics	Distinguishing between nouns and verbs	3	the third
Participating in the preparation	Interrogation	Inflection and construction.	Knowledge of inflected and uninflected nouns and verbs	3	Fourth
Participating in the preparation	Interrogation	Inflection and construction.	Knowledge of inflected and uninflected nouns and verbs	3	Fifth
Participating in the preparation	Interrogation	The six nouns and the dual	Understanding the six nouns, the dual form, their grammatical markers, and the letter that substitutes for the original vowel in them.	3	Sixth
Participating in the preparation	Interrogation	The six nouns and the dual	Understanding the six nouns, the dual form, their grammatical markers, and the letter that substitutes for the original vowel in them.	3	Seventh
		Monthly (written) exam			Eighth
Daily written exam	Interrogation	Masculine plural and feminine plural	Understanding the two plural forms, their grammatical markers, and the letter that substitutes for the original vowel in them.	3	Ninth
Participating in the preparation	Interrogation	The masculine plural and the feminine plural.	Understanding the two plural forms, their grammatical markers, and the letter that substitutes for the original vowel in them.	3	tenth

Participating in the preparation	Interrogation	The indeclinable nouns, and the five verbs.	Understanding indeclinable nouns, the five verbs, and what substitutes for the original vowel in them.	3	eleventh
Participating in the preparation	Interrogation	The indeclinable nouns, and the five verbs.	Understanding indeclinable nouns, the five verbs, and what substitutes for the original vowel in them.	3	twelfth
Participating in the preparation	Interrogation	Defective nouns and verbs	Knowledge of defective nouns and verbs and their declension markers	3	thirteenth
Participating in the preparation	Interrogation	Defective nouns and verbs	Knowledge of defective nouns and verbs and their declension markers	3	fourteenth
		Monthly (written) exam			fifteenth
Second semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in the preparation	Interrogation	Indefinite and definite nouns.	Enabling the student to understand the concepts of indefinite and definite nouns, and what constitutes a definite noun.	3	the first
Daily written exam	Interrogation	conscience	Distinguishing pronouns from one another	3	the second
Participating in the preparation	Interrogation	Conscience.	Understanding the rules of conscience	3	the third
Participating in the preparation	Interrogation	Conscience.	Understanding the rules of conscience	3	Fourth
Participating in the preparation	Interrogation	Science.	Understanding the limits and	3	Fifth

			types of knowledge		
Participating in the preparation	Interrogation	Science.	Understanding the limits and types of knowledge	3	Sixth
Participating in the preparation	Interrogation	Demonstrative pronoun.	Learn the uses of demonstrative pronouns	3	Seventh
Participating in the preparation	Interrogation	Demonstrative pronoun.	Learn the uses of demonstrative pronouns	3	Eighth
		Monthly (written) exam			Ninth
Daily written exam	Interrogation	The relative pronoun.	Distinguishing between relative pronouns and relative letters.	3	tenth
Participating in the preparation	Interrogation	relative	Identifying the most important relative pronouns and the nature of their occurrence in linguistic usage.	3	eleventh
Participating in the preparation	Interrogation	relative	Identifying the most important relative pronouns and the nature of their occurrence in linguistic usage.	3	twelfth
Participating in the preparation	Interrogation	The definite article	Distinguishing the types of the definite article	3	thirteenth
Participating in the preparation	Interrogation	The definite article	Distinguishing the types of the definite article	3	fourteenth
		Monthly (written) exam			fifteenth
35. Course evaluation					
First: Term effort grade: distributed as follows: 12- (30) marks for monthly (written) exams. 13- (5) marks for daily exams. 14- (5) Marks for reports, classroom and extracurricular participation. Second: Grade for the final semester exam: (60).					
36. Learning and teaching resources					
Ibn Aqil's commentary on Ibn Malik's Alfiyya.			Required textbooks (methodology, if applicable)		
8- Explanation of Qatr al-Nada wa Ball al-Sada, by Ibn Hisham			Main references (sources)		

9- Comprehensive Grammar, Abbas Hassan.	
6- The writings of the ancient grammarians. 7- Mustafa Al-Ghalayini, compiler of Arabic lessons. 8- Journal of the Iraqi Scientific Academy.	Recommended supporting books and references (scientific journals, reports...)
29- The website of the Lisan al-Arab blog. 30- The Comprehensive Library. 31- The Scientific Council website. 32- Al-Faseeh Network.	Electronic references, websites.

Course description template

1- Course Name					
Arabic grammar					
2- Course code					
ARB01G211					
3- Semester/Year					
Third/Second/2025-2026					
4- Date this description was prepared					
1/10/2025 AD					
5- Available forms of attendance					
Mandatory attendance					
6- Number of study hours (total) / Number of units (total)					
(60) hours / 3 units					
7- Name of the course coordinator (if there is more than one, please mention it).					
Name: Prof. Dr. Qasim Muhammad Aswad Email: basical3te@uodiyala.edu.iq Prof. Dr. Ahmed Khalil Habib Al-Amil basica22te@uodiyala.edu.iq Dr. Nabaa Shaher Ismail basica43te@uodiyala.edu.iq					
8- Course objectives					
1- To enable students to know and understand grammatical topics correctly. 2- Enabling students to understand the grammatical differences that are the focus of the study. 3- Introducing students to the most important sources and references that can be consulted in the course material. 4- Enabling students to recognize correct grammar and grammatical inflections. 5- Introducing students to the close link between the study of grammar and the Holy Quran.	Course objectives				
9- Teaching and learning strategies					
1- The method of delivery and asking questions about the answer. 2- Requiring students to submit reports related to the course material in order to become familiar with the material closely and to encourage them to use libraries. 3- Giving the student homework that consists of summarizing a book on Arabic grammar in a way that ensures he learns and becomes familiar with the different grammar lessons.					
10- Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in the preparation	delivery The accompanying interrogation	Subject and predicate Subject and predicate	Introducing the student to the subject, predicate, and marker	3 3	the first

Participating in the preparation	delivery Accompanied by	Subject and predicate	Their grammatical analysis Introducing the student to the subject, predicate, and marker	3	the second
Participating in the preparation	Interrogation Interrogation Interrogation	"Kana and its sisters"	Interrogation Interrogation Interrogation Their grammatical analysis	3	the third
Participating in the preparation	Interrogation	"Kana and its sisters"	Introducing the student to the subject, predicate, and marker	3	Fourth
Participating in the preparation	Interrogation Interrogation Interrogation	"Kana and its sisters"	Interrogation Interrogation Interrogation Their grammatical analysis	3	Fifth
Participating in the preparation	Interrogation Interrogation Interrogation	Similar to (not)	Knowledge of "kana" and its effect on the subject and predicate	3	Sixth
Participating in the preparation	Interrogation	monthly exams (Editorial)	Knowledge of "kana" and its effect on the subject and predicate	3	Seventh
Participating in the preparation		Inna and its sisters	Knowledge of "kana" and its effect on the subject and predicate	3	Eighth
		Inna and its sisters	Knowledge of "kana" and its effect on the subject and predicate	3	Ninth
Participating in the preparation		No negation of the genus	Understanding the words that resemble "not" (ليس), their effect, and the reason for their name.	3	tenth
Participating in the preparation		actor		3	eleventh
Participating in the preparation		actor		3	the second ten
Participating in the preparation		The subject of the passive verb	Understanding "inna" and its sisters and their effect on the subject and predicate	3	the third ten
Participating in the preparation		monthly exam (Editorial)	Understanding "inna" and its sisters and their effect on the subject and predicate	3	Fourth ten
Participating in the preparation			Understanding "inna" and its sisters and their effect on the subject and predicate		fifteenth
Participating in the preparation			Understanding the negative particle "la" and its effect on the sentence		

			Identifying the subject and its grammatical marker		
			Identifying the subject and its grammatical marker		
			Understanding the passive voice and its difference from the active voice.		
11- Assessment methods					
1- Daily tests with multiple and varied questions for the study materials. 2- Providing applied reports (examples and evidence from the Qur'an and poetry) on each grammatical topic. 3- Written test to measure students' ability to understand the material and memorize examples, evidence, and grammatical figures 4- Allocating specific grades for daily participation and extracurricular activities.					
12- Learning and teaching resources					
Ibn Aqil's commentary on Ibn Malik's Alfiyya			1- Required textbooks (methodology, if applicable)		
1 - Explanation of Qatr al-Nada wa Ball al-Sada, by Ibn Hisham 2- Comprehensive Grammar, Abbas Hassan			2- Main references (sources)		
Ancient grammarians wrote Comprehensive Collection of Arabic Lessons, Mustafa al-Ghalayini Journal of the Iraqi Scientific Academy			3- Recommended supporting books and references (scientific journals, reports...)		
Comprehensive Library Al-Faseeh Network			3- Electronic references, websites		

Course description template

Course Name
Andalusian literature
Course code
ARB01AL313
Semester/Year
First/2025-2026
Date this description was prepared
Available forms of attendance
Mandatory attendance
Number of study hours (total) / Number of units (total)
30 hours / 2
Name of the course coordinator (if there is more than one, please mention it).
Name: Dr. Mutasim Karim Muhaysin Email:drmutsm86@uodiyala.edu.iq
Course objectives

Course objectives: The student should be able to at the end of the academic year	1- Familiarity with the cultural nature of Andalusia. 2-Knowledge of the most prominent poets and writers of Andalusia. 3- Identifying the most prominent thematic and artistic features of Andalusian literature. a- Cognitive objectives A1- The ability to read primary literary sources regarding Andalusian literature. A2- Knowledge of writing literary texts in the correct scientific manner. A3- Getting to know the poets and writers of Andalusia. A4- Identifying the thematic and artistic features of Andalusian literature The skills-based objectives of the course. B1 – Ability to analyze Andalusian literary texts B2 - Ability to use the international network (Internet) B3 - The ability to read literary texts in a special critical way.				
Teaching and learning strategies					
strategy	Course Description This course description provides a concise summary of the course's key features and the expected learning outcomes for students, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description. Teaching and learning methods - Giving lectures on Andalusian literature. - Displaying the lecture on the device (data show) and whiteboard C- Affective and value-based objectives A1- Reviewing literary sources related to Andalusian literature. Part 2 - An attempt to introduce the most prominent poets and prose writers. Q3- Extract the content of the poetic and prose texts, and classify them in a systematic scientific manner. Teaching and learning methods Directing inferential questions to students and linking them to the various periods of Arabic literature. Assessment methods - Contributions in daily preparation - Term exams. D - General and transferable skills (other skills related to employability and personal development). D1- Preserving Andalusian literary texts and following their style. 2. Reading texts in an impactful literary way. 9- Course outcomes, teaching and learning methods, and assessment The graduate is an academic researcher capable of researching and exploring literary sources and references to extract new insights that contribute to the development of the curriculum.				
Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2	Andalusian literature	A historical introduction to political life in	Explanation and discussion	Daily quiz with examples

			Andalusia, including the most important historical periods it went through during its rule.	of the lecture	
2	2	Andalusian literature	Andalusian literature General characteristics of Andalusian poetry, as seen through the eyes of Orientalists	Explanation and discussion of the lecture	Daily quiz with examples
3	2	Andalusian literature	The linguistic situation in Andalusia, along with the most important elements of Andalusian society.	Explanation and discussion of the lecture	Daily quiz with examples
4	2	Andalusian literature	Traditional poetic purposes (praise, elegy, and satire)	Explanation and discussion of the lecture	Daily quiz with examples
5	2	Andalusian literature	Love poetry, patriotic poetry, asceticism, behavior, alienation, and longing: causes and motivations for upbringing.	Explanation and discussion of the lecture	Daily quiz with examples
6					
7		First midterm test - Solve the test and discuss the mistakes with the students			
8					
9	2	Andalusian literature	Newly developed poetic purposes: description of nature (muwashshah)	Explanation and discussion of the lecture	Daily quiz with examples
10	2	Andalusian literature	Ibn Zaydun, the Andalusian poet of love: his upbringing, characteristics of his poetry, and his literary works	Explanation and discussion of the lecture	Daily quiz with examples
11	2	Andalusian literature	Ibn Khafajah: His Life and Poetry	Explanation and discussion of the lecture	Daily quiz with examples

12	2	Andalusian literature	Al-Rifa'i al-Rusafi: His Life and the Characteristics of His Poetry	Explanation and discussion of the lecture	Daily quiz with examples
13	2	Andalusian literature	Andalusian prose: speeches, letters, and maqamat	Explanation and discussion of the lecture	Daily quiz with examples
14					
15		Second periodic test - Solve the test and discuss the mistakes with the students			
Course evaluation					
1- Dispensing with textbooks and relying solely on the prescribed vocabulary system, to give the student the freedom to research and explore in order to develop the spirit of the researcher in him. 2. Adding the term "Moorish literature" to the curriculum, which is the literature that remained unique after the fall of Andalusia.					
Learning and teaching resources					
Required textbooks (methodology, if any)		Studies in Andalusian Literature, Dr. Sami Makki Al-Ani The History of Andalusian Literature: The Era of Cordoba's Dominance, by Dr. Ihsan Abbas The History of Andalusian Literature in the Era of the Taifa Kingdoms and the Almoravids, by Dr. Ihsan Abbas			
Main references (sources)		The fragrant scent of the moist branch of Andalusia / Al-Maqqari The treasure trove of the virtues of the people of the island / Ibn Bassam			
Recommended supporting books and references (scientific journals, reports...)		Journal of Andalusian Studies / Tunisia b) Electronic references, websites... Al-Ghamdi Library website			
Electronic references, websites					

Course description template

37. Course Name
Arabic Grammar – Stage Three
38. Course code
ARB01G321
39. Semester/Year
Chapter Six - Academic Year 2025-2026
40. Date this description was prepared
1/2/2026 AD
41. Available forms of attendance
Mandatory attendance
42. Number of study hours (total) / Number of units (total)
(45) hours

43. Name of the course coordinator (if there is more than one, please mention it).					
Name: Prof. Dr. Alaa Hussein Ali Al-Khalidi Email: basica6te@uodiyala.edu.iq Prof. Dr. Ahmed Khalil Habib Email: basica22te@uodiyala.edu.iq Dr. Warkaa Amer Yass M.M. Sarah Jabbar Mahmoud, Email: basica10te@uodiyala.edu.iqm M.M. Ahmed Younis Abdullah Email: ahmadyounus@uodiyala.edu.iq					
44. Course Objectives					
1- Enabling students to know and understand the most important grammatical topics accurately. 2- Enabling students to understand the reasons for the abundance of grammatical disagreements, and to deal with them in terms of understanding and guidance. 3- Introducing students to the most important sources and references used in teaching the subject. 4- Enabling students to analyze and represent grammatical issues, and to compare them. 5- Instilling virtuous values and habits among students and love for the homeland through representation with appropriate linguistic examples.					Course Objectives
45. Teaching and learning strategies					
Teaching and learning methods					strategy
40- The method of presentation accompanied by questioning. 41- Requiring students to visit the library and the international information network (the Internet) to obtain additional knowledge of the study materials and assigning them to write research papers to encourage them to frequent libraries. 42. Assigning homework that requires self-interpretation and extracting practical examples from the Holy Quran and Arab heritage.					
Assessment methods					
1- Daily tests with multiple and varied questions for the study materials. 2- Providing applied reports (examples and evidence from the Qur'an and poetry) on each grammatical topic. 3- Written test to measure students' ability to understand the material and memorize examples, evidence, and grammatical figures 4- Allocating specific grades for daily participation and extracurricular activities.					
46. Course structure					
Second semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in the preparation	Interrogation	A historical introduction to Arabic grammar	Enabling students to understand the introductions to Arabic grammar	3	the first
Daily written exam	Interrogation	General grammatical boundaries	Enabling students to understand grammatical boundaries	3	the second
Participating in the preparation	Interrogation	Grammatical evidence	Enabling students to memorize grammatical issues	3	the third
Participating in the preparation	Interrogation	Grammar applications	Enabling students to understand the concept of	3	Fourth

			vocatives and to identify their letters.		
Participating in the preparation	Interrogation	Grammar applications	Enabling students to learn about the types of vocatives and their rules	3	Fifth
Participating in the preparation	Interrogation	Grammatical evidence	Statement of the rules governing the accompaniments of the vocative, the one being called upon for help, the one being supplied with, and the one being shortened.	3	Sixth
Participating in the preparation	Interrogation	Grammar applications	Enabling students to understand the dependent elements and their grammatical analysis.	3	Seventh
Participating in the preparation	Interrogation	Examples and evidence of this	Definition of the adjective, its conditions and types	3	Eighth
		Monthly (written) exam			Ninth
Daily written exam	Interrogation	Grammar applications	Defining how to formulate emphasis, its conditions, and rules	3	tenth
Participating in the preparation	Interrogation	Examples and evidence of this	Enabling students to understand the substitute, the substituted element, and its types.	3	eleventh
Participating in the preparation	Interrogation	Examples and evidence of this	Enabling students to understand the concept of apposition and its rules	3	twelfth
Participating in the preparation	Interrogation	Examples and evidence of this	Enabling students to understand conjunctions and related rules, and to explain the meanings of	3	thirteenth

			conjunction particles.		
Participating in the preparation	Interrogation	Grammar applications	Defining the style of praise and blame, explaining its actions, and the rulings concerning the doer of these actions.	3	fourteenth
		Monthly (written) exam			fifteenth
47. Course evaluation					
48. Learning and teaching resources					
Ibn Aqil's commentary on Ibn Malik's Alfiyya.			Required textbooks (methodology, if applicable)		
10- Explanation of Qatr al-Nada wa Ball al-Sada, by Ibn Hisham. 11- Comprehensive Grammar, Abbas Hassan.			Main references (sources)		
9- The writings of the ancient grammarians. 10- Mustafa Al-Ghalayini, compiler of Arabic lessons. 11- Journal of the Iraqi Scientific Academy. 12- Students are required to submit monthly reports on the subjects they study.			Recommended supporting books and references (scientific journals, reports...)		
33- The website of the Lisan al-Arab blog. 34- Our Arabic Library website 35- The Scientific Council website. 36- Al-Faseeh Network.			Electronic references, websites.		

(Course description template)

49. Course Name	
Arabic Grammar - Stage Four	
50. Course code	
ARB01G411	
51. Semester/Year	
Chapter Seven - Academic Year 2025-2026	
52. Date this description was prepared	
1/10/2025 AD	
53. Available forms of attendance	
Mandatory attendance	
54. Number of study hours (total) / Number of units (total)	
(45) hours	
55. Name of the course coordinator (if there is more than one, please mention it).	
Name: Prof. Dr. Alaa Hussein Ali Al-Khalidi Email: basica6te@uodiyala.edu.iq Prof. Dr. Muhammad Qasim Saeed Al-Aymal: basica14te@uodiyala.edu.iq M.M. Ahmed Younis Abdullah, Email: ahmadyounus@uodiyala.edu.iq	
56. Course Objectives	
1- To enable students to learn and understand the most important grammatical topics accurately.	Course Objectives

2- Enabling students toUnderstanding the reasons for the abundance of grammatical disagreements, and dealing with them in terms of comprehension and guidance.					
3- Introducing students to the most important sources and references used in teaching the subject.					
4- Enabling students to analyze grammatical issues and representationher, and balancing between them.					
5- Instilling virtuous values and habits among students and love for the homeland through representation with appropriate linguistic examples.					
57. Teaching and learning strategies					
Teaching and learning methods				strategy	
34- The method of presentation accompanied by questioning.					
35- Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries.					
36- Assigning homework that requires self-explanations and extracting practical examples from the Holy Quran and Arab heritage.					
Assessment methods					
1- Daily tests with multiple and varied questions for the study materials.					
2- Providing applied reports (examples and evidence from the Qur'an and poetry) on each grammatical topic.					
3- Written test to measure students' ability to understand the material and memorize examples, evidence, and grammatical figures					
4- Allocating specific grades for daily participation and extracurricular activities.					
58. Course structure					
First semester 2025-2026					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in the preparation	Interrogation	Specialization	Enabling the student to understand and define the specialization in grammar.	3	First and second
Daily written exam	Interrogation	Verb and onomatopoeic nouns	Distinguishing between verbal nouns and onomatopoeic words	3	Third and fourth
Participating in the preparation	Interrogation	Warning and temptation	Understanding the warning and the temptation	3	Fifth and sixth
		First month test			Seventh
Participating in the preparation	Interrogation	Conditional style	Understanding the conditional style	3	Seventh and eighth
Participating in the preparation	Interrogation	Section style	Understanding the section style	3	The ninth and tenth

Participating in the preparation	Interrogation	Negation style	Understanding the style of negation	3	Eleventh and twelfth
Participating in the preparation	Interrogation	The interrogative style	Understanding the interrogative style	3	Thirteenth and fourteenth
		Monthly (written) exam			fifteenth

59. Assessment methods

- 1- TestsDaily with multiple and varied questions for study materials.
- 2- Providing applied reports (examples and evidence from the Qur'an and poetry) on each grammatical topic.
- 3- The written test measures students' ability to understand the material and memorize examples, evidence, and grammatical figures.
- 4- Specific grades are allocated for daily participation and extracurricular activities.

60. Learning and teaching resources

Ibn Aqil's commentary on Ibn Malik's Alfiyya.	Required textbooks (methodology, if applicable)
12- Explanation of Qatr al-Nada wa Ball al-Sada, by Ibn Hisham 13- Comprehensive Grammar, Abbas Hassan.	Main references (sources)
13- The writings of the ancient grammarians. 14- Mustafa Al-Ghalayini, compiler of Arabic lessons. 15- Journal of the Iraqi Scientific Academy. 16- Students are required to submit monthly reports on the subjects they study.	Recommended supporting books and references (scientific journals, reports...)
37- The website of the Lisan al-Arab blog. 38- Our Arabic Library website 39- The Scientific Council website. 40- Al-Faseeh Network.	Electronic references, websites.

Course description template

61. Course Name
Arabic literature in the medieval period
62. Course code
ARB01ML323
63. Semester/Year
Second semester/2025-2026, third stage
64. Date this description was prepared
1/2/2026
65. Available forms of attendance
Mandatory attendance
66. Number of study hours (total) / Number of units (total)
30 hours Two hours a week
67. Name of the course coordinator (if there is more than one, please mention it).
Name: Dr. Enam Munther Wardi Email: basical8te@uodiyala.edu.iq Dr. Mutasim Karim Muhaysin, Email: drmutsm86@uodiyala.edu.iq M.M. Saja Abdul Redha basica51te@uodiyala.edu.iq

68. Course Objectives					
The aim of studying this course is to: 1. To introduce medieval literature and the influence of political, social, and cultural conditions on it, especially after the collapse of the Abbasid state. 2- Identifying the most important relationships that connect prominent poets and writers from the worlds of politics and literature. 3- Working to explain the most important intellectual and cultural changes that influenced the literature of that period. 4- Establishing a critical awareness of the language of literature. 5- Working to highlight the beauty of the artistic language possessed by the leading figures of literature of that period.		Course Objectives			
69. Teaching and learning strategies					
a. Conducting written exams for the courses. b. Conduct oral examinations. 3. Stimulating the student's ability by posing intellectual questions. c. Assigning students research and report writing 5. Creating a shared dialogue and listening to different opinions respectfully. 6. Giving the student the opportunity to analyze and express their point of view. 7. To broaden students' horizons and develop their critical thinking skills.				strategy	
70. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Intellectual questions derived from the topic This indicates the extent to which students have grasped the material presented. Intellectual questions derived from the topic It indicates the extent	Presentation, discussion, application, analysis, and interpretation	An introduction to political, social, and cultural life	The nature of political, social, and cultural life	2	1
	Presentation and discussion Application and analysis And the interpretation	Poetry in the Middle Ages Its literary characteristics and Artistic	Hair and its characteristics	2	2
			Praise, elegy, love poetry, and satire	2	3

Student accommodation The material presented Intellectual questions Deductive from the topic It indicates the extent Student accommodation The material presented	Presentation, discussion, application, and analysis And the interpretation	Statement of the nature of these purposes In the era and its most prominent poets His most prominent poems	Description and pride Enthusiasm and technical characteristics...	2	4
			Poetic arts Newly developed	2	5
Intellectual questions Deductive from the topic It indicates the extent Student accommodation The material presented	Presentation and discussion Application and analysis And the interpretation	Description of nature Pride and enthusiasm In the era and its most prominent poets His most prominent poems and his most distinctive features This era is different from what came before it.	The loyalists and the people and the A Poets Shams al-Din al-Kufi His life and poetry	2	6
				2	7
Intellectual and deductive questions based on the topic demonstrate the students' understanding of the material presented.	Presentation, discussion, application, and analysis		Safi al-Din al-Hilli - His Life and Poetry	2	8
			Sharaf al-Din al-Busiri – His Life and Poetry	2	9
Intellectual and deductive questions based on the topic demonstrate the students' understanding of the material presented.	Presentation, discussion, application, analysis, and interpretation	The Dubait and the Muwashshah	Ibn Ma'tuq al-Musawi His life and poetry	2	10
		Introducing them and	Public speaking and official writing	2	

Intellectual and deductive questions based on the topic demonstrate the students' understanding of the material presented.	Presentation, discussion, application, analysis, and interpretation	mentioning the most prominent Their poets and presented examples Poetics with Analysis	Brotherhood letters and other arts	2	11
Intellectual and deductive questions based on the topic demonstrate the students' understanding of the material presented.	Presentation, discussion, application, analysis, and interpretation	Introducing the poet's life And studying his poetry and its distinctive features It has technical characteristics with Representation by examples of it	Writers Ibn Nabata al-Masri the	2	12
Intellectual and deductive questions based on the topic demonstrate the students' understanding of the material presented.	Presentation, discussion, application, analysis, and interpretation	Introducing the poet's life And studying his poetry and its distinctive features It has technical characteristics with Representation by examples of it	Al-Qalqashandi	2	13
Intellectual and deductive questions based on the topic demonstrate the students' understanding of the material presented.	Presentation, discussion, application, analysis, and interpretation	Introducing the poet's life And studying his poetry and its distinctive features It has technical characteristics with Representation by examples of it	Youssef Al-Badi'i	2	14
Intellectual and deductive questions based on the topic demonstrate the students' understanding of the material presented.	Presentation, discussion, application, analysis, and interpretation	Introducing the life of the poet and Studying his poetry and its distinctive features One of the characteristics	Abdul Qadir al-Baghdadi	2	15
Intellectual questions that draw conclusions from the topic, indicating... To understand Students of the subject Presented	Presentation and discussion			2	16

Intellectual questions that draw conclusions from the topic, indicating... On the extent of comprehension Students of the subject Presented	Application and analysis And the interpretation Presentation, discussion, application, analysis, and interpretation	Introducing the life of the poet and Studying his poetry and its distinctive features Technical characteristics with Representation by examples of it			
Intellectual questions that draw conclusions from the topic, indicating... On the extent of comprehension Students of the subject Presented	Presentation, discussion, application, analysis, and interpretation	Statement of the most important characteristics that It was distinguished by it and its most prominent writers With examples Literary			
Intellectual questions derived from The topic is pampering On the extent of comprehension Students of the subject offered	Presentation, discussion, application, analysis, and interpretation	Statement of the most important characteristics that Which distinguished it and highlighted Its writers with citations With literary models			
Intellectual questions derived from the topic that demonstrate Extent of comprehension Students of the subject offered					

Intellectual questions derived from the topic that demonstrate Extent of comprehension Students of the subject Presented		Introduction to the author's life And studying his literature and its distinctive features Technical characteristics with Representation by examples of it Introduction to the author's life And studying his literature and its distinctive features Technical characteristics with Representation by examples of it Introduction to the author's life And studying his literature and its distinctive features Technical characteristics with Representation by examples of it			
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		Introduction to the author's life And studying his literature and its distinctive features Technical characteristics with Representation by examples of it			
71. Course evaluation					
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.					
72. Learning and teaching resources					
Arabic literature in the medieval period: The decline of the state The Abbasid Era until the Beginning of the Arab Renaissance. Dr. Nazim Rashid, Dar al-Kutub for Printing and Publishing, University of Mosul			Required textbooks (methodology, if applicable)		
1. The Shining Light of the Ninth Century. The Heavenly Sun of Religion 2. Sufi Literature in the Seventh Century AH, by Ali Safi Hussein, Cairo, Dar Al-Maaref, 1964			Main references (sources)		
Literature of the Late Periods, by Dr. Nazim Rashid, University Press Mosul 1985			Recommended supporting books and references (scientific journals, reports...)		
			Electronic references, websites		

Course description template

Course Name
Modern literary criticism
Course code
ARB01MLC414
Semester/Year
First semester 2025/2026
Date this description was prepared
1/10/2025
Available forms of attendance
Mandatory attendance
Number of study hours (total) / Number of units (total)
45 hours / 3
Name of the course coordinator (if there is more than one, please mention it).

Name: Dr. Enam Munther Wardi Email: basical8te@uodiyala.edu.iq Dr. Hanin Wissam Jiyad basica52te@uodiyala.edu.iq					
Course objectives					
ts to identify and accurately understand the most important critical topics. s to understand the reasons for the abundance and diversity of critical approaches, them in terms of understanding and guidance. ents to the most important sources and references used in teaching the subject. ts to analyze and represent critical issues, and to balance between critical us values and habits among students and love for the homeland through with appropriate literary examples.					Course objectives: The student should be able to at the end of the academic year
Teaching and learning strategies					
a. Conducting written exams for the courses. b. Conduct oral examinations. 3. Stimulating the student's ability by posing intellectual questions. c. Assigning students research and report writing 5. Creating a shared dialogue and listening to different opinions respectfully. 6. Giving the student the opportunity to analyze and express their point of view. 7. To broaden students' horizons and develop their critical thinking skills.					strategy
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in the preparation	Interrogation	Definition of literary and critical terms	Enabling the student to learn literary and critical terminology	3	First and second
Daily written exam	Interrogation	Modern criticism, philosophy, psychology, and aesthetics	Distinguishin g modern criticism from philosophical, psychological, and aesthetic sciences	3	Third and fourth
Participating in the preparation	Interrogation	Style, its elements, and types of styles	Understandin g style, its elements, and its types	3	Fifth and sixth
Participating in the preparation	Interrogation	Critical approaches	Understandin g critical approaches	3	Seventh and eighth
First midterm test - Solve the test and discuss the mistakes with the students					
Participating in the preparation	Interrogation	Literary schools	Understandin g literary schools	3	The ninth and tenth
Participating in the preparation	Interrogation	The influence of Western	Understandin g the impact of Western	3	Eleventh and twelfth

		critical approaches and literary schools on modern Arabic criticism	critical approaches and literary schools on modern Arabic criticism		
Participating in the preparation	Interrogation	Modern Arab critics and applied texts	Knowledge of modern Arab critics and the mechanisms of critical analysis	3	Thirteenth and fourteenth
Second periodic test - Solve the test and discuss the mistakes with the students					15
Course evaluation					
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.					
Learning and teaching resources					
Modern Literary Criticism: Principles and Applications / Dr. Faiq Mustafa and Dr. Abdul-Ridha Ali				Required textbooks (methodology, if applicable)	
14- Introduction to Literary Criticism by Dr. Ali Jawad Al-Taher. Modern Literary Criticism by Dr. Muhammad Ghunaimi Hilal.				Main references (sources)	
Modern criticism books. In literature and criticism, Dr. Muhammad Mandour. Al-Aqlam magazine.				Recommended supporting books and references (scientific journals, reports...)	
The website of the Lisan al-Arab blog. The Comprehensive Library. The Scientific Council website. Al-Faseeh Network.				Electronic references, websites	

Course description template

Computer basics	1- Course Name
COMFI1	2- Course code
First Stage – First Semester	3- Term / Year
March 2025	4- Date this description was prepared
My attendance (1 Theory/2 Practical)	5- Available forms of attendance
3 hours per week / 3 units	6- Number of study hours (total) / Number of units (total)
A.M. Ban Jawad Kadhim BanJawad@uodiyala.edu.iq Dr. Jassim Hassan Aboudi chasibhassan@uodiyala.edu.iq	7- Name of the course coordinator government email
8- Course Objectives	
- Introducing students to the basic concepts of computers and their hardware and software components. Developing computer skills and basic office applications. - To equip students with the ability to deal with operating systems and manage files. - Promoting awareness of information security and the importance of technology in academic and professional life.	

9- Teaching and learning strategy

- Theoretical lectures supported by interactive presentations.
- Practical applications in the computer lab.

10- Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	Lecture + Discussion	Computer definition, introduction	Introduction to computers and their historical development	3	the first
homework	Lecture + Discussion	Understanding the computer and its hardware and software components	Understanding computer components	3	the second
practical control	Data show presentation in the lab	User interface familiarization	Dealing with the operating system interface Windows	3	the third
Oral questions	a lecture	How to shut down and restart your computer	Learn the correct ways to turn your computer on and off.	3	Fourth
First month exam				3	Fifth
Practical exercise	Lecture + Application	Working with windows, changing their properties, and controlling how their content is displayed.	Learn how to open, close, resize, and view windows, files, and folders.	3	Sixth
Practical exercise	Lecture + Application	Right-click menu on desktop	Understanding the contents of the drop-down menu from right-clicking on the desktop and its uses	3	Seventh
Practical exercise	Lecture + Application	Desktop and its contents, taskbar, and Start menu	Desktop components	3	Eighth
Practical exercise	Lecture + Application	Display properties	How to adjust display settings	3	Ninth
Practical exercise	Lecture + Application	Creating, copying, and deleting a folder	How to create, name, copy, move, and delete folders using system commands	3	tenth
Practical exercise	Lecture + Application	Brief composition	How to create shortcuts for files or programs to make them easier to access from the desktop	3	eleventh
Practical exercise	Lecture + Application	How to clear the Recycle Bin and restore deleted items to their previous state	Learn how to use the Recycle Bin and how to recover or permanently delete deleted files.	3	twelfth

Practical exercise	Lecture + Application	Writing, saving, opening, copying, printing, and sending documents	Using the appWord is used to create, format, save, print, and send text documents via email.	3	thirteenth
Practical exercise	Lecture + Application	Window identificationMy Computer and Windows Explorer	Review storage units and files. File and folder management	3	fourteenth
Practical exercise	Lecture + Application	Window identificationContr ol Panel, CD and Printer Management, and Viruses	Learn about system settings in the control panel, how to install the printer, and how to use the disks.CD and awareness of the dangers of viruses	3	fifteenth
Second month exam				3	

11- Evaluation methods 12- Monthly exams + daily quizzes + homework 13- Class discussions + final exam	
12- Learning and teaching resources	
Peter Norton, Introduction to Computers, Latest Edition. Fundamentals of Information Technology, Pearson Education.	7- Required textbooks
Shelly Cashman, Discovering Computers. Technical reports and journals about information technology.	2- Main references and sources a) Recommended books and referencesScientific journals, reports...
www.computerhope.com www.techtarget.com	b) Electronic references, websites....

1. Course Name: General English/New Headway Plus (Beginner)