

Ministry of Higher Education and Scientific Research  
Scientific Supervision and Evaluation Authority  
Department of Quality Assurance and Academic Accreditation

## ACADEMIC PROGRAM DESCRIPTION FORM FOR COLLEGES AND INSTITUTES

University : Baghdad

Faculty/Institute: Education for Girls

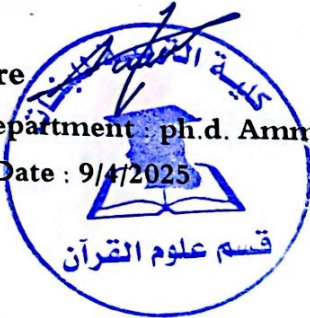
Scientific Department: Sciences of the Qur'an

File filling date : 9/4/2025

Signature

Head of department : ph.d. Ammar Abbas Ismail

Date : 9/4/2025

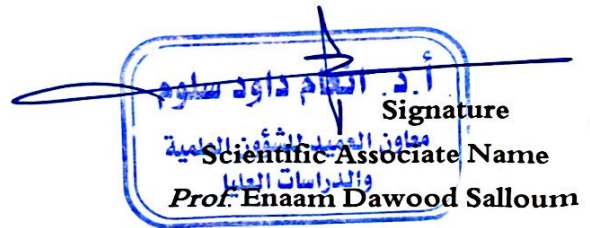


Signature

Scientific Associate Name

Prof. Enaam Dawood Salloum

Date : 9/4/2025



Check the file before Division of Quality Assurance and University Performance  
Name of the Director of the Quality Assurance and University Performance Division:  
Assoc. Prof. Nadia Hussein Mankhi

Date : 9 / 4 / 2025



Endorsement of the Dean

Assoc. Prof. Ithmar Shaker Majeed Al-Shatri

Date ٢٠٢٥ / ٤ / ٩



<b>Program vision</b> .1
<p><b>Seeking college Education for girls</b> to Preparing graduates in the field of Education To work in government departments and benefit from the expertise in the practical and applied field.</p>

<b>Program message</b> .2
<p><b>Preparing female students scientifically, professionally and culturally, enabling them to know religious facts and concepts, and to comprehend the basic principles that qualify them for teaching, scientific research, and educational and religious guidance in educational and social institutions.</b></p> <p>Teaching and learning objectives</p> <p><b>Preparing scientifically and practically qualified female teachers</b> 1. in the field of teaching the sciences of the Holy Qur'an and Islamic education.</p> <p><b>Explaining the Quranic sciences accurately through a correct</b> 2. understanding of interpretation, hadith, jurisprudence, and other Islamic sciences.</p> <p><b>The department seeks to develop a comprehensive</b> 3. understanding of the Holy Quran and its teachings, and to empower female students with Quranic sciences.</p> <p><b>Providing students with the skills necessary to analyze and</b> 4. interpret the Qur'anic text.</p>

Enabling female students to conduct scientific research in the field of Quranic sciences and Islamic education.	5.
Developing students' linguistic level as a necessity for understanding the Qur'anic text.	6.
The department emphasizes the importance of ethical behavior and moral values, and instills in students a sense of responsibility and reverence for the Qur'an.	7.

Program objectives	.3
Preparing female students scientifically, culturally and professionally for the teaching profession.	.
Enabling female students to learn educational and religious facts, concepts, and theories, and to grasp the basic principles that qualify them to teach in educational and social institutions.	2.
Qualifying female students for scientific research and Islamic education	3.

Program accreditation	.4
The 23–24 program was applied for accreditation due to the lack of some indicators of the second standard.	

An improvement plan has been put into effect to obtain accreditation within the next year.

**Other external influences .5**

The delay in the issuance of official books and the difficulty of achieving the improvement plan due to the failure to update the Ministry of Education's laws with the requirements of modern accreditation standards and the availability of...

**Program structure .6**

comments *	percentage	Study unit	Number of courses	Program structure
Basic course		90	90	Institutional requirements
			Yes	College requirements
			Yes	Department requirements
			nothingSummer training only, practical application in schools during the study period	Summer training
				Other

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

**Program description .7**

Credit hours	Course name	Course code	Year/Level
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Credit hours		Course name	Course name in English	Course code Or the course	Level	T
practical	theoretical					
2	1	rulesRecitation and memorization	Reading and memorizing rules	101QRMR	the first	1
	2	Foundations of education	Principles of education	102QPE	the first	2
	2	Human rights and democracy	Human Rights and Democracy	103QHRD	the first	3
	1	computer	Computer Sciences	104QCS	the first	4
	2	Arabic	Arabic Language	105QAL	the first	5
	2	Quranic Sciences	Qur'an Sciences	106QQSc	the first	6
	2	Educational Psychology	Educational Psychology	107QEP	the first	7
	3	Jurisprudence of worship	Jurisprudence of worship	108QJW	the first	8
	3	Grammar and morphology	Grammar and morphology	109QGM	the first	9
	1	English language	English Language	110QEL	the first	10
	2	Introduction to the Study of Islamic Law	The inter to study the Islamic legislation	111QIL	the first	11
	2	Hadith term	Terms of the prophetic speech hadith	113QTSH	the first	12
	1	Logic	Logic	114QL	the first	13
Second						
1	2	Rules of recitation and memorization	Rules of recitation and memorization	215QRRM	the second	.1
	3	Grammar and morphology	Grammar and morphology	216QGM	the second	.2
	2	Biography of the Prophet	Biography of the Prophet	217QBP	the second	.3
	1	English language	English Language	218QEL	the second	.4

	3	Personal status jurisprudence	Jurisprudence of personal status	219QJPS	the second	.5
	2	Secondary Education and Educational Administration	Secondary Education and Educational Administration	220QSEEA	the second	.6
	2	Interpretation	The science of interpretation	221QTSI	the second	.7
	1	computer	Computer Sciences	222QCS	the second	.8
	2	developmental psychology	GROWTH Psychology	223QGP	the second	.9
	2	Curriculum and textbook	Curriculum and textbook	224QCT	the second	.10
1	0	Physical education and artistic	Sports and artistic education	225QSAE	the second	.11
	2	Islamic faith	Islamic doctrine	226QID	the second	.12
	2	Methods of the Hadith scholars	Curricula of modernists	227QCM	the second	.13
	2	Quranic eloquence	Quranic eloquence	228QQE	the second	14
	1	Baath regime crimes in Iraq	Baath regime crimes in Iraq	229QBRCI	the second	15
	1	General Arabic	General Arabic	230QGA	the second	16
<b>Third</b>						
2	1	Curricula and teaching methods	Curricula and teaching methods	331QCTM	Third	.1
	1	English language	English Language	332QEL	Third	.2
	2	Psychological counseling and educational guidance	Psychological counseling and educational guidance	333QPCEG	Third	.3
2	1	Educational techniques and educational technology	Educational techniques and educational technology	334QETET	Third	.4
1	1	Library and scientific research methodology	Library and Scientific Research Method	335QLSRM	Third	.5
	2	Rhetoric	Rhetoric	336QR	Third	.6

	2	Grammar	Grammar	337QG	Third	.7
	2	Interpretation of the verses of the rulings	Interpretation of the verses of rulings	338QITVR	Third	.8
1	2	Recitation and memorization	Recitation and memorization	339QRM	Third	.9
	2	Islamic faith	Islamic doctrine	340QID	Third	.10
	2	Jurisprudence of Transactions	Jurisprudence of transactions	341QJT	Third	.11
	2	Comparative Religions	Comparative Religions	342QCR	Third	.12
	2	Principles of Islamic Jurisprudence	Fundamentals of jurisprudence	343QFJ	Third	.13
<b>Fourth</b>						
	1	English language	English Language	444QEL	Fourth	.1
	2	Measurement and Evaluation	Measurement and evaluation	445QME	Fourth	.2
2	1	Practical education (observation and application)	Practical Education (Viewing and Application)	446QPE	Fourth	.3
	2	Graduation research	Graduation Research	447QGR	Fourth	.4
	2	Criminal jurisprudence	Jurisprudence of felonies	448QJF	Fourth	.5
	2	Methods of interpreters	Methods of interpreters	449QMI	Fourth	.6
	2	Principles of Islamic Jurisprudence	Fundamentals of jurisprudence	450QFJ	Fourth	.7
	2	Analysis of the Qur'anic text	Analysis of the Qur'anic text	451QAQT	Fourth	.8
	2	The miracle of the Qur'an	Quranic miracles	452QQM	Fourth	.9
1	2	Recitation and interpretation	Recitation and interpretation	453QRI	Fourth	.10
	2	Grammar	Grammar	454QG	Fourth	.11
15	70	Number of subjects for bachelor's degree				53Total material

<b>Expected learning outcomes of the program</b>	.12
knowledge	

Learn about modern teaching methods
Learn modern methods of dealing with students and taking into account individual differences between them
Providing graduates with the general knowledge they need to know about teaching Islamic education to students.
<b>MoThe development of education</b>
<b>A2- Communicating with everything new or useful and adapting it</b>
<b>Skills</b>
Ability to absorb Sharia and educational sciences And its practical application.
<b>B2- Dealing with crises and Social and moral problems and applying what they have learned to address these problems.</b>
<b>B3- Building foundations Religious and ethical values for the student.</b>
<b>values</b>
1. Developing students' abilities to share ideas, engage in calm dialogue, and respect others' opinions.
2. Emphasizing the idea of equality, as all students are equal in the eyes of the teacher, regardless of their backgrounds.
3. Instilling the values of cooperation among students through joint research, reports, and teamwork in student activities.

<b>Teaching and learning strategies .13</b>
- Explaining the scientific material to students in detail.
2- Student participation in Practical application of topics
3- Discussion and dialogue on vocabulary related to the topic.

Evaluation methods .14	
<p>1 Oral exams.</p> <p>2. Electronic exams</p> <p>3. Written exams</p> <p>4. Reports and research</p> <p>5. External student activities (participation in conferences and exhibitions)</p> <p>6. Educational and scientific evaluation during the practical application period in schools.</p>	

Faculty .15						
Faculty members						
Faculty preparation		Special requirements/skills (if any)		Specialization		Academic rank
lecturer	angel			private	general	
	angel			law	law	Mr.
	angel			Quranic Sciences	breeding	Mr.
	angel			explanation	Quranic Sciences	Mr.
	angel			Islamic Literature/ Ancient Criticism	Arabic	Mr.
	angel			Fundamentals of	law	Mr.

				Religion/Interpretation		
	Referral			Fundamentals of religion	Islamic sciences	Mr.
	angel			doctrine	Education in the Holy Quran and Islamic education	Mr.
	angel			law	law	assistant professor
	angel			Comparative jurisprudence	law	assistant professor
	angel			Comparative jurisprudence	Sharia and Islamic Sciences	assistant professor
	angel			explanation	Quranic Sciences	assistant professor
	angel			explanation	Quranic Sciences	assistant professor
	angel			Rhetoric	Arabic	assistant professor
	angel			Fundamentals of religion	Quranic Sciences	assistant professor
	angel			Quranic readings	Quranic Sciences	assistant professor
	angel			explanation	Quranic Sciences	assistant professor
				explanation	Quranic Sciences	assistant professor
	angel			Quranic Sciences	Quranic Sciences	teacher
	angel			explanation	Quranic Sciences	teacher
	angel			Principles of	Quranic Sciences	teacher



				jurisprudence		
	angel			Principles of jurisprudence	Quranic Sciences	teacher
	angel			Islamic doctrine and thought	Quranic Sciences	teacher
	angel			accident	Fundamentals of religion	teacher
	angel			explanation	Quranic Sciences	teacher
	angel			Interpretation	Islamic doctrine and thought	teacher
	angel			Jurisprudence and its principles	Quranic Sciences	Assistant Professor
	angel			Islamic thought	Preaching, oratory and thought	Assistant Professor
	angel			Islamic thought	Fundamentals of religion	Assistant Professor
	angel			Noble Prophetic Hadith	Islamic doctrine and thought	Assistant Professor
	angel			doctrine	Islamic studies	Assistant Professor
	angel			Comparative jurisprudence	Jurisprudence and its principles	Assistant Professor

	angel			jurisprudence	Sharia	<b>Assistant Professor</b>
	angel			explanation	Quranic Sciences	<b>Assistant Professor</b>
	angel			explanation	Fundamentals of religion	<b>Assistant Professor</b>
	angel			explanation	Quranic Sciences	<b>Assistant Professor</b>
	angel			explanation	Quranic Sciences	<b>Assistant Professor</b>

<b>Professional development</b>
<b>Orientation of new faculty members</b>
Participate in a number of courses to develop administrative and teaching skills at the Continuing Education Center.
<b>Professional development for faculty members</b>
Participate in continuing education courses to develop leadership and skills.

<b>Acceptance criteria .16</b>
Central Admission (General) Accepting teachers Acceptance of people with special needs Acceptance of martyrs' families Parallel (private) admission

The most important sources of information about the program .17
<p>Textbooks</p> <p>Notebooks containing the subject's vocabulary</p> <p>public libraries</p> <p>Electronic libraries</p>

Program Development Plan .18
<ol style="list-style-type: none"> <li>1. Providing resources in line with the number of students and using up-to-date editions, even if the preparation is for a nominal fee.</li> <li>2. Providing curricula supported by the learning feature for people with disabilities.</li> <li>3. The existence of a cooperation mechanism between the Ministry of Higher Education and the Ministry of Education to carry out cooperation that supports the education and development process..</li> <li>4. Activating the role of the female student in teaching and educating people with special needs in school, the application of which is electronically documented..</li> <li>5. <b>TThe college ensures that its students follow the rules and ethics of the profession.</b></li> </ol>

General skills and rehabilitation Movable (Other skills related to employability and personal development)				Affective and value-based goals				Objectives Skills Yes Private program				Objectives The identifier Yes And				essential Or my choice	Course name	Course code	Year/Level	T
D4	D3	D2	D1	A4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1					
	/	/	/		/	/	/		/	/	/		/	/	/	essential	rules Recitation and memorization	101QRMR	2024-2025 / First phase	.1
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Foundations of education	102QPE		.2
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Human rights and democracy	103QHRD		.3
	/	/	/		/	/	/		/	/	/		/	/	/	essential	computer	104QCS		.4

	/	/	/		/	/	/		/	/	/		/	/	/	essential	Arabic	105QAL		.5
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Quranic Sciences	106QQSc		.6
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Educational Psychology	107QEP		.7
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Jurisprudence of worship	108QJW		.8
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Grammar and morphology	109QGM		.9
	/	/	/		/	/	/		/	/	/		/	/	/	essential	English language	110QEL		.10
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Introduction to the Study of Islamic Law	111QIL		.11
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Hadith term	113QTSH		.12
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Logic	114QL		.13
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Rules of recitation and	215QRRM		.1

																	memorization		<b>2024-2025 / Second Phase</b>	
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Grammar and morphology	216QGM		.2
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Biography of the Prophet	217QBP		.3
	/	/	/		/	/	/		/	/	/		/	/	/	essential	English language	218QEL		.4
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Personal status jurisprudence	219QJPS		.5
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Secondary Education and Educational Administration	220QSEEA		.6
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Interpretation	221QTSI		.7
	/	/	/		/	/	/		/	/	/		/	/	/	essential	computer	222QCS		.8



	/	/	/		/	/	/		/	/	/		/	/	/	essential	developmental psychology	223QGP		.9
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Curriculum and textbook	224QCT		.10
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Physical education and artistic	225QSAE		.11
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Islamic faith	226QID		.12
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Methods of the Hadith scholars	227QCM		.13
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Quranic eloquence	228QQE		.14
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Baath regime crimes in Iraq	229QBRCI		.15
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Curricula and teaching methods	331QCTM	<b>2024-2025 /</b>	.1
	/	/	/		/	/	/		/	/	/		/	/	/	essential	English language	332QEL		.2

	/	/	/		/	/	/		/	/	/		/	/	/	essential	Psychological counseling and educational guidance	333QPCEG	<b>Third Phase</b>	.3
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Educational techniques and educational technology	334QETET		.4
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Library and scientific research methodology	335QLSRM		.5
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Rhetoric	336QR		.6
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Grammar	337QG		.7
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Interpretation of the verses of the rulings	338QITVR		.8

	/	/	/		/	/	/		/	/	/		/	/	/	essential	Recitation and memorization	339QRM		.9
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Islamic faith	340QID		.10
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Jurisprudence of Transactions	341QJT		.11
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Comparative Religions	342QCR		.12
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Principles of Islamic Jurisprudence	343QFJ		.13
	/	/	/		/	/	/		/	/	/		/	/	/	essential	English language	441Q EL	<b>2024-2025 / Fourth Phase</b>	.1
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Measurement and Evaluation	442Q ME		.2
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Practical education (observation	443Q AP		.3

																	and application)			
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Graduation research	444Q RP		.4
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Criminal jurisprudence	445Q CJu		.5
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Methods of interpreters	446Q MI		.6
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Principles of Islamic Jurisprudence	547Q BJu		.7
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Analysis of the Qur'anic text	448Q AQT		.8
	/	/	/		/	/	/		/	/	/		/	/	/	essential	The miracle of the Qur'an	449Q QM		.9
	/	/	/		/	/	/		/	/	/		/	/	/	essential	Recitation and interpretation	450QRI		.10

	/	/	/		/	/	/		/	/	/		/	/	/	essential	Grammar	451Q G		.11
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**Please tick the boxes corresponding to the individual learning outcomes of the program that are subject to assessment.****Rate**







## Reviewing the performance of higher education institutions ((academic program review))

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

<b>M.M. estabraq Mohammed Mahdi Shaker estabraq@coeduw.uobaghdad.edu.iq</b>	<b>Name of the instructor .1 Official email</b>
<b>University of Baghdad / College of Education for Girls</b>	<b>Educational Institution .1</b>
<b>Department of Qur'anic Sciences</b>	<b>University .2 Department/Center,</b>
<b>Foundations of education</b>	<b>Name/code of the course .3</b>
<b>104 QFE / bachelor's degrees</b>	<b>Programs in which are .4 included</b>
<b>daily</b>	<b>Attendance forms .5 available</b>
<b>Annual</b>	<b>Semester/Year .6</b>
<b>12</b>	<b>Number of study hours .7</b>
<b>2025 - 2024</b>	<b>The date this .8 description was</b>

	<b>prepared is</b>
<b>Course objectives .9</b>	
<p>Example/learning about: (The most important facts and information included in the course “Foundations of Education in Community Life” in terms of the concept, fields, goals, and necessities of education, the foundations of ancient education, the correct educational foundations in daily life, and the correct educational applications to benefit from in public life)</p>	

10. Learning outcomes and methods of teaching, learning and evaluation
<p>A- Cognitive objectives</p> <p>.A1- The student gets to know the concept of secondary education</p> <p>.A2- The student gets to know the concept of educational supervision</p> <p>A3- The student should be familiar with the concept of educational administration</p> <p>.A4- The student gets to know the concept of school administration</p> <p>.A5- The student gets to know the concept of educational administration</p> <p>.A6- The student gets to know the concept of classroom management</p>
<p>B - The skills objectives of the course</p> <p>B1 - Developing the student’s scientific skills in organizing and developing the work assigned to her</p> <p>B2 - Developing the student’s skills in distinguishing between the concepts of management, supervision and education</p> <p>B3- Developing the student’s skills in arriving at conclusions when analyzing specific and different topics</p> <p>.From books</p>
Teaching and learning methods
Lecture, brainstorming, discussion and questioning
Evaluation methods

<p>Tests: (daily and monthly, written and oral, extracurricular (group) activities, increasing knowledge and research via the Internet, field visits)</p> <p>Knowing the student's actual performance during the time period specified - .in performing the assignment</p> <p>Knowing the extent of the student's efficiency in performing and dealing - - .with the team spirit to work in a group</p>
<p>C- Emotional and value goals</p> <p>C1- Developing the student's skills towards self-learning to use the most efficient modern methods and technologies . in education</p> <p>C2- Developing the student's skills to work in a group and her ability to complete the duties assigned to her .And take responsibility</p> <p>C3- Developing the student's skills towards increasing research and .knowledge of secondary education and educational supervision .Importance in the positive, purposeful work of educational institutions</p> <p>C4- Motivating and encouraging the student to complete the work within a .team and providing the necessary assistance when necessary</p>
Teaching and learning methods
lecture
Evaluation methods
the exams
<p>D - Transferable general and qualifying skills (other skills related to .employability and personal development)</p> <p>D1-Discussion</p> <p>D2- Asking questions</p> <p>D3- Writing reports</p>

Course structure .10					
Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	hours	week
Tests - oral ) and written -	delivery, ) lecture,	The meaning and goals of education	The student learns :about	2	1

and (achievement)	discussion, (interrogation)				
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Educational necessities	The student learns :about	2	2
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Educational theories	The student learns :about	2	3
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Fields of education	The student learns :about	2	4
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Characteristics of education	The student learns about:	2	5
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	The historical basis of ancient education	The student learns about:	2	6
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Chinese, Greek and Medieval	The student learns about:	2	7
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Education in the Mesopotamian civilization	The student learns about:	2	8
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Arab education before Islam and after Islam	The student learns about:	2	9
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Modern education	The student learns about:	2	10
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Modern educational applications	The student learns about:	2	11
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Media of Arab-Islamic educational thought	The student learns about:	2	12
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Flags of Western educational thought	The student learns about:	2	13
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion,	The social basis of education	The student learns about:	2	14

	(interrogation				
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	The economic basis of education	The student learns about:	2	15
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Scientific basis in education	The student learns about:	2	16
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	The relationship between education and society	The student learns about:	2	17
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	The relationship between the individual and the environment	The student learns about:	2	18
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Congenital education	The student learns about:	2	19
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Family education	The student learns about:	2	20
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	National Education	The student learns about:	2	21
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Health education	The student learns about:	2	22
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Community educational applications	The student learns about:	2	23
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Education and its impact on economic development	The student learns about:	2	24
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	National and social foundations	The student learns about:	2	25
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Education and method in research and investigation	The student learns about:	2	26
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Education in the Islamic perspective	The student learns about:	2	27

(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Educational renewal in Iraq	The student learns about:	2	28
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Comprehensive school	The student learns about:	2	29
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Systematic education	The student learns about:	2	30
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Distinguished Schools (Acceleration)	The student learns about:	2	31
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Methodical educational applications	The student learns about:	2	32

Infrastructure.1	
There is no prescribed book	Required prescribed books
Workshops, introductory seminars, specialized ) (courses, training courses (qualifying), seminars	Main references (sources)
Scientific journals, reports, electronic ) (...references, and Internet sites The Republic, Plato, translated by Hanna - .Khabbaz, Dar Al-Turath, Beirut, 1969 AD Introduction to the Philosophy of Education, - Connor, D. J.: Translated by Muhammad Saif al- Din Fahmy, Anglo-Egyptian Library, Cairo, 1982 .AD Ibn Rushd and his philosophy between - heritage and modernity, Al-Asam, Abdul-Amir:	Electronic books and references



<p>.Part 1, House of Wisdom, Baghdad, 1999 AD</p> <p>The Philosophy of Islamic Education in - -</p> <p>the Noble Hadith, Bakr, Abdul-Jawad</p> <p>Sayyid: Dar Al-Fikr Al-Arabi, Cairo, 1983</p> <p>..AD</p>	
<p>-Foundations of Education, Ibrahim Nasser,</p> <p>2005, Amman - Jordan.</p> <p>-Foundations of Education, Dr. Abbas Abd</p> <p>Mahdi, Mr. Suad Majeed Suhail, Dr. Maher Fadel</p> <p>Al-Qaisi, 2002, Directorate of Dar Al-Kutub for</p> <p>Printing and Publishing.</p>	

## Course Description Form

Course Name Recitation and Interpretation	
Course Code: QRI 450QRI	
Semester/ Year: Annual	
Date of preparation of this description: 10/10/2024	
5. Available Attendance Forms: Face-to-face only	
6. Number of credit hours (total) 30 / number of units (total): 5	
7. Course administrator's name ( if more than one name is mentioned)	
me : Esraa Ibrahim Kamel Email: <a href="mailto:israa.i@coeduw.uobaghdad.edu.iq">israa.i@coeduw.uobaghdad.edu.iq</a>	
8. Course Objectives	
1. Mastering the fourth stage students in reciting the Holy Quran	
2. Memorization of Surat Al-Ma'idah with its interpretation	..
3. Knowing the general meaning of Surat Al-Ma'idah.	
4. Knowing the meaning of the readings and the seven readings	
5. Knowing the meaning of the	

Nabr and its positions in the Holy Quran	
	..
9. Teaching and learning strategies	
Strategy	Education Strategy Collaborative Concept Planning. Brainstorming education strategy. Education Strategy Notes Series

10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	3	Introducing the student to the recitation of the Qur'anic text of Surat Al-Ma'idah with the interpretation of its general meaning			
2-	3	Enable the student to memorize Surat Al-Ma'idah			
3-	3	Definition of Naber			
4-	3	Definition of Naber controls			
5-	3	Introducing the positions of the pulpit in the Holy Quran			
6-	3	Introducing Quranic readings			
7-	3	The Seven Readings			
8-	3	Definition of drawing the Qur'an			
9-	3	Definition of the			

		controls of drawing the Qur'an			
10-	3	Definition of the rules of drawing the Qur'an			
11-	3	Introducing the etiquette of seal the Qur'an			
12-	3	Identify jurisprudential issues			
13-	3	Introducing the student to the track			
14-	3	Introducing the student to the mo soul			
15-	3	Introducing the student to the words mentioned by Ibn Al-Jazari in the introduction			
16-	3	Introducing the student to the words mentioned by Ibn Al-Jazari in the introduction			
17-	3	Introducing the student to the words mentioned by Ibn Al-Jazari in the introduction			
18-	3	Introducing the student to the words mentioned by Ibn Al-Jazari in the introduction			
19-	3	Enabling the student to memorize Surat Al-Ma'idah			
20-	3	Introducing the student to the words that Ibn Al-Jazari did not			

		mention in the introduction			
21-	3	Introducing the student to the words that Ibn Al-Jazari did not mention in the introduction			
22-	3	Introducing the student to the words that Ibn Al-Jazari did not mention in the introduction			
23-	3	Introducing the student to the words that Ibn Al-Jazari did not mention in the introduction			
24-	3	Student definition of recitation of Quranic text			
25-	3	Student definition of recitation of Quranic text			
26-	3	Student definition of recitation of Quranic text			
27-	3	Student definition of recitation of Quranic text			
28-	3	Student definition of recitation of Quranic text			
29-	3	Student definition of recitation of Quranic text			
30-	3	Student definition of recitation of Quranic text			

[illegible]

<b>11. Course Evaluation</b>	
The distribution of the score out of 100 is as follows: 25 marks monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams	
<b>12. Learning and Teaching Resources</b>	
Required textbooks ( methodology, if any) )	Al-Munir in the provisions of intonation erpretation of the oval
in references ( Sources)	Al-Munir in the provisions of intonation erpretation of the oval
Recommended supporting books and references (scientific journals, reports.... )	Publishing in the ten readings of Ibn Al- Jazari The seven in the readings  Simple interpretation of Al-Wahidi and Ibn Kathir  <div> <div></div> <div></div> </div>
Electronic References, Websites	

## Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description

College of Education for Girls	<b>1. Educational institution</b>
<b>Department of Qur'anic Sciences</b>	<b>1. Scientific department/center</b>
<b>Recitation and memorization / 113Q RMR</b>	<b>2. Course name/code</b>
<b>daily</b>	<b>3. Available forms of attendance</b>
<b>Courses</b>	<b>4. Semester/year</b>
<b>60 hours</b>	<b>5. Number of study hours (total)</b>
1/10/2024	<b>6. The date this description was prepared</b>
<b>1. Course objectives</b>	
1. The course aims to introduce students to how to recite the Holy Qur'an into Tajweed.	
2. Introducing students to the types of intonation and melody, and ways to deal with these types in a way that saves effort and time.	



3. Introducing students to the provisions of seeking refuge and basmalah.
---

4. Studying the tide, its types, and the correct methods of reading it.
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5. Study of the provisions of the Noon Sakinah, Tanween, and Meem Sakinah
---

6. Introducing students to recitation methods.
--

10.. Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Oral and written tests	lecture	An introductory introduction that includes the importance of the course, reasons for studying it, definition of intonation, melody, and methods of recitation		3	1.
=	<b>Individual and group reading</b>	Memorizing Surah Amma		3	2.
=	<b>Discussion through questions and answers</b>	Types of lamas and rulings on seeking refuge and basmalah		3	3.
=	<b>Individual and group reading</b>	Memorizing Surat Al-Nazi'at		3	4.
=	Inductive method	The rulings of the Sakinah Noon and Tanween and the rulings of the Sakinah Meem		3	5.
=	<b>Individual and group reading</b>	Memorizing Surah Abs		3	6.
=	Lecture method	The tide and its types / because of		3	7.

		the hamza			
=	<b>Individual and group reading</b>	Memorizing Surat Al-Takwir		3	8.
=	<b>Brainstorming method</b>	Connected and separate tides		3	9.
=	<b>Individual and group reading</b>	Memorizing Surat Al-Infitar		3	10.
=	<b>Brainstorming method</b>	The occasional tide of stillness and the occasional tide of softness.		3	11
=	<b>Individual and group reading</b>	almadu bisabab alsukun almada allaa zama alkalamii almukhafaf walmathqal		3	12
=	<b>Individual and group reading</b>	Memorizing Surat Al-Muttaffin		3	13
Written and oral exam	Discussion through questions and answers	Literal intransitive tide, heavy and lightened		3	14
=	<b>Individual and group reading</b>	Extend the difference and vaccination		3	15

## 10. Infrastructure

All books prescribed by the Ministry	1- Required prescribed books
1- Discussions in the science of readings with an explanation of the origins of the narration of Hafs. 2- Introductions to the Science of Readings by Muhammad Ahmad Mufleh al-Qudah.	2- Main references (sources)
All books concerned with the science of Tajweed Holy Quran 1- Publishing in readings - Shams al-Din Abu al-Khair Ibn al-Jazari, Muhammad bin Muhammad bin Yusuf (died: 833 AH) - Researcher: Ali Muhammad al-Dabaa' (died 1380 AH) The Grand Commercial Printing Press - Beirut - (D. T). 2- The argument in readings - Al-Hussein bin Ahmed bin Khalawayh, Abu Abdullah (deceased: 370 AH) - Investigator: Dr. Abdel-Al Salem Makram, Dar Al-Shorouk - Beirut - 4th edition - 1401 AH. 3- The Seven in the Readings - Ahmed bin Musa bin Al-Abbas Al-Tamimi, Abu Bakr bin Mujahid Al-Baghdadi (deceased: 324 AH) - Researcher: Shawqi Deif - Dar Al-Maaref - Egypt 2nd edition - 1400 AH 4- In order to benefit from the science of Tajweed - Muhammad bin Badr Al-Din bin Abdul Haqq Ibn Balban Al-Hanbali (deceased: 1083 AH) - Dar Al-Bashaer Al-Islamiyya - Beirut - 1st edition - 2001 AD 4. Kanab Al-Tajweed Al-Musawwar, Ayman Suwayd - Jeddah - 1st edition - 1991 5. . The Dean in the Science of Tajweed - Mahmoud bin Ali Bassa Al-Masry (died after 1367 AH), edited by: Muhammad Al-Sadiq Qamhawi - Dar Al-Aqeedah - Alexandria - 1st edition - 2004 AD. 6. Illustrated Tajweed, by Ayman Sweid.	Recommended books and references (scientific journals, reports,...)
1- Interpretation People's Forum 2- Al-Aloulka Network 3- Mishkat website 4- Ahl al-Bayt Library. 5- Rafid Library. 6- Narges Library. 7- Islam Web site. 8- The comprehensive Islamic library	B - Electronic references, Internet sites

## Course development plan

- 1- Providing an audio laboratory in order to help develop the students' skills in mastering the memorization of Juz Amma and mastering intonation.
- 2- Providing large halls to accommodate the number of female students.
- 3- Providing a smart board and a projector to develop teaching and learning methods.
4. Providing permanent Internet access in the college for the purpose of benefiting from it in presenting educational programs related to the science of Tajweed.
5. Changing the hours allocated for theory and practical - I suggest that it be two hours for practical and one hour for theory.
6. Providing modern sources such as: The book: The Dean in the Science of . Tajweed - Mahmoud bin Ali Bassa Al-Masry (died after 1367 AH) edited by: Muhammad Al-Sadiq Qamhawi - Dar Al-Aqeedah - Alexandria - 1st edition - 2004 AD.  
And the book: Tajweed Al-Musawwir, by Ayman Suwayd.
6. Change the part related to memorization so that it becomes Juz Tabarak instead of Juz Amma

Name of the computer course .1	
the computer	
CodeThe decision .2	
DU106	
the chapter /Year 2024-2025 .3	
2024-2025	
Date this was preparedthe description .4	
2-18-2024	
aAttendance forms available .5	
whole year	
Number of study hours (total)/number of units (total) .6	
32 hours 64 units	
Name of the course administrator(If more than one name is .7 mentioned)	
Name: Lecturer. Asst. Farah rafid salman Email: Farah.R.428@coeduw.uobaghdad.edu.iq	
Course objectives .8	
Providing students with the following concepts: introduction to computers/computer generations, computer components and architecture, hardware/memory components, types of memory, input devicesAnd directing.  Providing students with information about: software components/operating system MS Windows MS Word 2007	<b>Objectives of the study subject</b>
Teaching and learning strategies .9	
Dialogue-based education strategy Brainstorming strategy	<b>The strategy</b>

Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
the test	Lecture-calculator	Computer science concept	The student learns about:	3	1-3
the test	Lecture-calculator	Computer parts and components	The student learns about:	5	4-8
the test	Lecture-calculator	Input and output units	The student learns about:	3	9-12
the test	Lecture-calculator	Software components	The student learns about:	4	10-16
the test	Lecture-calculator	Computer operating system	The student learns about:	9	17-24
the test	Lecture-calculator	Document printing systemword. word	The student learns about:	4	25-28
the test	Lecture-calculator	System interface and tabsword. word	Get to know the student:	7	29-32
Course evaluation .11					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.					
Learning and teaching resources .12					
			Required textbooks (methodology, if any)		
<p>pkwindows 2010 preparation by Eng.M.Abou Elea</p> <p>Microsoft Word 2010 book by author Muhammad Abu Al-Ala</p>			Main references (sources)		
			Recommended supporting books and references (scientific journals, reports....)		
<a href="https://www.almrsal.com/post/1122193">https://www.almrsal.com/post/1122193</a> <a href="https://www.youtube.com/watch?v=9H3TqRcFbyQ">https://www.youtube.com/watch?v=9H3TqRcFbyQ</a>			Electronic references, Internet sites		

## Course Description Form

Course Name Human Rights Democracy	
Course Code:	
Semester/ Year: Annual Yearly	
Date of preparation of this description: 24/10/2024	
5.Available Attendance Forms: Weekly	
/ presence only	
6.Number of credit hours (total) / number of units (total): 2 units	
7.Course administrator's name (if more than one name)	
Name: Eng. Zeina Dawood Salem Al-Emil: <b>zina.dawood@coeduw.uobaghdad.edu.iq</b>	
8.Course Objectives	
1.The ability to analyze and conclude historical events to enable students to know the historical products of each political event and its reflection on the existing developments at the time and from several aspects economically, politically, socially or culturally.	Introducing students to modern trends in teaching practice at the intermediate and middle school level
2.Creating a generation capable of taking over the reins of the educational process for higher education in the country according to sound scientific, methodological and academic foundations and compatible with the spirit, policy and strategy of the educational process in its full form.	- .. Providing students with the skill of research and scientific participation in the preparation of scientific material and presenting it to develop students' ability to analyze and document
3.Work to take responsibility for the	Provide students with a set of historical information and concepts in particular



<p>success of education and with pure professionalism by following the educational plans prepared by the educational institution in the country</p>	
<p>4.</p>	
<p>5.</p>	
<p>6.</p>	<p>..</p>
<p>9.Teaching and learning strategies</p>	
<p>tegy</p>	<p>Education strategy collaborative concept planning. Brainstorming education strategy. Education Strategy Notes Series</p>

## 10.Course Structure

The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introducing students to the most important ideas related to each incoming item	1.Human rights  2-Democracy	Lecturing  Explanation and clarification	Tests, reports and studies
			3-Human rights in Islam		
			4.Human rights in the world		
			5.Universal Declaration of Human Rights		
			6.Non-governmental organizations and their role in the defence of human rights		
			7-The concept of integrity and corruption		
			8.The historical dimension of democracy		
			9.Characteristics of the democratic system		

			10. Advantages of democracy		
			11. Main components of the democratic system		
			12. Pillars of the democratic system		
			13. Conditions for the establishment of constitutional democracy		
			14. Guarantees of a democratic system		

## 11.Course Evaluation

- Theory tests
- Daily Posts
- Preparation of research and studies

The distribution of the score out of 100 is as follows: 25 marks monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams

## 12.Learning and Teaching Resources

Required textbooks (methodology, if any)	None
Online references (sources)	1-Publications of the Office of the United Nations High Commissioner for Human Rights Human rights training and education publications
Recommended books and references (scientific journals, reports...)	2-A collection / books / entitled Universal Declaration of Human Rights from the website of the Universal Declaration of Human Rights 3-Charles Tellley, Democracy, Egyptian Book Organization, Cairo
Electronic References, Websites	Videos and DVDs on the Universal Declaration of Human Rights website

# Course Description Form

## Course Description

**This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.**

11.Educational Institution	College of Education for Women
12. Scientific department/center	Department of Qur'anic Sciences/Third Stage.
13. Name/code of the course	Hadith term / 111Q TPH
14. Available forms of attendance	Daily/in-person
5.Semester/Year	Annual
6.The total number of study hours	60 ours
7.The Date that this description was prepared.	٢٠٢٤/١٠/١
<b>Course Objectives</b>	
Explaining the importance of the sciences of the Noble Hadith as the second source of Islamic legislation, identifying the terms contained in this science, and instilling the teachings of Islam in the souls of students	
Explaining the importance of the sciences of the Noble Hadith as the second source of Islamic legislation, identifying the terms contained in	

<p>this science, and instilling the teachings of Islam in the souls of students</p>
---

10. Course outcomes and teaching, learning and evaluation methods.	
<b>A-Knowledge Objectives</b> A1- Knowing the types of terminology in the noble hadith A2- Knowing the specific types of weak hadith A3- Cognitive reading of texts A4- Rooting the second source of legislation A5- Examples of weak hadiths A6- Knowing the practical application of hadiths shared between the authentic, the good and the weak	
B-The skills objectives of the course: B1 - Applying the terminology of the Noble Hadith in daily life B2 - Correct pronunciation of the vocabulary of the Noble Hadith B3 - Reading the terminology according to the prepared curriculum B4 - Practical application of graduating hadiths from approved books on the Noble Hadith	
<b>Teaching and learning methods</b>	
The method of lecture, interrogation, discussion, investigation and brainstorming	
<b>Evaluation Methods</b>	
Oral, written and electronic tests	
<b>Teaching and Learning Methods</b>	

The method of lecture, interrogation, discussion, investigation and brainstorming
<p style="text-align: right;">C- Emotional and value-based goals</p> <p>C1- Striving to instill a love of the science of the Noble Hadith in the hearts of female students</p> <p>C2- Explaining that the Sunnah of the Prophet is a complement to the Qur'an</p> <p>C3- Love of knowledge and increasing information through audio sources</p> <p>C4- Cooperation among students after completing the answers.</p>
<b>Evaluation Methods</b>
<b>Mentioned above</b>
<p>D - Transferable general and qualifying skills (other skills related to employability and personal development).</p> <p>D1- Linking the text to contemporary reality</p> <p>D2- Promoting the spirit of cooperation among students</p> <p>D3- Brainstorming method</p> <p>D4- Dialogue of the text among students</p>

<b>10. Course Structure</b>					
Week	hours	Required learning outcomes	Name of the unit/topic	Learning method	Evaluation method
From 1/3	6 hours	Understanding the text	Definition of hadith,	Lecture	Tests
4/5	4 hours	Understanding the terminology	science of hadith,	Discussion	Tests
6	2 hours	Understanding the terminology	narration,	Dialogue	Tests
7/9	6 hours	Understanding the terminology	knowledge of hadith,	Interrogation	Tests
10/11	4 hours	Understand the terminology	knowledge of the Sunnah,	Lecture	Tests
12/13	4 hours	Recognizing the terminology	news, and traces of the hadith,	Investigation	Tests
14	2 hours	Getting to know the text	the proof, the ruler,	Dialogue	Tests
15/17	6 hours		the holy		Tests



		Understandin g these terms	hadith,	Interrogatio n	
18/19	4 hours	Understandin g these terms	the six books, the frequent hadith,	Brainstormi ng	Tests
20	2 hours	Understandin g these terms	the famous hadith,	Discussion	Tests
21/22	4 hours	Understandin g these terms	the famous hadith,	Dialogue	Tests
23/25		Understandin g these terms	the dear, the strange hadith,	Interrogatio n	Tests
26/27 28/29 30		Understandin g these terms	the authentic hadith,	Dialogue	Tests

## **11. Infrastructures**

1-Required prescribed books.	The Book of the Meaning of Hadith by Subhi Al-Saleh, 18th edition, Dar Al-Ilm Lil Al-Millain, Beirut - Lebanon, 1991 AD.
2- Main references (sources).	J The term Hadith, Ibrahim Al-Naama, 1st edition, Al-Zahraa Press, Iraq, 1406 AH - 1985 AD. Hadith Sciences, Mahmoud Al-Tahan, 2nd edition, Al-Ma'arif Library, Riyadh - Saudi Arabia, 1407 AH - 1987 AD. Introduction to Ibn al-Salah, by Ibn al-Salah, 1st edition, Dar Al-Fikr, Beirut - Lebanon, 1410 AH - 1990 AD.

a-Recommended books and references (scientific journals, reports,....).	Books on hadith sciences and terminology, magazines related to this science, and pdf electronic books
B - Electronic references, Internet sites...	Ahl al-Hadith Forum website <a href="http://www.ahilalbeet.com">www.ahilalbeet.com</a> and pdf books

12- Course development plan
A plan to develop the curriculum in a way that is compatible with the minds of students and harmonizes with their ideas, as well as keeping pace with developments in international curricula and following them up through special committees that coordinate how to unify the curriculum in the country. He urged the students to continue with libraries and websites, extract vocabulary for grades from the subject, and apply scientific texts in practice.

## Course Description Form

### Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the description of the programme.

University of Baghdad / College of Education for Girls	1. Educational institution
Sciences of the Qur'an	2. Scientific Department / Center
Logic 110Q L	3. Course Name/Code
daily	4. Available Attendance Forms
annual	5. Semester / Year
30 hours	6. Number of Credit Hours (Total)
1-10-2023	7. The history of preparation of this description
8. Course Objectives	
The student should familiarize herself with the introduction to the science of logic and the way to benefit from this science as a legal means of research in other sciences and maintain her mind from error of thought	


10.Course Outcomes and Methods of Teaching, Learning and Assessment
<p>A- Cognitive objectives</p> <p>A1- Introducing the student to the science of logic and how to benefit from it and employ it in forensic sciences</p> <p>A2- Introducing the student to the history of this science and how it began</p> <p>A3- Defining the student by virtue of this mental science and not contradicting with the legal sciences</p> <p>A4- Introducing the student to how to benefit from it in public life</p> <p>A5- Introducing the student to a science that is difficult to learn except by a specialist in it</p>
<p>B - Skills objectives of the course.</p> <p>B1 – Improving the student's ability to distinguish between logic and philosophy</p> <p>B2 – Improving the student's ability to decipher the phrase of old yellow books</p> <p>B3 - Improving the student's ability to know the terms of logic so that it is not difficult for her when hearing them in her scientific life.</p>
Teaching and learning methods
<p>1- Giving the lecture by the professor of the subject.</p> <p>2- Throwing questions by the professor and answers by the student.</p> <p>3- Giving the lecture by the student in order to qualify her for teaching in the future after being delivered by the professor.</p> <p>4- Using the method of equivalent-education that does not confiscate the student's right.</p>

Evaluation methods
1- Oral tests. During the lecture 2- Written tests. It is printed for easy reading by the student. 3- Giving the lecture by the student.
C. Emotional and value goals C1- Developing the student's ability to pay attention to logic C2- Cultivating the love of knowledge in the hearts of female students. C3- Making sure of the importance of this science and that it is machine science. C4- Interested in group discussion
Teaching and learning methods
1- Brainstorming method. 2- Research method. 3- Questions and answers. 4- Discussion between the professor and the students. 5- Presentation and lecture.
Evaluation methods
5- - Oral tests. 6- Written tests. 7- Lecture delivered by the student in the classroom
d. General and rehabilitative skills transferred (other skills related to employability and personal development). D1- Consolidating the scientific material among students. D2- How to lead and manage the class D3- Establishing the principle of good role models among students D4- Developing the scientific thinking and spirit of research among students .

D5- Developing the student's ability to link the material to reality

11.Course Structure

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
auditions editorial	Lecture	terminologies	Logic	1	1
auditions Oral	Lecture	Definition	Introduction to science	1	2
Written tests	Lecture	What does science look for?	Definition of the limit	1	3
Oral tests	Lecture	What is the benefit of science?	Definition of drawing	1	4
Essay questions	Question & Answer	Al-Hassouli and Al-Hadhari	Division of the flag		5
auditions Oral	Lecture	Visualization	Al-Alam Al-Hassouli	1	6
auditions Oral	Discussion style	Ratification	Al-Alam Al-Hassouli	1	7
auditions editorial	Lecture	The obvious and theoretical	Visualization Sections	1	8
Essay questions	Question & Answer	The obvious and theoretical	Certification Departments	1	9
auditions editorial	Lecture	Definition	Semantics	1	10
auditions Oral	Discussion style	Verbal and non-verbal	Significance Sections	1	11
auditions editorial	Lecture	Mental posture	Semantics	1	12
Essay	Question	Mental posture	Non-verbal	1	13

questions	& Answer				
auditions editorial	Lecture	Congruence Inclusion Correlation	Postural semantics	1	14
auditions Oral	Introspective	Divisions	Detective of words	1	15
auditions editorial	Lecture	Singular and compound	Pronunciation Sections	1	16
Oral tests	Lecture	Name, word and instrument	Singular sections	1	17
auditions	Lecture	Complete and news and construction	Boat Sections	1	18
Essay questions	Question & Answer	Accomplice and skepticism	The compound has multiple meanings	1	19
auditions editorial	Lecture	Total and partial	The compound considering its concept	1	20
auditions Oral	Introspective	Principles of perceptions	The Five Faculties	1	21
Oral tests	Lecture	genre	Total as a Essence	1	22
auditions	Lecture	Whole, self-contained.	genre	1	23
auditions	Lecture	Near and far	Sex	1	24
Essay questions	Question & Answer	Near and far	Chapter	1	25
auditions editorial	Lecture	Gender and sex are paradoxical	Special	1	26
auditions Oral	Introspective	The difference between them	Separation and special	1	27
Written tests	Lecture	Conditions	ID and its divisions	1	28
Oral tests	Lecture	The case	Principles of ratifications	1	29
Essay questions	Question & Answer	Pregnancy and policewoman	Congruence issue	1	30

12.Infrastructure	
Logic / Prof. Dr. Muhammad Ramadan Abdullah	1 Required textbooks
The Book of Proof / Ismail Al-Kalnawi - Student Singer / Explanation of the Isagogi	2 Main references (sources)
<ul style="list-style-type: none"> <li>● <b>Hassan Al-Attar's footnote – Ali Al-Khabaisi / clarifying the ambiguous in the meanings of peace – Ahmed Al-Damanhour</b></li> </ul>	Recommended books and references (scientific journals, reports ,....)
Lectures on logic	B Electronic references, websites ....

13.Course Development Plan
<ol style="list-style-type: none"> <li>1. Conduct a review of the course plan to be consistent with the reality and the level of the student.</li> <li>2. Communication between course professors at the same academy.</li> <li>3. Benefit from scientific research that is relevant to the vocabulary of the course to benefit from them in the development of the course.</li> </ol>



## Course Description Form

Course Name   educational psychology	
Course Code:	
Semester/ Year: Annual Yearly	
Date of preparation of this description: 14/02/2024	
5. Available Attendance Forms: Weekly	
/ presence only	
6. Number of credit hours (total) / number of units (total): 2 units	
7. Course administrator's name (if more than one name)	
Assistant professor   Hiba moiad mohammed/ Emil: <b>psychology@perc.uobaghdad.edu.iq</b>	
8. Course Objectives	
1. To familiarize the student with the concept of educational psychology and its areas of interest and study.	Students understand the factors that influence learning
2.    The student recognizes the meaning of educational goals, categorizes them, and converts them into educational goals	Acquiring research skills and scientific participation in the preparation and presentation of scientific material to develop students' ability to
3. The student understands the meaning and nature of memory and its role in teaching	Provide students with a range of historical information concepts in particular
4.    The student recognizes the importance of motivation in the field of educational psychology	Introduce students to the meaning and types of feedback and its importance to the teacher
5.    The student recognizes the meaning of learning transfer and its pedagogical applications	To familiarize students with learning theories and their pedagogical applications
6.    The student understands the meaning of the concept and its	..

relationship to scientific thinking and creative thinking	
9. Teaching and learning strategies	
Strategy	<p>1- To be skillful in using creative and innovative thought when expressing.</p> <p>2-To be able to explain, interpret, analyze and criticize what he reads and hears.</p> <p>3-To be skilled in dealing with the topic on which he/she is speaking.</p> <p>4-To be able to discuss and present ideas well.</p>

## 10. Course Structure

The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introduce students to the meaning of educational psychology	Educational psychology and its developmnt	Dialogue and discussion	Questions to be asked and answered by the student
	2	The student should be able to formulate behavioral goals and formulate a question that achieves the goal	Pedagogical goals		
	2	Learning about memory and its theories	Memory, its theories, and its role in teaching		
	2	Recognizing forgetfulness and its theories	Forgetfulness		
	2	Recognizing learning transfer	Transmission of learning		
	2	Recognize the role of motivation in the learning process	Motivation		
	2	Learning to think creatively and scientifically	Learning to think creatively and scientifically		
	2	Learn the meaning of feedback	Feedback		

	2	Familiarize yourself with education theories	Theories of education		
	2	Recognize the meaning of learning	Meaning of Learning and Teaching		
	2	Recognize the factors that influence learning	Factors affecting learning		
	2	Recognize individual differences	Individual differences		
	2	Recognize the meaning of learning types	Types of learning		

<b>11. Course Evaluation</b> - Theoretical Tests - Daily Participations - Research and studies	
The distribution of the score out of 100 is as follows: 25 marks monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams	
<b>12. Learning and Teaching Resources</b>	
Required textbooks (methodology, if any)	There are no
n references (sources)	Basics of Educational Psychology
ommended supporting books and references (scientific journals, reports	1- Educational Psychology 2- Cognitive Psychology
ctronic references, websites	Video tapes and DVDs on the website for the principles and basics of educational psychology

## Course Description Form

1. Course Name:	
Jurisprudence of personal status	
2. Course Code:	
221Q JPS	
3. Semester/Year: Annual	
yearly	
4. 4. Date of preparation of this description:	
14/ 02/ 2024	
5. Available Forms of Attendance:	
presence only	
6. Number of Credit Hours (Total) / Number of Units (Total):	
90 hours per year. 3 hours per week Number of Units 6 Units	
7. Course administrator's name (if more than one name)	
Name: Assoc. Prof. Asma Ziauddin Ahmed Dr. Nibras Mahmoud Abdul Razzaq : Email/ <a href="mailto:@coeduw.uobaghdad.edu.iqdr.asmaa.alseedia">@coeduw.uobaghdad.edu.iqdr.asmaa.alseedia</a> <a href="mailto:nibras.mahmoud@coeduw.uobaghdad.edu.iq">nibras.mahmoud@coeduw.uobaghdad.edu.iq</a>	
8. Course Objectives	
<ul style="list-style-type: none"> <li>• <ul style="list-style-type: none"> <li>- - The student should mention the jurisprudential rulings related to the jurisprudence of personal status.</li> <li>- - The student should identify the most important scientific sources in the field of specialization.</li> <li>- - The student should accurately portray the jurisprudential issue</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>- The student should conclude the reasons for the difference of jurists in the jurisprudential issue</li> </ul>		
9. Teaching and Learning Strategies			
<ul style="list-style-type: none"> <li>- Education Strategy Collaborative Concept Planning</li> <li>- Brainstorming education strategy</li> <li>- Education Strategy Notes Series</li> </ul>			

## Course Structure .10

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
Daily and monthly testing	Lecture style	<b>The meaning of marriage and its wisdom</b>	. The student must show the ability to express her opinion correctly, whether speaking or writing	3	1
Weekly, monthly, daily, written and end-of-year exams	Raise dialogue issues and involve students in group discussions. – Encourage students to express their opinion on scientific issues and give them the opportunity to criticize each other. – Assigning and urging students to prepare research and scientific projects. – Encourage students to participate in extracurricular activities	Meaning of the sermon	The student should benefit from modern technology by obtaining the information she needs in the jurisprudence of personal status.	3	2
		The woman who is allowed for engagement		3	3
		Revocation of the engagement		3	4
		Elements of the marriage contract		3	5
		Contract Forms	The student should get used to the optimal use of electronic	3	6
		Terms of the marriage contract		3	7
		Health conditions		3	8
		Conditions of access		3	9
		Conditions of necessity		3	10
		Exam		3	11
		Guardianship and competence in marriage		3	12
		Mandate of Mustahabb		3	13
		Company Mandate		3	14
		Taboo		3	15
		Provisions of breastfeeding		3	16



		Taboo from women on the face of timing	course resources	3	17
		Definition of divorce language and terminology		3	18
		Divorce owner		3	19
		Conditions for the divorce from him		3	20
		Drunk divorce		3	21
		Divorce of impeller and divorce of the patient Disease of death		3	22
		Power of attorney in divorce		3	23
		Authorization in divorce		3	24
		Conditions for the person who is divorced		3	25
		Conditions for divorce		3	26
		Divorce sections considering its legality		3	27
		Khul' and its provisions		3	28
		The equipment and its provisions		3	29
		Exam		3	30

<b>Course Evaluation .10</b>	
The distribution is as follows: 25 degrees monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams	
<b>Learning and Teaching Resources .11</b>	
Family Rulings in Islamic Jurisprudence (Rulings on Marriage), authored by Nizam al-Din Abdul Hamid, Baghdad University Press, 1986, 1st Edition,	Required textbooks

ulings on Ending Marriage), Dr. Abdul Sattar Hamed, Baghdad University Press, 1986, 1st Edition	
. The Family in Islam / Sayyid Muhammad al-Sadr / Insights House and Library Beirut – Heritage Commission of Sayyid Martyr al-Sadr – 2011-1432 – Jurisprudence on the Five Schools of Thought, Muhammad Jawad Mughniyeh, Dar Al-Shorouk, 2007. Personal Status in Jurisprudence, Judiciary and Law, Ahmed Obaid Al-Kubaisi, Al-Atak for the Book Industry, Cairo	(Methodology, if any)
Islamic jurisprudence and its evidence - d. Wahba Al-Zuhaili Journal of Islamic Research - Journal of the Islamic Fiqh Academy - Journal of Sharia Sciences - Journal of the Jurisprudence Society - Journal of Contemporary Jurisprudence Research -	Recommended books and references (scientific journals, reports...)
- Islamic Fiqh website - Fiqh Forum website <a href="https://feqhweb.com/vb/">https://feqhweb.com/vb/</a> Islamic Fiqh Academy website <a href="https://iifa-aifi.org/ar">https://iifa-aifi.org/ar</a> -	Electronic References, Websites

## Course Description Form

1. Course Name	
Quranic rhetoric	
2. Course Code:	
227Q QuR	
3. Semester/ Year: Annual	
Annual	
4. Date of preparation of this description :	
1-10-2024	
5. Available Attendance Forms:	
My presence only	
6. Number of credit hours (total)/ number of units (total) ):	
60 hours / 4	
7. Course administrator's name ( if more than one name is mentioned)	
Name : dr. yunis.k.owaid	
Email: <a href="mailto:dr.yuniskadoori@cois.uobaghdad.edu.iq">dr.yuniskadoori@cois.uobaghdad.edu.iq</a>	
<p>1. This course aims to enable students of the sciences of the Qur'an to understand the texts of the Holy Qur'an well and try to link the verses.</p> <p>2. It also enables them to teach the material well and correctly not based on blind indoctrination, but rather trying to present the material in a way that helps to link it to reality so that it can be applied in our daily lives because the Qur'an is an applicable constitution as well as the ability to explain the verses</p> <p>3. In an influential correct way based on tasting the aesthetic aspects of it and realizing the purpose of it and add to that religious education, especially in our time with the large number of temptations of the era and the large number of influences and external currents that carry within them a lot of moral problems that affected in one way or another,</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

unfortunately on the morals of many young men and women because of this openness to various means of communication, which led to their loss, and perhaps what we study from the applied materials of the Quranic verses and topics related to the Holy Qur'an as well as About the correct scientific follow-up and the process of spreading scientific awareness helps to awaken religious scruples, which in turn also helps to save the rest of those who did not drift into these currents

#### 9. Teaching and learning strategies

- | 9. Teaching and learning strategies |   |
|-------------------------------------|---|
| Strategy                            | <ul style="list-style-type: none"><li>1- Education Strategy Collaborative Concept Planning.</li><li>2- Brainstorming education strategy.</li><li>3- Education Strategy Notes Series</li></ul> |

10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
From 1/5	10 hours	Identify the style of rhetoric	Eloquence - eloquence and identification of the most important sayings of scientists	Discussion/Dialogue/Question and Answer	Written Testing and Reports
6/7	4 hours		Systems and its relationship to rhetoric and the most important sayings of miraculous scientists	Question & Answer	Ask an intellectual question for discussion through interaction
8	2 hours	Knowing the level of students in the annotated material	Monthly test		Written Test
9/12	8 hours	Identify another method of semantics	News & Construction	The previous methods as well as a variety of methods such as video lectures, audio lectures and pdf lectures	Previous methods
13	2 hours	Knowing the level of students	Scientific applications through rhetorical evidence	Previous methods as well as displaying practical diagrams on the board and PowerPoint	Requesting external applications from other sources, such as books or via the Internet
14	2 hours		Monthly test		Written

					exam
15/17	6hours		The style of submission, delay and shortening	Previous methods	Making scientific reports
18	2 hours	Knowing the level of students	External applications		
19/20	4 hours	Learn about another style	Separation and connection method	Previous methods	Previous methods
21	2 hours		Monthly Test		Written Test
22/23	4 hours		Brevity style	The way itself	The way itself
24	2 hours		Applications		
25/27	6hours	Another style	The style of redundancy and equality	Make applications on PowerPoint	
28/29	4 hours	Identify the level of students	Applications	Written Test	
30	2 hours		Monthly test		

10. Course Evaluation	
The distribution of the score out of 100 is as follows: 25 marks monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams	
11. Learning and Teaching Resources	
1 Required textbooks	The Book of Rhetoric and Application / D. Ahmed is required and d.Hassan Al-Basir - second 1999 - copyright reserved to the Ministry of Higher Education
Main references ( Sources)	From the eloquence of the Holy Quran

	d.Muhammad Shaaban Alwan , and.d.Noman Shaaban Alwan - 2nd Edition - 1998 - Islamic University of Gaza - Jewels of Rhetoric in Meanings - Statement and Budaiya/ Ahmed Al-Hashemi - i - 1 1999 Modern Library and Clear Rhetoric / Ali Al-Jarem and Mustafa Amin - 1st Edition -2009, Dar Al-Kutub Al-Ilmiyya and Applied Rhetoric / Dr.Talib Muhammad Ismail - i - 1 2012 Dar Kunooz Scientific Knowledge for Publishing Amman Jordan and applied rhetoric / d, Bassiouni Abdel Fattah Fayoud , 1st Edition, 2010 Al-Mokhtar Foundation , Cairo
Recommended supporting books and references (scientific journals, reports.... )	<div>All books dealing with rhetorical materials , especially the books of Abdul Qaher Al-Jurjani and Dr. Fadel Al-Samarrai and all Internet sites that deal with stylistic study .</div> <div></div>
B Electronic references , websites ....	Islam Way website , Mishkat website , and Ahl al-Tafsir website Noor Islamic Library .

12.Course Development Plan
Providing modern scientific means such as computer, smart board and applications that benefit the student Knowledge of Quranic rhetoric and its miracles

## Course Description Form

1. Course Name	
Quranic rhetoric	
2. Course Code:	
227Q QuR	
3. Semester/ Year: Annual	
Annual	
4. Date of preparation of this description :	
1-10-2024	
5. Available Attendance Forms:	
My presence only	
6. Number of credit hours (total)/ number of units (total) ):	
60 hours / 4	
7. Course administrator's name ( if more than one name is mentioned)	
Name : Dr. Shurooq Najah Mashkur	
Email: <a href="mailto:shrooqnajah1977@coeduw.uobaghdad.edu.iq">shrooqnajah1977@coeduw.uobaghdad.edu.iq</a>	
8. Course Objectives	
<p>1. This course aims to enable students of the sciences of the Qur'an to understand the texts of the Holy Qur'an well and try to link the verses.</p> <p>2. It also enables them to teach the material well and correctly not based on blind indoctrination, but rather trying to present the material in a way that helps to link it to reality so that it can be applied in our daily lives because the Qur'an is an applicable constitution as well as the ability to explain the verses</p> <p>3. In an influential correct way based on tasting the aesthetic aspects of it and realizing the purpose of it and add to that religious education, especially in our</p>	<ul style="list-style-type: none"> <li>•</li> </ul>



time with the large number of temptations of the era and the large number of influences and external currents that carry within them a lot of moral problems that affected in one way or another, unfortunately on the morals of many young men and women because of this openness to various means of communication, which led to their loss, and perhaps what we study from the applied materials of the Quranic verses and topics related to the Holy Qur'an as well as About the correct scientific follow-up and the process of spreading scientific awareness helps to awaken religious scruples, which in turn also helps to save the rest of those who did not drift into these currents

#### 9. Teaching and learning strategies

- |          |  |
|----------|--|
| Strategy | <p>1- Education Strategy Collaborative Concept Planning.</p> <p>2- Brainstorming education strategy.</p> <p>3- Education Strategy Notes Series</p> |
|----------|--|

10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
From 1/5	10 hours	Identify the style of rhetoric	Eloquence - eloquence and identification of the most important sayings of scientists	Discussion/Dialogue/Question and Answer	Written Testing and Reports
6/7	4 hours		Systems and its relationship to rhetoric and the most important sayings of miraculous scientists	Question & Answer	Ask an intellectual question for discussion through interaction
8	2 hours	Knowing the level of students in the annotated material	Monthly test		Written Test
9/12	8 hours	Identify another method of semantics	News & Construction	The previous methods as well as a variety of methods such as video lectures, audio lectures and pdf lectures	Previous methods
13	2 hours	Knowing the level of students	Scientific applications through rhetorical evidence	Previous methods as well as displaying practical diagrams on the board and PowerPoint	Requesting external applications from other sources, such as books or via the Internet
14	2 hours		Monthly test		Written

					exam
15/17	6hours		The style of submission, delay and shortening	Previous methods	Making scientific reports
18	2 hours	Knowing the level of students	External applications		
19/20	4 hours	Learn about another style	Separation and connection method	Previous methods	Previous methods
21	2 hours		Monthly Test		Written Test
22/23	4 hours		Brevity style	The way itself	The way itself
24	2 hours		Applications		
25/27	6hours	Another style	The style of redundancy and equality	Make applications on PowerPoint	
28/29	4 hours		Applications	Written Test	
30	2 hours	Identify the level of students	Monthly test		

10. Course Evaluation	
The distribution of the score out of 100 is as follows: 25 marks monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams	
11. Learning and Teaching Resources	
1 Required textbooks	The Book of Rhetoric and Application / D. Ahmed is required and d.Hassan Al-Basir - second 1999 - copyright reserved to the Ministry of Higher Education
Main references ( Sources)	From the eloquence of the Holy Quran

	d.Muhammad Shaaban Alwan , and.d.Noman Shaaban Alwan - 2nd Edition - 1998 - Islamic University of Gaza - Jewels of Rhetoric in Meanings - Statement and Budaiya/ Ahmed Al-Hashemi - i - 1 1999 Modern Library and Clear Rhetoric / Ali Al-Jarem and Mustafa Amin - 1st Edition -2009, Dar Al-Kutub Al-Ilmiyya and Applied Rhetoric / Dr.Talib Muhammad Ismail - i - 1 2012 Dar Kunooz Scientific Knowledge for Publishing Amman Jordan and applied rhetoric / d, Bassiouni Abdel Fattah Fayoud , 1st Edition, 2010 Al-Mokhtar Foundation , Cairo
Recommended supporting books and references (scientific journals, reports.... )	<div>All books dealing with rhetorical materials , especially the books of Abdul Qaher Al-Jurjani and Dr. Fadel Al-Samarrai and all Internet sites that deal with stylistic study .</div> <div></div>
B Electronic references , websites ....	Islam Way website , Mishkat website , and Ahl al-Tafsir website Noor Islamic Library .

12.Course Development Plan
<p>Providing modern scientific means such as computer, smart board and applications that benefit the student Knowledge of Quranic rhetoric and its miracles</p>

## Reviewing the performance of higher education institutions ((academic program review))

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

<b>Teacher / Hanan Majeed Ali</b>	<b>Name of the instructor .1</b>
<b>University of Baghdad / College of Education for Girls</b>	<b>Educational Institution .1</b>
<b>Department of Quranic Sciences</b>	<b>University .2 Department/Center,</b>
<b>secondary education and educational supervision - 218QSE</b>	<b>Name/code of the course .3</b>
<b>bachelor's degrees</b>	<b>Programs in which are .4 included</b>
<b>daily</b>	<b>Attendance forms .5 available</b>
<b>Annual</b>	<b>Semester/Year .6</b>
<b>6</b>	<b>Number of study hours .7</b>
<b>2025-2024</b>	<b>The date this .8 description was</b>

	<b>prepared is</b>
<b>Course objectives .9</b>	
<p>Example: Identifying: (the most important facts and information included in the secondary education stage in terms of The concept, importance and goals, the concept of educational administration, educational administration, school administration, the importance of comprehensive quality, the concept and importance of (educational supervision</p>	

<b>10. Learning outcomes and methods of teaching, learning and evaluation</b>
<p>A- Cognitive objectives</p> <p>.A1- The student gets to know the concept of secondary education</p> <p>.A2- The student gets to know the concept of educational supervision</p> <p>A3- The student should be familiar with the concept of educational administration</p> <p>.A4- The student gets to know the concept of school administration</p> <p>.A5- The student gets to know the concept of educational administration</p> <p>.A6- The student gets to know the concept of classroom management</p>
<p>B - The skills objectives of the course</p> <p>B1 - Developing the student's scientific skills in organizing and developing the work assigned to her</p> <p>B2 - Developing the student's skills in distinguishing between the concepts of management, supervision and education</p> <p>B3- Developing the student's skills in arriving at conclusions when analyzing specific and different topics</p> <p>.From books</p>
<b>Teaching and learning methods</b>
Lecture, brainstorming, discussion and questioning
<b>Evaluation methods</b>

Tests: (daily and monthly, written and oral, extracurricular (group) activities, increasing knowledge and research via the Internet, field visits)  
 Knowing the student's actual performance during the time period specified -  
 .in performing the assignment  
 Knowing the extent of the student's efficiency in performing and dealing - -  
 .with the team spirit to work in a group

C- Emotional and value goals  
 C1- Developing the student's skills towards self-learning to use the most efficient modern methods and technologies  
 . in education  
 C2- Developing the student's skills to work in a group and her ability to complete the duties assigned to her  
 .And take responsibility  
 C3- Developing the student's skills towards increasing research and .knowledge of secondary education and educational supervision  
 .Importance in the positive, purposeful work of educational institutions  
 C4- Motivating and encouraging the student to complete the work within a .team and providing the necessary assistance when necessary

Teaching and learning methods

lecture

Evaluation methods

the exams

D - Transferable general and qualifying skills (other skills related to .employability and personal development)  
 D1-Discussion  
 D2- Asking questions  
 D3- Writing reports

Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	hours	week
Tests - oral ) and written - and (achievement)	delivery, ) lecture, discussion, (interrogation)	The concept of secondary education	The student learns :about	2	1
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Objectives of secondary education	The student learns :about	2	2
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Types of secondary education schools	The student learns :about	2	3
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Experiences of some countries in the world in secondary education	The student learns :about	2	4
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	The concept of educational administration	The student learns about:	2	5
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	The concept of educational administration	The student learns about:	2	6
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	The concept of school administration	The student learns about:	2	7
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Centralization and decentralization in educational administration	The student learns about:	2	8
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Factors affecting educational administration	The student learns about:	2	9
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Fields of educational administration	The student learns about:	2	10
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Characteristics of educational administration	The student learns about:	2	11
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation)	Educational administration jobs	The student learns about:	2	12
(Tests - oral	delivery, )	School administration, its objectives,	The student learns	2	13



and written - and achievement)	lecture, discussion, (interrogation	components, elements, patterns and characteristics	about:		
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Tasks (duties) of the school principal	The student learns about:	2	14
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	The concept of administrative leadership and its importance	The student learns about:	2	15
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	The difference between a leader and a manager	The student learns about:	2	16
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	The essential elements necessary for administrative leadership	The student learns about:	2	17
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Sources of strength in administrative leadership	The student learns about:	2	18
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Administrative leadership and change processes	The student learns about:	2	19
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Powers and responsibilities in administrative work	The student learns about:	2	20
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	The concept of power	The student learns about:	2	21
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Delegation of authority	The student learns about:	2	22
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Educational supervision and its importance	The student learns about:	2	23
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Objectives of educational supervision	The student learns about:	2	24
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Methods of educational supervision	The student learns about:	2	25
(Tests - oral and written - and achievement)	delivery, ) lecture,	Foundations of educational supervision	The student learns about:	2	26

achievement)	discussion, (interrogation				
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Types of educational supervision	The student learns about:	2	27
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Advantages of educational supervision	The student learns about:	2	28
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Educational supervision jobs	The student learns about:	2	29
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Comprehensive quality in education, its goals, leadership, elements and standards	The student learns about:	2	30
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	The role of supervision in achieving comprehensive quality	The student learns about:	2	31
(Tests - oral and written - and achievement)	delivery, ) lecture, discussion, (interrogation	Benefits of applying quality concepts, obstacles to applying quality management	The student learns about:	2	32

1. البنية التحتية	
There is no prescribed book	Required prescribed books
Workshops, introductory seminars, ) specialized courses, training courses ((qualifying), seminars	Main references (sources)
Scientific journals, reports, electronic ) (...references, and Internet sites Foundations of educational and school – administration and educational supervision, by Tayseer Al-Dweik and others (D.D.), Dar Al-Fikr for Publishing and Distribution,	Electronic books and references

<p>.Amman - Jordan</p> <p>Educational administration and supervision –  between theory and practice - Yaqoub  Hussein Nashwan, 2004, Dar Al-Furqan for  Publishing and Distribution, Amman - Jordan</p> <p>Principles of School Administration, – –  Muhammad Hassan Al-Amayreh, 1999,  Dar Al-Masirah for Publishing and  Distribution, Amman</p>	
<p>The development of education in Iraq, Dr. –  Basma Alwan Hussein, M.M. Fouad Toma,  experts in the General Directorate of  Educational Planning</p> <p>Administration, Supervision and Secondary –  Education, Asst. Prof. Dr. Alaa Hakim Al-  Nasser, Dar Al-Kotob Al-Ilmiyyah, Beirut -  Lebanon</p>	

Biography of the Prophet			
2. Course Code:			
3. Semester/ Year: Annual			
Annual			
4. Date of preparation of this description: 14/02/2025			
1/10 / 2024			
5. Available Attendance Forms:			
My presence only			
6. Number of credit hours (total) / number of units (total):			
60 hours / 4 units			
7. Course administrator's name (if more than one name)			
Name : :			
m.m Sitar Sajit Mijren			
8. Course Objectives			
1. The people of the Arabs and their slopes.		<ul style="list-style-type: none"> <li>• The defunct Arabs: They are the ancient Arabs such as Aad, Thamud, and others.</li> <li>• Arabs Arab: They are the Arabs of the crucifixion denounces bin Qahtan and are called (Arabs Qahtaniyah).</li> <li>• Arabized Arabs: They are the Arabs from the crucifixion of Ismail and are called (in Adnanian Arabs)</li> </ul>	
2. Biography of the Prophet (peace be upon him) before the mission.		lineage <ul style="list-style-type: none"> <li>• Alternator</li> <li>• Origins</li> </ul>	
3. Biography of the Prophet (peace be upon him) after the mission.		<ul style="list-style-type: none"> <li>• Secret Invitation</li> <li>• Public Advocacy</li> </ul>	
4. Establishing the Islamic community.		<ul style="list-style-type: none"> <li>• Construction of the Prophet's Mosque</li> <li>• Fraternity</li> </ul>	
9. Teaching and learning strategies			
Strategy	1- Education strategy collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series		

## 1. Course Structure

The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
1	2	Introducing the biography of the Prophet	Language and idiomatically	Lecture	Written tests
2	2	Biography	Importance	Introspective	Oral tests
3	2	Arabs before the mission	The origin of the Arabs	Lecture	Essay Questions
4	2	Arabs before the mission	Divisions	Discussion style	Oral tests
5	2	Biography of the Prophet	Before the mission	Question & Answer	Essay questions
6	2	Biography of the Prophet	Ratio	Lecture	Oral tests
7	2	Biography of the Prophet	Birth and upbringing	Lecture	Oral tests
8	2	Biography of the Prophet	The Revelation	Lecture	Written tests
9	2	Biography of the Prophet	Stages of secret advocacy	Question & Answer	Essay questions
10	2	Biography of the Prophet	Stages of public advocacy	Discussion style	Written tests
11	2	Immigration to Medina	Reception of immigrants by the people of the city	Discussion style	Oral tests
12	2	Establishment of the Islamic Society	Fraternity among Muslims	Lecture	Written tests
13	2	Establishment of the Islamic Society	City Document	Introspective	Oral tests
14	2	Establishment of the Islamic Society	Construction of the Prophet's Mosque	Lecture	Written tests
15	2	Invasions	Badr Al , Kubra	Introspective	Oral tests
16	2	Invasions	Sunday	Lecture	Written tests
17	2	Invasions and secrecy	Parties	Lecture	Oral tests

18	2	Hudaybiyyah peace	Reasons for the reconciliation contract	Lecture	auditions
19	2	Hudaybiyyah peace	Policy Terms	Question & Answer	Essay questions
20	2	Conquest of Khaybar	Reasons for opening Khaybar	Lecture	Written tests
21	2	Conquest of Khaybar	The conquest of Khaybar by Imam Ali (peace be upon him)	Introspective	Oral tests
22	2	Conquest of Mecca	Compliance with the orders of the Prophet (peace be upon him)	Lecture	Oral tests
23	2	The Battle of Hunayn	Reasons for the invasion	Lecture	auditions
24	2	The Battle of Hunayn	Results of the invasion	Lecture	auditions
25	2	Farewell argument	Legal rulings taken from the farewell argument	Question & Answer	Essay questions
26	2	Farewell argument	Hajj rituals	Lecture	Written tests
27	2	Death of the Prophet (peace be upon him)	Preparing and farewell to the honorable body to the ground	Introspective	Oral tests
28	2	Death of the Prophet (peace be upon him)	Interruption of Revelation	Lecture	Written tests
29	2	Death of the Prophet (peace be upon him)	Exacerbation of grief of the Companions	Lecture	Oral tests
30	2	Death of the Prophet (peace be upon him)	Completing the Divine Message	Question & Answer	Essay questions

10. Course Evaluation	
The distribution of the score out of 100 is as follows: 25 marks monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams	
11. Learning and Teaching Resources	
Required textbooks (methodology, if any)	Sealed nectar
Main references (sources)	1- Sealed Nectar - Safi Al-Din Al-Mubarak Kfouri 2- Biography of the Prophet - Sami Al-Badri 3- Biography of the Prophet – by Ibn Hisham
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

## Course Description Form

1. Course Name:	
English Grammar- Department of Quran Studies – Second Grade	
2. Course Code:	
3. Semester/ Year: Annual	
Annual	
4. Date of preparation of this description: 27/09/2024	
5. Available Attendance Forms: Weekly	
Presence only	
6. Number of credit hours (total) / number of units (total): 56 hours /2 units	
7. Course administrator's name (if more than one name)	
Name: Asst. lect. Rana Sameer Abdulrahman	
Emil: rana.s@coeduw.uobaghdad.edu.iq	
<b>8. Course Objectives</b>	
1. Enabling students to use different tenses in English.	
2. Enabling students to memorize English vocabulary and terms.	
3. Developing students' skills in reading, speaking and listening.	
4. Using English in different situations and using everyday terms used by people in both colloquial and standard languages.	
<b>9. Teaching and learning strategies</b>	
Strategy	1- Education strategy collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series



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## 10.Course structure

the week	hours	Required learning outcomes	Name of the unit/course or subject	Teaching method	evaluation method
1.	7	Using social phrases in everyday life	Social expressions	Lecture- asking questions	Evaluation of individual performance
2.	7	Formulating the question and the indirect answer	How to make questions	Asking questions	Evaluation of individual performance
3.	7	Use the simple present tense in cases of affirmation, negative, and questions	Simple present tense	Lecture	Evaluation of individual performance
4.	7	Use the present continuous tense in cases of affirmation, negative, and questions	Present continuous	Lecture	Evaluation of individual performance
5.	7	Use adverbs of frequency with the simple present tense	Adverbs of frequency	Lecture- asking questions	Evaluation of individual performance
6.	7	The student's ability to read in a simple and smooth way	Readings	Speaking	Oral exams
7.	7	Determine the extent of students' understanding of vocabulary and grammar	A written test	A written test	Written test

8.	7	Using the simple past tense and how to use adjectives	Past simple & adjectives	Lecture- asking questions	Evaluation of individual performance
9.	7	Using the past continuous and how to use prepositions	Past continuous & prepositions	Lecture- asking questions	Oral exams
10.	7	The student's ability to read in a simple and smooth way	Readings	Speaking	Oral exams
11.	7	How to use nouns and antonyms	Nouns & Antonymy	Asking questions	Oral exams
12.	7	Use adjectives and synonyms	Adjectives & synonymy	Asking questions	Oral exams
13.	7	How to use countable and uncountable nouns	Countable & uncountable nouns	Lecture	Evaluation of individual performance
14.	7	Determine the extent of students' understanding of vocabulary and grammar	A written test	A written test	Written test
15.	7	Knowing the modal verbs and how to use them	Modal verbs	Lecture	Evaluation of individual performance
16.	7	How to express habits in the past tense	Habits in the past	Lecture	Evaluation of individual performance
17.	7	Verbal collocations and how to use them	Words that go together	Lecture- asking questions	Oral exams
18.	7	Knowing diseases	Illness & symptoms	Lecture	Evaluation of

		<b>and their symptoms</b>			<b>individual performance</b>
<b>19.</b>	<b>7</b>	<b>Information test</b>	<b>Quiz</b>	<b>Short written test</b>	<b>Written exams</b>
<b>20.</b>	<b>7</b>	<b>How to write a paragraph</b>	<b>Writing a paragraph</b>	<b>Lecture</b>	<b>Evaluation of individual performance</b>
<b>21.</b>	<b>7</b>	<b>Knowing the conditional sentences</b>	<b>Conditional if</b>	<b>Lecture</b>	<b>Oral exams</b>
<b>22.</b>	<b>7</b>	<b>Using comparative and superlative adjectives</b>	<b>Comparative &amp; superlative adjectives</b>	<b>Lecture</b>	<b>Oral exams</b>
<b>23.</b>	<b>7</b>	<b>Using infinitives</b>	<b>Infinitives</b>	<b>Lecture</b>	<b>Oral exams</b>
<b>24.</b>	<b>7</b>	<b>Uses of passive voice</b>	<b>Passive voice</b>	<b>Lecture-asking questions</b>	<b>Evaluation of individual performance</b>
<b>25.</b>	<b>7</b>	<b>Meaning of the present perfect</b>	<b>Present perfect</b>	<b>Lecture</b>	<b>Oral exams</b>
<b>26.</b>	<b>7</b>	<b>Meaning of the present perfect continuous</b>	<b>Present perfect continuous</b>	<b>Lecture</b>	<b>Oral exams</b>
<b>27.</b>	<b>7</b>	<b>Student's Ability to Read in a Simple and Fluent Way</b>	<b>Readings</b>	<b>Speaking</b>	<b>Oral exams</b>
<b>28.</b>	<b>7</b>	<b>Information test</b>	<b>Quiz</b>	<b>Short written test</b>	<b>Written test</b>
<b>29.</b>	<b>7</b>	<b>Understanding the grammatical rules</b>	<b>Exercises</b>	<b>Participation-answering questions</b>	<b>Evaluation of individual performance</b>
<b>30.</b>	<b>7</b>	<b>Review</b>	<b>Review</b>	<b>Asking questions</b>	<b>Evaluation of individual performance</b>

## 11. Course Evaluation

The distribution of the score out of 100 is as follows: 25 marks monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams

## 12. Learning and Teaching Resources

Required textbooks (methodology, if any)	Ibn Aqil's explanation of Ibn Malik's Alfiyyah, Part Three
Main references (sources)	Explanation of Qatar Al-Nada / Ibn Hisham Al-Ansari Comprehensive Grammar / Abbas Hassan.
Recommended books and references (scientific journals, reports...)	Ansaq Journal of Arts, Literature and Humanities Arab Journal of Scientific Publishing
Electronic References, Websites	Al-Faseeh Network Website The Comprehensive Library Website The Ahl al-Bayt Library Website

## Course Description Form

### Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the description of the programme.

University of Baghdad / College of Education for Girls	1. Educational institution
Sciences of the Qur'an	2. Scientific Department / Center
Crimes (crimes of the Baath regime in Iraq)	3. Course Name/Code
daily	4. Available Attendance Forms
annual	5. Semester / Year
60 credit hours	6. Number of Credit Hours (Total)
27/9/2023	7. The history of preparation of this description

10.Course Structure					
Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
auditions editorial	Lecture	The concept of crimes	Baath Party Crimes	1	1
auditions Oral	Introspective	The concept of crimes	Baath Party Crimes	1	2
Essay Questions	Lecture	Language and idiomatically	Definition of crime	1	3
Oral tests	Discussion style	Organized and unregulated	Crime Sections	1	4
Essay questions	Question & Answer	Types of international crimes	Law of the Supreme Iraqi Criminal Tribunal	1	5
auditions Oral	Lecture	The massacre of Dujail, the bombing of Halabja, the crime of Anfal operations .	Decisions of the Supreme Court	1	6
auditions Oral	Lecture	The crimes of executing Iraqi merchants, suppressing the Shaabani uprising, the events of Friday prayers.	Supreme Court decisions	1	7
auditions editorial	Lecture	Liquidation of the parties of the Yinism and secularism,	Supreme Court Decisions Against Baath Crimes	1	8
Essay questions	Question & Answer	Psychological crimes and their effects	The most prominent violations of the	1	9

			Baathist regime in Iraq		
auditions editorial	Discussion style	Social crimes and their effects on society	The most prominent violations of the Baath regime in Iraq	1	10
auditions Oral	Discussion style	Militarization of society	The most prominent violations of the Baath regime in Iraq	1	11
auditions editorial	Lecture	Fighting religion and a hundred	The position of the Baathist regime on religion	1	12
Oral exams	Introspective	Demolition of mosques and husseiniyas	The position of the Baathist regime on religion	1	13
auditions editorial	Lecture	Violation of the right to life of fetuses and killing pregnant women	Pictures of human rights and crimes of authority	1	14
auditions Oral	Introspective	Violation of minority rights.	Pictures of human rights and crimes of authority	1	15
auditions editorial	Lecture	Planting agents and spies in Iraq	Pictures of human rights and crimes of authority	1	16
Oral tests	Lecture	Iraqis Executed Without Investigation	<b>Decisions of political and military violations</b>	1	17
auditions	Lecture	The Presidency of Intelligence	<b>Places of Prisons and</b>	1	18



		Prison, the Private Security Prison, etc.	<b>Detention in the Baath Regime</b>		
Essay questions	Question & Answer	War pollution	Environmental crimes of the Baath regime	1	19
auditions editorial	Lecture	Laying mines randomly	Environmental crimes of the Baath regime	1	20
auditions Oral	Introspective	Scorched Earth Policy	Destruction of villages and cities	1	21
Oral tests	Lecture	Destruction of fisheries	Drainage of marshes	1	22
auditions	Lecture	Destruction of livestock	Drainage of marshes	1	23
auditions	Lecture	Destruction of agricultural and industrial wealth	Drainage of marshes	1	24
Essay questions	Question & Answer	Because it is the Iraqi economy	Dredging palm orchards and plantings	1	25
auditions editorial	Lecture	Deterioration of the standard of living of citizens	Dredging palm orchards and plantings	1	26
auditions Oral	Introspective	The disappearance of a type of rare dates	Dredging palm orchards and plantings	1	27
Written tests	Lecture	The events of genocide - the Iran-Iraq war and its relationship to mass graves	Mass grave crimes	1	28
Oral tests	Lecture	Genocide of 1963	Chronological classification of mass graves	1	29

Essay questions	Question & Answer	Genocide 1979, 1980, and 2003	Chronological classification of mass graves	1	30
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11. Infrastructure	
Crimes of the Baath regime / decided by the Ministry of Higher Education and Scientific Research	1 Required textbooks
<p>-The Holy Quran</p> <p>1. Ihsan Hindi / Laws of Scientific Occupation, Rights and Protection of the Civilian Population in the Occupied Territories, Political Administration, 1972.</p> <p>2. Martyrs Foundation Archive</p> <p>3. Archive of the Political Prisoners Foundation</p> <p>4. Archive of the Iraqi Center for Documenting Extremist Crimes at the Abbasid Holy Shrine</p> <p>5. Official website of the United Nations</p> <p>6. Ayman Abdel Aziz Salama / Primary responsibility for committing the crime of genocide, 1st Edition, Science, Publishing and Distribution, Cairo, 2006</p> <p>7. Jundi Abdul Malik / Criminal Encyclopedia, Part III, Dar Yahya Arab Heritage, 1990</p> <p>8. Hassan Al-Khayyat, Geography of the Marshes and Swamps of Southern Iraq, International Press, Cairo, 1975</p> <p>9. Hassan Aliwi Al-Ziyadi, Dr. Abbas Attia Al-Quraishi, Environmental Crimes of the Baath Regime Iraq, Publisher Iraqi Center for Documenting Extremist Crimes, Dar Al-Kafeel Press, First Edition, Holy Karbala, 2023</p> <p>10. Hussein Aliwi Nasser Al-Ziyadi, Geography of Crime, Principles and Foundations, R. Al-Hassad, Damascus 2015</p> <p>11. Raed Abbas, Dr. Abbas Attia Al-Quraishi, United Nations Reports on the Baath Regime's Condemnation of Human Rights Violations from the Period 1971-2003, Publisher Iraqi Center for Documentation of Extremist Crimes, First Edition, Dar Al-Kafeel Press, Holy Karbala 2023</p> <p>12. Salim Matar, Encyclopedia of the Iraqi Environment, first Arabic edition, 2010</p> <p>13. Salim Matar, Encyclopedia of the Iraqi Environment, first Arabic edition, 2010, p. 81.</p> <p>14. Abbas Attia Al-Quraishi, Mass Graves of a People Under</p>	2 Main references (sources)

<p>the Soil, Publisher: Iraqi Center for Documenting Extremist Crimes, Dar Al-Kafeel Press, Holy Karbala 2022</p> <p>15. Abbas Attia Al-Quraishi, Raed Abis, Hussein Ali Atwan, The Documentary Encyclopedia of Open Mass Graves in Iraq 1963-2003, Publisher Iraqi Center for Documenting Extremist Crimes, First Edition, Dar Al-Kafeel Press, Holy Karbala, 2023</p> <p>16. Ali Hassan Musa, Environmental Pollution, Dar Al-Fikr, Damascus 2000</p> <p>17. Ali Hannouch. Present problems and future options (an analytical study on the levels of pollution of the natural environment and the social environment, 1st Edition, Dar Al-Kunooz Al-Adabi, Beirut - Lebanon, 2000</p> <p>18. Qais Nasser Rahi, M.M. Abdul Hadi Matouk Al-Hatim The Knowledge Foundation for the Study of the Crimes of the Baath Party, Publisher of the Iraqi Center for Documenting Extremist Crimes, Dar Al-Kafeel Press, Holy Karbala 2023</p> <p>19. Muhammad Abu Bakr al-Razi: Mukhtar al-Sahih, Librairie du Liban, 1989</p> <p>20. Muhammad Abu Zahra, Crime and Punishment in Islamic Jurisprudence, Crime Department, Dar Al-Fikr Al-Arabi, Bala, D.T.</p> <p>21. Muhammad al-Fadhil, Crimes against State Security, New Printing Press, Damascus, 1978, p. 19</p> <p>22. Muhammad ibn Ahmed al-Qurtubi, The Collector of the Provisions of the Qur'an (Tafsir al-Qurtubi), Dar al-Kitab al-Arabi, Cairo, 1967</p>	
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12.Course Development Plan
<ol style="list-style-type: none"> <li>1. Conduct a review of the course plan to be consistent with the reality and the level of the student.</li> <li>2. Communication between course professors at the same academy.</li> <li>3. Benefit from scientific research that is relevant to the vocabulary of the course to benefit from them in the development of the course.</li> </ol>

## Course Description Form

### Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the description of the programme.

University of Baghdad / College of Education for Girls	8. Educational institution
Sciences of the Qur'an	9. Scientific Department / Center
Crimes (crimes of the Baath regime in Iraq)	10. Course Name/Code
daily	11. Available Attendance Forms
annual	12. Semester / Year
60 credit hours	13. Number of Credit Hours (Total)
27/9/2023	14. The history of preparation of this description

13.Course Structure					
Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
auditions editorial	Lecture	The concept of crimes	Baath Party Crimes	1	1
auditions Oral	Introspective	The concept of crimes	Baath Party Crimes	1	2
Essay Questions	Lecture	Language and idiomatically	Definition of crime	1	3
Oral tests	Discussion style	Organized and unregulated	Crime Sections	1	4
Essay questions	Question & Answer	Types of international crimes	Law of the Supreme Iraqi Criminal Tribunal	1	5
auditions Oral	Lecture	The massacre of Dujail, the bombing of Halabja, the crime of Anfal operations .	Decisions of the Supreme Court	1	6
auditions Oral	Lecture	The crimes of executing Iraqi merchants, suppressing the Shaabani uprising, the events of Friday prayers.	Supreme Court decisions	1	7
auditions editorial	Lecture	Liquidation of the parties of the Yinism and secularism,	Supreme Court Decisions Against Baath Crimes	1	8
Essay questions	Question & Answer	Psychological crimes and their effects	The most prominent violations of the	1	9

			Baathist regime in Iraq		
auditions editorial	Discussion style	Social crimes and their effects on society	The most prominent violations of the Baath regime in Iraq	1	10
auditions Oral	Discussion style	Militarization of society	The most prominent violations of the Baath regime in Iraq	1	11
auditions editorial	Lecture	Fighting religion and a hundred	The position of the Baathist regime on religion	1	12
Oral exams	Introspective	Demolition of mosques and husseiniyas	The position of the Baathist regime on religion	1	13
auditions editorial	Lecture	Violation of the right to life of fetuses and killing pregnant women	Pictures of human rights and crimes of authority	1	14
auditions Oral	Introspective	Violation of minority rights.	Pictures of human rights and crimes of authority	1	15
auditions editorial	Lecture	Planting agents and spies in Iraq	Pictures of human rights and crimes of authority	1	16
Oral tests	Lecture	Iraqis Executed Without Investigation	<b>Decisions of political and military violations</b>	1	17
auditions	Lecture	The Presidency of Intelligence	<b>Places of Prisons and</b>	1	18

		Prison, the Private Security Prison, etc.	<b>Detention in the Baath Regime</b>		
Essay questions	Question & Answer	War pollution	Environmental crimes of the Baath regime	1	19
auditions editorial	Lecture	Laying mines randomly	Environmental crimes of the Baath regime	1	20
auditions Oral	Introspective	Scorched Earth Policy	Destruction of villages and cities	1	21
Oral tests	Lecture	Destruction of fisheries	Drainage of marshes	1	22
auditions	Lecture	Destruction of livestock	Drainage of marshes	1	23
auditions	Lecture	Destruction of agricultural and industrial wealth	Drainage of marshes	1	24
Essay questions	Question & Answer	Because it is the Iraqi economy	Dredging palm orchards and plantings	1	25
auditions editorial	Lecture	Deterioration of the standard of living of citizens	Dredging palm orchards and plantings	1	26
auditions Oral	Introspective	The disappearance of a type of rare dates	Dredging palm orchards and plantings	1	27
Written tests	Lecture	The events of genocide - the Iran-Iraq war and its relationship to mass graves	Mass grave crimes	1	28
Oral tests	Lecture	Genocide of 1963	Chronological classification of mass graves	1	29

Essay questions	Question & Answer	Genocide 1979, 1980, and 2003	Chronological classification of mass graves	1	30
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14. Infrastructure	
Crimes of the Baath regime / decided by the Ministry of Higher Education and Scientific Research	1 Required textbooks
<p>-The Holy Quran</p> <ol style="list-style-type: none"> <li>1. Ihsan Hindi / Laws of Scientific Occupation, Rights and Protection of the Civilian Population in the Occupied Territories, Political Administration, 1972.</li> <li>2. Martyrs Foundation Archive</li> <li>3. Archive of the Political Prisoners Foundation</li> <li>4. Archive of the Iraqi Center for Documenting Extremist Crimes at the Abbasid Holy Shrine</li> <li>5. Official website of the United Nations</li> <li>6. Ayman Abdel Aziz Salama / Primary responsibility for committing the crime of genocide, 1st Edition, Science, Publishing and Distribution, Cairo, 2006</li> <li>7. Jundi Abdul Malik / Criminal Encyclopedia, Part III, Dar Yahya Arab Heritage, 1990</li> <li>8. Hassan Al-Khayyat, Geography of the Marshes and Swamps of Southern Iraq, International Press, Cairo, 1975</li> <li>9. Hassan Aliwi Al-Ziyadi, Dr. Abbas Attia Al-Quraishi, Environmental Crimes of the Baath Regime Iraq, Publisher Iraqi Center for Documenting Extremist Crimes, Dar Al-Kafeel Press, First Edition, Holy Karbala, 2023</li> <li>10. Hussein Aliwi Nasser Al-Ziyadi, Geography of Crime, Principles and Foundations, R. Al-Hassad, Damascus 2015</li> <li>11. Raed Abbis, Dr. Abbas Attia Al-Quraishi, United Nations Reports on the Baath Regime's Condemnation of Human Rights Violations from the Period 1971-2003, Publisher Iraqi Center for Documentation of Extremist Crimes, First Edition, Dar Al-Kafeel Press, Holy Karbala 2023</li> <li>12. Salim Matar, Encyclopedia of the Iraqi Environment, first Arabic edition, 2010</li> <li>13. Salim Matar, Encyclopedia of the Iraqi Environment, first Arabic edition, 2010, p. 81.</li> <li>14. Abbas Attia Al-Quraishi, Mass Graves of a People Under the</li> </ol>	2 Main references (sources)



<p>Soil, Publisher: Iraqi Center for Documenting Extremist Crimes, Dar Al-Kafeel Press, Holy Karbala 2022</p> <p>15. Abbas Attia Al-Quraishi, Raed Abis, Hussein Ali Atwan, The Documentary Encyclopedia of Open Mass Graves in Iraq 1963-2003, Publisher Iraqi Center for Documenting Extremist Crimes, First Edition, Dar Al-Kafeel Press, Holy Karbala, 2023</p> <p>16. Ali Hassan Musa, Environmental Pollution, Dar Al-Fikr, Damascus 2000</p> <p>17. Ali Hannouch. Present problems and future options (an analytical study on the levels of pollution of the natural environment and the social environment, 1st Edition, Dar Al-Kunooz Al-Adabi, Beirut - Lebanon, 2000</p> <p>18. Qais Nasser Rahi, M.M. Abdul Hadi Matouk Al-Hatim The Knowledge Foundation for the Study of the Crimes of the Baath Party, Publisher of the Iraqi Center for Documenting Extremist Crimes, Dar Al-Kafeel Press, Holy Karbala 2023</p> <p>19. Muhammad Abu Bakr al-Razi: Mukhtar al-Sahih, Librairie du Liban, 1989</p> <p>20. Muhammad Abu Zahra, Crime and Punishment in Islamic Jurisprudence, Crime Department, Dar Al-Fikr Al-Arabi, Bala, D.T.</p> <p>21. Muhammad al-Fadhil, Crimes against State Security, New Printing Press, Damascus, 1978, p. 19</p> <p>22. Muhammad ibn Ahmed al-Qurtubi, The Collector of the Provisions of the Qur'an (Tafsir al-Qurtubi), Dar al-Kitab al-Arabi, Cairo, 1967</p>	
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15.Course Development Plan
<ol style="list-style-type: none"> <li>4. Conduct a review of the course plan to be consistent with the reality and the level of the student.</li> <li>5. Communication between course professors at the same academy.</li> <li>6. Benefit from scientific research that is relevant to the vocabulary of the course to benefit from them in the development of the course.</li> </ol>

## Course Description Form

1. Course Title: Islamic Creed	
2. Course Code: 222QIs	
3. Semester/ Year: Annual	
Annual	
4. Date of preparation of this description: 17/9/2024	
5. Available Attendance Forms:	
My presence only	
6. Number of credit hours (total) / number of units (total):	
60/	
7. Course administrator's name (if more than one name)	
Name : Assoc. Prof. Ruqayya Shaker Mansour Email: Ruqaiya.shakir@coeduw.uobaghdad.edu.iq:	
8. Course Objectives	
1. Introducing students to the Islamic faith	•
2. Reviving religion in the hearts of female students, making it a way of life, and consolidating sound faith	• ..
3. Highlighting the importance of scientific methodology in tracking doctrinal issues	•
4.	

5.	•
6.	• ..

9. Teaching and learning strategies	
Strategy	1- Education strategy collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series

10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	To get acquainted with the subject of the principles of religion (belief)	Definition of the principles of religion	Lecture	Oral exams
2	2	Knowing the importance of faith	Identify faith and Islam and the difference between them	Lecture	auditions
3	2	Identify the meaning and names of the science of the origins of religion	The greatest jurisprudence - the science of sight and reasoning - theology - the science of beliefs	Lecture	auditions
4	2	Identifying the state of faith in the age of prophecy	Identifying the state of faith in the age of prophecy and its stability	Lecture	auditions
5	2	Identifying the state of faith in the era of the caliphs	Identifying the state of faith in the era of the caliphs and the most important doctrinal issues	Lecture	auditions
6	2	Identifying the state of faith in the Umayyad era	Identifying the state of faith in the Umayyad era and the most important doctrinal issues	Lecture	auditions
7	2	Identifying the state of faith in the Abbasid era	Identifying the state of faith in the Abbasid era and the most important doctrinal issues	Lecture	auditions
8	2	The existence of	Evidence of the	Lecture	auditions

		God Almighty	existence of the Creator		
9	2	The existence of God Almighty	Evidence of occurrence	Lecture	auditions
10	2	The existence of God Almighty	Obligatory Guide	Lecture	auditions
11	2	The existence of God Almighty	Care and Invention Guide	Lecture	auditions
12	2	The existence of God Almighty	Existential Guide	Lecture	auditions
13	2	The existence of God Almighty	Ethical Proof	Lecture	auditions
14	2	Divine attributes	Psychological characteristic	Lecture	auditions
15	2	Divine attributes	Negative qualities	Lecture	auditions
16	2	Divine attributes	Foot adjective	Lecture	auditions
17	2	Divine attributes	Survival adjective	Lecture	auditions
18	2	Divine attributes	Description of accident violation	Lecture	auditions
19	2	Divine attributes	Self-doing adjective	Lecture	auditions
20	2	Divine attributes	Oneness adjective	Lecture	auditions
21	2	Divine attributes	Adjectives of meanings	Lecture	auditions
22	2	The existence of God Almighty	Existential Guide	Lecture	auditions
23	2	The existence of God Almighty	Ethical Proof	Lecture	auditions
24	2	Divine attributes	Psychological characteristic	Lecture	auditions
25	2	Divine attributes	Negative qualities	Lecture	auditions

26	2	Divine attributes	Foot adjective	Lecture	auditions
27	2	Divine attributes	Survival adjective	Lecture	auditions
28	2	Divine attributes	Description of accident violation	Lecture	auditions
29	2	Divine attributes	Self-doing adjective	Lecture	auditions
30	2	Divine attributes	Oneness adjective	Lecture	auditions
31	2	Divine attributes	Adjectives of meanings	Lecture	auditions
32	2	Divine attributes	Capacity and will	Lecture	auditions
33	2	Divine attributes	Hearing and vision	Lecture	auditions
34	2	Divine attributes	Science	Lecture	auditions
35	2	Divine attributes	Life	Lecture	auditions
36	2	Divine attributes	Talk	Lecture	auditions
37	2	What follows from believing in divine attributes	It is impossible for him to come	Lecture	auditions
38	2	What follows from believing in divine attributes	What is permissible in his right	Lecture	auditions
39	2	The vision of God Almighty	Seeing God Almighty in the Hereafter and its evidence	Lecture	auditions
40	2	The issue of fate and destiny	Seeing God Almighty in the Hereafter and its evidence	Lecture	auditions

11. Course Evaluation	
The distribution of the score out of 100 is as follows: 25 marks monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams	
12. Learning and Teaching Resources	
Required textbooks (methodology, if any)	The origins of the Islamic religion - Rushdi Alyan and Qahtan Al-Douri
Main references (sources)	Explanation of Al-Nasafiyyah - Saad Al-Din Al-Taftazani and Abdul Malik Al-Saadi - Al-Dihya - Jaafar Al-Subhani - Islamic Creed - Muhammad Saeed Al-Hakim
Recommended books and references (scientific journals, reports...)	Islamic Creed, Mustafa Al-Khan and Islamic Creed, Journal of Islamic Studies, Ahmadi Magazine, Imam Al-Bukhari Center for Scientific Research and Islamic Studies
Electronic References, Websites	Al-Tafsir website for studies, Oyoun Al-Basaer website, Center for Studies, Research and Heritage Revival / Morocco

## Course description form

	.1 Course name
Hermeneutics	
	.2 Course code
QTSI220	
	.3 Annual : Year / Semester
Annual	
	.4 2024/10/1 The date this description was prepared
	.5 : Available forms of attendance
My presence only	
	.6 : (Number of study hours (total)/number of units (total
(Number of units (4 Number of hours (2) per week	
	.7 (than one name is mentioned Name of the course administrator (if more
<a href="mailto:enas.f@coeduw.uobaghdad.edu.iq">enas.f@coeduw.uobaghdad.edu.iq</a> : Email M. Enas Falih Khalawi : Name	
	.8 Course objectives
could become familiar with the history of interpretation, its most prominent figures, sources, and the	- 1 interpreter qualities of the
becomes familiar with the methods and methods of interpretation and the reasons for the differences	- 2 between interpreters
	- 3 .That the student becomes familiar with the rules and methods of interpretation
	- 4 .student to become familiar with interpretation trends in the modern era For the
could recognize the most prominent mistakes that those who care about interpretation are concerned	- 5 about
.ed to avoid making mistakes in interpretationThe student should be able to apply what she has learn	- 6
	.9 Teaching and learning strategies
The student must be familiar with the history of interpretation - 1 methods of That the student can apply what she has learned about the rules and -2 interpretation and avoid making mistakes in interpretation	Strategy



<p>The student will be exposed to various models of interpretations and become familiar with the approach of the interpreters</p> <p>etation accurately in To benefit from various sources in the science of interpr preparing reports</p>	
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Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	week

Weekly, monthly, daily, written exams, and the -of-end year . exam				Interpretation, interpretation	
				hour 2	2
				hour 2	3
	1 - اعتماد طريقة الاستقراء والاستنباط عند عرض المادة مع التنوع اثناء الشرح بالطرق الاخرى كاللقاء وغيره .			hour 2	5
	2 - الاعتماد على الطريقة التطبيقية على كتب التفسير بنوعيه الماثور والراي			hour 2	10
	3 - يتم انتقاء امثلة على العناصر المطروحة ، ومناقشة المثال الذي تم اختياره .			hour 2	11
	4 - اشراك جميع الطالبات في مناقشة ماتمت كتابته لتعميم الفائدة .			hour 2	13
	5 - الربط بصورة مستمرة بين اهداف المحاضرة وفحواها .			hour 2	15
	6 - اثاره الفضول لدراسة محتوى المقرر باستخدام الوسائل power point التعليمية مثل			hour 2	17
				hour 2	18
				hour 2	19
				hour 2	20
				hour 2	21
				hour 2	22
				hour 2	23
				hour 2	24
				hour 2	25
				hour 2	26
				hour 2	27
				hour 2	28
				hour 2	29
				hour 2	30
Course evaluation 11					
marks for monthly and 25 . marks for monthly and daily exams for the first semester 25 : is as follows Distribution marks for final exams 50 . daily exams for the second semester					
Learning and teaching resources 12					

<p>principles for interpreting the Holy Qur'an / General - 1 Saghir-Dr. Muhammad Hussein Al</p> <p>Investigations in the science of interpretation / Dr. - 2 Abdel Sattar Hamed</p> <p>Interpretation and interpreters / Muhammad Hussein Al - 3 Dhahabi</p>	<p>(Required textbooks (methodology, if any</p>
<p>Tibyan fi Tafsir -interpretations, including Tafsir Al Many Tusi, Tafsir -Hasan Al-Qur'an by Muhammad bin Al-Al Tabari and -Qur'an by Al-Bayan fi Tafsir Al-Jami' Al .others</p> <p>ur'an -Itqan fi Ulum Al-Zarqani, Al-Irfan by Al-Manahil Al Suyuti-by Al</p>	<p>(Main references (sources</p>
<p>He wrote "The Principles of Psychology" and a doctoral dissertation entitled "Objective Interpretation according to the Family of the Prophet, peace be upon them." He students to write simple reports related to a urged female specific issue in the science of interpretation. Emphasis on reading books that dealt with the objective and analytical approach to interpretation for the purpose of .projects benefiting from them in preparing graduation</p> <p>Taysir fi Rules of Interpretation, Introduction to the -Al Principles of Interpretation, Adnan Zarzour</p>	<p>supporting books and Recommended (....references (scientific journals, reports</p>
<p>The comprehensive library website, the comprehensive power point presentations encyclopedia website, and on interpretation. Books dealing with modern trends in .interpretation</p> <p>Golden Encyclopedia</p> <p>Endowment Library</p>	<p>Electronic references, Internet sites</p>

<b>1. Course name</b>
developmental psychology
<b>2. Course code</b>
Phase 2
<b>3. Semester/Year Annual</b>
Year 2024-2025
<b>4. The date this description was prepared</b>
27/9/2024
<b>5. Available forms of attendance</b>
Attend my class + electronic class on Google Class Room is a supporting class for the in-person class and has a link <a href="#">kei5w2</a> According to the controls and instructions of the Ministry of Higher Education and Scientific Research.
<b>6. Number of study hours (total) / number of units (total)</b>
2 hours per week = 60 hours / units 2 units
<b>Name: M.D. Yassin Tarrar Ghand</b>
<b>8. Course objectives</b>

<p>1- Providing female students with science and knowledge related to human development at its various age stages, from the embryonic stage to old age.</p> <p>2- Introducing and training female students on the methods and requirements of these life stages (childhood - adolescence - adulthood - old age).</p> <p>3- Preparing a generation of college graduates to teach in the middle and secondary levels.</p> <p>4- Providing female students with education and knowledge to meet the requirements of life and its development.</p>				Objectives of the study subject		
9. Teaching and learning strategies						
<p>The standard method (giving lectures).</p> <p>_ Method of discussion and interrogation</p> <p>- Method of solving problems.</p>				The strategy		
10. Course structure: The study began on 9/17/2023 and ends on 5/19/2024, the start date of final exams.						
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week	

Class performance and exams	Discussion and questioning	Child care in the Holy Quran		2	October-1
Class performance and exams	Discussion and questioning	Definition of growth/its laws/factors affecting growth/environmental and genetic/the embryonic stage, its characteristics and requirements		2	October the second
Class performance and exams	Discussion and questioning	Early, middle and late childhood / childhood problems, their causes, symptoms and ways to solve them		2	December
Class performance and exams	Discussion and questioning	Kindergarten originated from kindergarten programs		2	January
Class performance	Discussion and	The stage of adolescence / its meaning / stages /		2	February

nce and exams	questioning	characteristics / problems of adolescence / ways to solve them / how a teenager adapts himself to others / how a teenager chooses a specialty and profession			
Class performance and exams	Discussion and questioning	Social upbringing, its importance , upbringing institutions and theories		2	March
Class performance and exams	Discussion and questioning	Psychological development theories (Piaget's theory, Freud's theory, Bruner's theory, Kohlberg's theory, Erikson's theory		2	March

Class performance and exams	Discussion and questioning	The stage of adulthood / its meaning / requirements / tasks / forming a family / assuming responsibilities		2	April
Class performance and exams	Discussion and questioning	The stage of aging/its requirements, characteristics, diseases, and elderly care		2	Mays

### 11. Course evaluation

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

**The degree is distributed through several channels:**

1- Formative (formative) assessment through daily exams, observing and following up on the student's performance in class discussions and homework assignments,



and classroom evaluation. This grade does not exceed 20% of the total.

2- Diagnostic evaluation of the semester and final exams to issue judgments of success and failure. This grade is 80% and is divided into (4) exams for each semester, two exams, to extract the annual endeavor before entering the final exams.

## 12. Learning and teaching resources

Psychology of childhood and adolescence <b>Author: Jamal Hussein Al-Alusi, Umaima Ali Khan</b>	Required textbooks (methodology, if any)
1- Developmental psychology of childhood and adolescence / Hamed Abdel Salam 2- Developmental psychology childhood and adolescence / Muhammad Odeh Al-	Main references (sources)
<b>Access to everything recent and published in peer-reviewed scientific journals</b>	Recommended supporting books and references (scientific journals, reports...)
<a href="http://www.alkutubcafe.com/book/83rjar.html">http://www.alkutubcafe.com/book/83rjar.html</a>	Electronic references, Internet

## Course Description Form

1. Course Name	
Methods of hadith scholars	
2. Course Code:	
QMN 222	
3. Semester/ Year: Annual	
Annual	
4. Date of preparation of this description: 14/02/2024	
1/10/2023	
5. Available Attendance Forms:	
My presence only	
6. Number of credit hours (total) / number of units (total):	
60/4	
7. Course administrator's name (if more than one name)	
Name : Assoc. Prof. Anwar Zuhair Noori Email: <a href="mailto:dr.anwarz.noori@coeduw.uobaghdad.edu.iq">dr.anwarz.noori@coeduw.uobaghdad.edu.iq</a>	
8. Course Objectives	
1. The student should stand on the curricula of the modernists, their flags and their efforts in serving the Sunnah of the Prophet.	
2. The student should familiarize herself with the classification methods in hadith, and ways to deal with these curricula in a way that saves effort and time.	..
3. The student should have knowledge of the value of works in the hadith of the Prophet.	
4. Study samples of these books an applied study highlights their objectives and methodology.	
9. Teaching and learning strategies	
Strategy	Education strategy collaborative concept planning. Brainstorming education strategy. Education Strategy Notes Series



## 10. Course Structure

The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		Introductory introduction and includes the importance of the course, the reasons for studying it, the definition of the term curricula of modernists	Lecture	auditions
2	2		Methods of modernists in classification	Dialog	auditions
3	2		Mosques	Interrogation	auditions
4	2		Sunan	Lecture	auditions
5	2		Workbooks	Discussion	auditions
6	2		Muwatat	Interrogation	auditions
7	2		Totals	Lecture	auditions
8	2		Appendages	Discussion	auditions
9	2		Reflections	Dialog	auditions
10	2		Extracts	Interrogation	auditions
11	2		Supports	Dialog	auditions

12	2		Ills	Discussion	auditions
13	2		Other	Dialog	auditions
14	2		Review previous topics	Discussion	auditions
15	2		Monthly test		auditions
16	2		Applications on the curricula of the modernists in their books	Lecture	auditions
17	2		Al-Bukhari's approach to his Sahih	Dialog	auditions
18	2		A Muslim approach to his Sahih	Interrogation	auditions
19	2		Al-Kulaini's approach to the café	Lecture	auditions
20	2		The approach of the Sadduq in (what is not attended by the jurist)	Discussion	auditions
21	2		Review previous topics	Interrogation	auditions
22	2		Monthly selection		auditions
23	2		Methods of studying hadith	Discussion	auditions
24	2		Analytical	Dialog	auditions

			approach		
25	2		Inductive approach	Interrogation	auditions
26	2		Dialectical approach	Dialog	auditions
27	2		Comparative Approach	Discussion	auditions
28	2		Fully review the curriculum	Dialog	auditions
29	2		Monthly test		auditions
30	2		Comprehensive optional test of the material		auditions

## 11. Course Evaluation

The distribution of the score out of 100 is as follows: 25 marks monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams

## 12. Learning and Teaching Resources

Required textbooks (methodology, if any)	books prescribed by the Ministry
Main references (sources)	1- Studies in the curricula of the modernists of Muhammad Amin Al-Qudah 2- Curricula of the modernists of Hassan al-Hakim 3- Curricula of the modernists of the northern yas Curricula of the modernists by Jaafar Al-hbani.
Recommended books and references (scientific journals, reports...)	All books that deal with the curricula of the modernists 1- Studies in the curricula of the modernists to reconcile

	<p>Ahmed Suleiman Nasht Al-Mutanab Libraryj, Published 2017 .</p> <p>2- Public and private curricula of modernists Dr. Ali Nayef. First edition 2009 Dar Al-Bashaer Al-Islamiyya, Beirut-Lebanon.</p> <p>3- The clear in the curricula of the modernists, Dr. Yasser Al-Shamali, Second Edition 2006, Dar al-Hamid, Oman Jordan.</p>
ctronic References, Websites	<p>Ahl al-Hadith Forum, Virtual Library, Al-Mustafa Library, and other libraries that the student can benefit from books on the curricula of the modernists.</p>

## Course Description Form

1. Course Name	
Quranic rhetoric	
2. Course Code:	
227Q QuR	
3. Semester/ Year: Annual	
Annual	
4. Date of preparation of this description :	
1-10-2024	
5. Available Attendance Forms:	
My presence only	
6. Number of credit hours (total)/ number of units (total) ):	
60 hours / 4	
7. Course administrator's name ( if more than one name is mentioned)	
Name : Dr. Shurooq Najah Mashkur	
Email: <a href="mailto:shrooqnajah1977@coeduw.uobaghdad.edu.iq">shrooqnajah1977@coeduw.uobaghdad.edu.iq</a>	
8. Course Objectives	
<p>1. This course aims to enable students of the sciences of the Qur'an to understand the texts of the Holy Qur'an well and try to link the verses.</p> <p>2. It also enables them to teach the material well and correctly not based on blind indoctrination, but rather trying to present the material in a way that helps to link it to reality so that it can be applied in our daily lives because the Qur'an is an applicable constitution as well as the ability to explain the verses</p> <p>3. In an influential correct way based on tasting the aesthetic aspects of it and realizing the purpose of it and add to that religious education, especially in our time with the large number of temptations of the era and the large number of influences and external</p>	<ul style="list-style-type: none"> <li>•</li> </ul>



currents that carry within them a lot of moral problems that affected in one way or another, unfortunately on the morals of many young men and women because of this openness to various means of communication, which led to their loss, and perhaps what we study from the applied materials of the Quranic verses and topics related to the Holy Qur'an as well as About the correct scientific follow-up and the process of spreading scientific awareness helps to awaken religious scruples, which in turn also helps to save the rest of those who did not drift into these currents

#### 9. Teaching and learning strategies

Strategy

- 1- Education Strategy Collaborative Concept Planning.
- 2- Brainstorming education strategy.
- 3- Education Strategy Notes Series

10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
From 1/5	10 hours	Identify the style of rhetoric	Eloquence - eloquence and identification of the most important sayings of scientists	Discussion/Dialogue/Question and Answer	Written Testing and Reports
6/7	4 hours		Systems and its relationship to rhetoric and the most important sayings of miraculous scientists	Question & Answer	Ask an intellectual question for discussion through interaction
8	2 hours	Knowing the level of students in the annotated material	Monthly test		Written Test
9/12	8 hours	Identify another method of semantics	News & Construction	The previous methods as well as a variety of methods such as video lectures, audio lectures and pdf lectures	Previous methods
13	2 hours	Knowing the level of students	Scientific applications through rhetorical evidence	Previous methods as well as displaying practical diagrams on the board and PowerPoint	Requesting external applications from other sources, such as books or via the Internet
14	2 hours		Monthly test		Written

					exam
15/17	6hours		The style of submission, delay and shortening	Previous methods	Making scientific reports
18	2 hours	Knowing the level of students	External applications		
19/20	4 hours	Learn about another style	Separation and connection method	Previous methods	Previous methods
21	2 hours		Monthly Test		Written Test
22/23	4 hours		Brevity style	The way itself	The way itself
24	2 hours		Applications		
25/27	6hours	Another style	The style of redundancy and equality	Make applications on PowerPoint	
28/29	4 hours		Applications	Written Test	
30	2 hours	Identify the level of students	Monthly test		

10. Course Evaluation	
The distribution of the score out of 100 is as follows: 25 marks monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams	
11. Learning and Teaching Resources	
1 Required textbooks	The Book of Rhetoric and Application / D. Ahmed is required and d.Hassan Al-Basir - second 1999 - copyright reserved to the Ministry of Higher Education
Main references ( Sources)	From the eloquence of the Holy Quran

	d.Muhammad Shaaban Alwan , and.d.Noman Shaaban Alwan - 2nd Edition - 1998 - Islamic University of Gaza - Jewels of Rhetoric in Meanings - Statement and Budaiya/ Ahmed Al-Hashemi - i - 1 1999 Modern Library and Clear Rhetoric / Ali Al-Jarem and Mustafa Amin - 1st Edition -2009, Dar Al-Kutub Al-Ilmiyya and Applied Rhetoric / Dr.Talib Muhammad Ismail - i - 1 2012 Dar Kunooz Scientific Knowledge for Publishing Amman Jordan and applied rhetoric / d, Bassiouni Abdel Fattah Fayoud , 1st Edition, 2010 Al-Mokhtar Foundation , Cairo
Recommended supporting books and references (scientific journals, reports.... )	<div>All books dealing with rhetorical materials , especially the books of Abdul Qaher Al-Jurjani and Dr. Fadel Al-Samarrai and all Internet sites that deal with stylistic study .</div> <div></div> <div></div>
B Electronic references , websites ....	Islam Way website , Mishkat website , and Ahl al-Tafsir website Noor Islamic Library .

12.Course Development Plan
<p>Providing modern scientific means such as computer, smart board and applications that benefit the student Knowledge of Quranic rhetoric and its miracles</p>

## "Course Description Template"

<b>1. Course Title</b>	
Grammar	
<b>2. Course Code</b>	
QGM109	
<b>3. Term / Year</b>	
annual	
<b>4. Date of preparation of this description</b>	
1/10/2024	
<b>5. Available forms of attendance</b>	
In-person attendance only	
<b>6. Total number of credit hours / Total number of units:</b>	
90 hours	
<b>7. Course Coordinator's Name</b>	
Name : Anfal isam	
Email : anfal1986@coeduw.uobaghdad.edu.iq	
<b>8. Course Objectives</b>	
1- Introducing the learner to the fundamentals of the Arabic language and its grammatical rules, and explaining the importance of these rules in understanding the Qur'anic text and their impact on its meanings.	
2- Introducing the learner to the possible pronunciations of Standard Arabic .	
3- To enable the learner to pronounce Standard Arabic correctly and free from errors .	
4- To enable the learner to explain the prescribed grammatical material and understand the terminology used in it.	
<b>9.</b>	
1 . Educational Strategy: Cooperative Concept Planning.	Strategy
2 Educational Strategy: Brainstorming.	
3- Educational Strategy: Notes Series.	

10. Course Structure					
Assessment Method	Teaching Method	Unit Name / or Topic	Required Learning Outcomes	Hours	Week
Exams, Assignments, and Reports	In-person lectures and presentations on the online class platform, channel, and YouTube	<p>The Hamza of 'In' and its Sisters"</p> <p>The Sliding 'Lam' with 'In' and its Sisters</p> <p>The Lightening of 'In' and its Sisters</p> <p>Types of the Noun 'La</p> <p>The Predicate of 'La' in its Negation of Gender</p> <p>Verbs of Certainty and Probability</p> <p>Commenting on 'Zann' and its Sisters</p> <p>Treating Speech as Equivalent to Assumption</p> <p>Definition and Types</p> <p>Priority and Delay</p> <p>Definition and Rules</p> <p>Definition and Types</p> <p>Temporal Adverbial</p> <p>Spatial Adverbial</p> <p>Substitutes for Temporal and Spatial Adverbials</p> <p>Substitutes for the Absolute Object</p> <p>Omission of the Operator in It</p>	<p>In' and its Sisters</p> <p>=</p> <p>=</p> <p>The 'La' Used for General Negation of Gender</p> <p>=</p> <p>Zann' and its Derivatives</p> <p>=</p> <p>=</p> <p>Subject</p> <p>=</p> <p>The Agent Noun</p> <p>The Direct Object</p> <p>=</p> <p>The Adverbial of Purpose</p> <p>The Adverbial of Accompaniment</p> <p>The Adverbial of Time or Place</p> <p>The Absolute Object</p> <p>=</p> <p>Exception</p> <p>=</p>	3	30

		Exception with Verbs	=		
		Exception with Nouns	The Adverbial Modifier		
			=		
		Definition and Conditions"	=		
		The Stative Apposition	=		
		The Noun in Apposition			
		The Sentence Apposition	The Distinction		
		Omission of the Apposition's Operator	=		
		Definition and Conditions	=		
		Generalization of the Relation			
		Generalization of the Self			

<b>11. Course Evaluation</b>	
Grade Distribution (Out of 100):25 points for monthly and daily exams in the first semester. 25 points for monthly and daily exams in the second semester.50 points for final exams.	
<b>12. Learning and Teaching Resources</b>	
Required Textbooks (Methodological, if available)	Ibn Aqil's Commentary on the Alfiyah of Ibn Malik
Primary References (Sources)	<p>1- Explanation of 'Qatr al-Nada' and 'Ball al-Sada'</p> <p>- Author:Abdullah ibn Yusuf ibn Ahmad ibn Abdullah ibn Yusuf, Abu Muhammad, Jamal al-Din, Ibn Hisham (d. 761 AH)</p> <p>- Editor: Muhammad Mahyuddin Abdul Hamid</p> <p>- Publisher: Cairo</p> <p>- Edition: Eleventh Edition, 1383 AH</p> <p>- Number of Volumes:"1"</p> <p>2- Commentary on the Alfiyah of Ibn Malik by Al-Ashmuni"</p> <p>- Author:* Ali ibn Muhammad ibn Isa, Abu al-Hasan, Nur al-Din al-Ashmuni al-Shafi'i (d. 900 AH)</p> <p>- Publisher:Dar al-Kutub al-Ilmiyya, Beirut, Lebanon</p> <p>- Edition:First Edition, 1419 AH - 1998 CE</p> <p>- Number of Volumes: [Insert Number of Volumes]'4'.</p> <p>3. "Al-Nahw al-Wafi"</p> <p>- Author: Abbas Hassan (d. 1398 AH)</p> <p>- Publisher: Dar al-Ma'arif</p> <p>- Edition:Fifteenth Edition</p> <p>- Number of Volumes: 4</p> <p>4. "Jami' al-Durus al-Arabiya"</p> <p>- Author: Mustafa ibn Muhammad Salim al-Ghulaayini (d. 1364 AH)</p> <p>- Publisher:Al-Maktaba al-Asriya, Sidon - Beirut</p> <p>- Edition: Twenty-Eighth Edition, 1414 AH - 1993 CE</p>
Recommended Supporting Books and References (Scientific Journals, Reports, etc.)	<p>"Academic Journals of Baghdad University"</p> <p>"Academic Journals of Al-Mustansiriya University"</p>
Electronic References, Internet Websites	<p>- "Al-Maktaba Al-Shamela" "Al al-Bayt University Website"</p> <p>"Noor Library" "The Official Website of Bagh University .</p>



Course Name: Recitation and save			.1
Course Code: 224QRRM))			.2
the chapter/the year: Annual			.3
Date this description was prepared: 9/14/2024			.4
Available attendance forms: My presence only			.5
Number of study hours (Total) 3 / number of units (Total: 5			.6
Name of the course administrator (If more than one name is mentioned)			.7
the name: aYaman Hajim Majbas Email: Eman.h@coeduw.uobaghdad.edu.iq			
Course objectives			.8
•		Fourth stage female students mastered reciting the Holy Quran	.1
•	..	Memorization of Surat Al-Ma'idah with its interpretation	.2
•		Knowing the general meaning of Surat Al-Ma'idah.	.3
		Knowing the meaning of the readings and the seven recitations	.4
•		Knowing the meaning of stress and its places in the Holy Quran	.5
•	..		

Teaching and learning strategies .9	
1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3-Education strategy notes series	The strategy

Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Evaluation method	Teaching method	Unit name/Or the topic	Introducing the student to reciting the Qur'anic text of Surah Al-Ma'idah with an interpretation of its general meaning	3	1-
Oral and written tests	lecture	Letter exits(The stomach and throat)	Enabling the student to memorize Surat Al-Ma'idah	3	2-
Oral and written tests	Standard method, text method	Letter exits(the tongue)	Definition of tone	3	3-
Oral and written tests	Standard method, text method	Letter exits(Lips and nostrils)	Introducing the controls of stress	3	4-
Oral and written tests	Standard method, text method	Letter titles	Introducing the positions of stress in the Holy Quran	3	5-
Oral and	Question	Homophones and	Introduction to	3	6-

written tests	and answer method	homophones	Quranic readings		
Oral and written tests	Standard method, text method	Convergent and divergent diphthongs	The seven readings	3	7-
Oral and written tests	=	Practical application of the previous rulings on a group of verses	Definition of drawing the Qur'an	3	8-
Oral and written tests	lecture	Characteristics of letters and memorization of Surah	Definition of the controls for drawing the Qur'an	3	9-
Oral and written tests	Standard method, text method	Characteristics of letters	Definition of the rules for drawing the Qur'an	3	10-
Oral and written tests	Standard method, text method	A written test	Introduction to the etiquette of completing the Qur'an	3	11-
Oral and written tests	Inductive method	Memorize Surah	Identifying jurisprudential issues	3	12-
Oral and written tests	lecture	Practical application of the previous rulings on a group of verses	Introducing the student to the passage	3	13-
Oral and written tests	Standard method, text method	Memorize Surah	Introducing the student to the subject	3	14-

Oral and written tests	The deductive method, and the text method	Practical application of the provisions	Introducing the student to the words mentioned by Ibn al-Jazari in the introduction	3	15-
Oral and written tests	The deductive method, and the text method	A written test	Introducing the student to the words mentioned by Ibn al-Jazari in the introduction	3	16-
Oral and written tests	The deductive method, and the text method	Provisions for thinning and amplifying the rā'	Introducing the student to the words mentioned by Ibn al-Jazari in the introduction	3	17-
Oral and written tests	Question and answer method	The rulings on the amplification of the rā', the rulings on the amplification and thinning of the alīf	Introducing the student to the words mentioned by Ibn al-Jazari in the introduction	3	18-
Oral and written tests	The deductive method, and the text method	vacation	Enabling the student to memorize Surat Al-Ma'idah	3	19-
Oral and written tests	The deductive method, and the	vacation	Introducing the student to the words that Ibn al-Jazari did not	3	20-

	text method		mention in the introduction		
Oral and written tests	lecture	Rulings on enlarging the thinning of the lam	Introducing the student to the words that Ibn al-Jazari did not mention in the introduction	3	21-
Oral and written tests	The deductive method, and the text method	Review of bulking and thinning in general	Introducing the student to the words that Ibn al-Jazari did not mention in the introduction	3	22-
Oral and written tests	The deductive method, and the text method	Practical application with memorizing Surah	Introducing the student to the words that Ibn al-Jazari did not mention in the introduction	3	23-
=	The deductive method, and the text method	Practical application of the previous provisions	Introducing the student to reciting a Qur'anic text	3	24-
Oral and written tests	The deductive method, and the text method	A written test	Introducing the student to reciting a Qur'anic text	3	25-
=	The deductive	Surah memorization with	Introducing the student to reciting a Qur'anic text	3	26-

	method, and the text method	practical application			
Oral and written tests	The deductive method, and the text method	Practical application with memorizing Surah	Introducing the student to reciting a Qur'anic text	3	27-
Oral and written tests	The deductive method, and the text method	Oral test of previous rulings	Introducing the student to reciting a Qur'anic text	3	28-
Oral and written tests	Inductive method	Memorize Surah	Introducing the student to reciting a Qur'anic text	3	29-
Oral and written tests	lecture	Provisions for thinning the lam	Introducing the student to reciting a Qur'anic text	3	30-
Oral and written tests	The deductive method, and the text method	Rulers of magnification of the lam			
Oral and written tests	The deductive method, and the text	Practical application of the previous provisions			

	method				
=	The deductive method, and the text method	A written test			

Course evaluation .11	
Degree distribution from 100As follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams	
Learning and teaching resources .12	
-Al-Munir fi Ahkam Tajweed, written by a group of scholars,2006 2-Guidance of the beneficiary in the provisions of Tajweed, Abu Raymah,2007 3-Provisions of Tajweed and recitation/Faraj Tawfiq	Required prescribed books(Methodology if any)
- Taqi al-Din Abu al-Abbas Ahmad ibn Abd al-Halim ibn Abd al-Salam ibn Abdullah ibn Abi al-Qasim ibn Muhammad ibn Taymiyyah al-Harrani al-Hanbali al-Dimashqi(dead: 728e) Detective:Fawaz Ahmed Zmirli 2-Rulings on easy recitation and intonation, Imad Ali Jumaa, Dar Al-Nafais,(2004M- 1425H), i1 3-Al-Wadhi fi Ahkam al-Tajweed, Muhammad Issam Mufleh, Dar Al-Nafais,(1998) 4-The argument in readings - Al-Hussein bin Ahmed bin Khalawayh, Abu Abdullah (deceased: 370 AH) - Investigator: Dr. Abdel-Al Salem Makram, Dar Al-Shorouk - Beirut - 4th edition - 1401 AH. 5-The proof in the Tajweed of the	Main references(Sources)



Qur'an and a treatise on the virtues of the Qur'an, Muhammad Al-Sadiq Qamhawi, 2018

6- In order to benefit from the knowledge of Tajweed - Muhammad bin Badr Al-Din bin Abdul Haqq Ibn Balban Al-Hanbali (deceased: 1083 AH) - Dar Al-Bashaer Al-Islamiyyah - Beirut - 1st edition - 2001 AD

## Course Description Form

<b>1. Course Name:</b>	
Computer science	
<b>2. Course Code:</b>	
212 E CS	
<b>3. Semester / Year:</b>	
yaerly	
<b>4. Description Preparation Date:</b>	
1-9-2024	
<b>5. Available Attendance Forms:</b>	
In Person lectures	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
1 hour weekly / 1 Unit ( 30 hours)	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: Nibras Amer Mohammed Ali Email: <a href="mailto:nebras.ali@coeduw.uobaghdad.edu.iq">nebras.ali@coeduw.uobaghdad.edu.iq</a>	
<b>8. Course Objectives</b>	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Teaching female students to use the Excel data system, organize and create data and tables Databases.</li> <li>Teaching female students to design lectures using the computer and the data show project How to use Power Point.</li> <li>Introduction to the MATLAB language and the basics of the Internet</li> </ul>
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	Use books, manuals, and educational videos

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1	Getting to know the Excel 2010 application program	the introduction	Theoretical	tests
2	1	Getting to know the Excel 2010 application program	Formatting basics	Theoretical	tests
3	1	Getting to know the Excel 2010 application program	Basic operations	Theoretical	tests
4	1	Getting to know the Excel 2010 application program	Advanced formatting and review	Theoretical	tests
5	1	Getting to know the Excel 2010 application program	Graphs	Theoretical	tests
6	1	Getting to know the Excel 2010 application program	Functions and formulae	Theoretical	tests
7	1	Getting to know the Excel 2010 application program	Dynamic tables and graphical analysis	Theoretical	tests
8	1	Getting to know the Excel 2010 application program	Protection and participation	Theoretical	tests

<b>9</b>	<b>1</b>	Getting to know the Excel 2010 application program	Protection participation	Theoretical	tests
<b>10</b>	<b>1</b>	Getting to know the Excel 2010 application program	Advanced tools	Theoretical	tests
<b>11</b>	<b>1</b>	Getting to know the Excel 2010 application program	Advanced tools	Theoretical	tests
<b>12</b>	<b>1</b>	Getting to know the Excel 2010 application program	Various examples	Theoretical	tests
<b>13</b>	<b>1</b>	Getting to know the Excel 2010 application program	Final review and practical applications	Theoretical	tests
<b>14</b>	<b>1</b>	Getting to know the Excel 2010 application program	Final review and practical applications	Theoretical	tests
<b>15</b>	<b>1</b>	Half year holiday	Half year holiday		
<b>16</b>	<b>1</b>	Getting to know the application program PowerPoint 2010	Introduction and concept presentations	Theoretical	tests
<b>17</b>	<b>1</b>	Getting to know the application program PowerPoint 2010	Create a basic presentation	Theoretical	tests
<b>18</b>	<b>1</b>	Getting to know the application program PowerPoint 2010	Formatting presentations	Theoretical	tests
<b>19</b>	<b>1</b>	Getting to know the application program PowerPoint 2010	Graphics and graphs	Theoretical	tests
<b>20</b>	<b>1</b>	Getting to know the application program PowerPoint 2010	Interactive presentations	Theoretical	tests
<b>21</b>	<b>1</b>	Getting to know the application program PowerPoint 2010	Audio and video	Theoretical	Tests

22	1	Getting to know the application program PowerPoint 2010	Advanced presentation	Theoretical	Tests
23	1	Getting to know the application program PowerPoint 2010	Share presentations	Theoretical	Tests
24	1	Getting to know the application program PowerPoint 2010	Cooperation and teamwork	Theoretical	Tests
25	1	Getting to know the application program PowerPoint 2010	Interactive presentations	Theoretical	Tests
26	1	Getting to know the application program PowerPoint 2010	Interactive presentations	Theoretical	Tests
27	1	Getting to know the application program PowerPoint 2010	Time management and organization	Theoretical	Tests
28	1	Getting to know the application program PowerPoint 2010	Time management and organization	Theoretical	Tests
29	1	Getting to know the application program PowerPoint 2010	Various examples	Theoretical	Tests
30	1	Getting to know the application program PowerPoint 2010	Final review and practical applications	Theoretical	Tests

## 11. Course Evaluation

25 marks for the first term monthly and daily exams, 25 marks for the second term monthly and daily exams and 50 for the final exam. The total is 100 marks .

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

- Microsoft PowerPoint 2010 Step by Step" by Joyce Cox and Joan Lambert
- Excel 2010 Bible" by John Walkenbach

Main references (sources)	<ul style="list-style-type: none"> <li>• PowerPoint 2010 For Dummies" By Doug Lowe</li> <li>• Microsoft Excel 2010 Formulas and Functions Inside Out" by Egbert Jeschke</li> </ul>
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> <li>• "Microsoft Excel 2010 Plain &amp; Simple" by Curtis D. Frye</li> <li>• Microsoft PowerPoint 2010 Bible" by Fair Wempen).</li> </ul>
Electronic References, Websites	<a href="https://support.microsoft.com/">https://support.microsoft.com/</a> <a href="https://learn.microsoft.com/">https://learn.microsoft.com/</a> <a href="https://support.microsoft.com/en-us/office">https://support.microsoft.com/en-us/office</a>

## Course Description Form

: Course name .1	
Principles of jurisprudence	
: Course code .2	
QBJu 340	
Annual : Year / Semester .3	
Annual	
: Date this description was prepared .4	
09/26/2024	
: Available attendance forms .5	
person only-In	
:(Number of units (total / (Number of study hours (total .6	
4/2	
Name of the course administrator (if more than one name is .7 (mentioned	
Email	Dr. Hoda Mohamed Mohsen : Name huda.muhammed@coeduw.uobaghdad.edu.iq
Course objectives .8	
•	.1 Introducing students to the Principles of Islamic subject of Jurisprudence
•	.2 Reviving religion in the souls of female students and making it a way of life
•	.3 Highlighting the importance of scientific methodology in following up on jurisprudential issues
	.4 Identifying the sources of .and its evidence legislation

	•	.5
..	•	.6
Teaching and learning strategies .9		
.Education strategy planning the cooperative concept1- .Brainstorming education strategy2- Education Strategy Notes Series3-		Strategy



Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	learning Required outcomes	Watches	The week
Electronic tests	The lecture	Definition of the principles of jurisprudence and its origin	Learn about the principles of jurisprudence	2	1
Objective question	The lecture	Introduction to the study of governance topics	Get to know the ruling	2	2
Essay questions	Discussion	The ruling and its divisions	On the sections of the ruling	2	3
Electronic tests	The lecture	Sections of the obligatory ruling	Identify the obligatory ruling	2	4
Reports	cooperation	the duty	Identify the duty	2	5
Oral tests	The lecture	The delegate	Meet the delegate	2	6
Electronic tests	Brainstorming	Haram	Identifying the forbidden	2	7
Objective question	The lecture	The hated one	We know what is hated	2	8
Essay questions	The lecture	Permissible	Identify what is permissible	2	9
Electronic tests	The lecture	Sections of positive rule	Identifying positive rule	2	10
Reports	The lecture	the reason	Custom on reason	2	11
Oral tests	Discussion	Condition	Identify the condition	2	12
Electronic tests	The lecture	inhibitor	Identify the obstacle	2	13
Objective question	cooperation	Health and invalidity	Recognizing health and invalidity	2	14
Essay questions	The lecture	The ruler	Get to know the ruler	2	15

Electronic tests	Brainstorming	Convicted	Identify the convict	2	16
Reports	The lecture	Conditions of the convict	Identify the convict	2	17
Oral tests	The lecture	The judgement is based on ignorance, which is added to it	Identify the convict	2	18
Electronic tests	The lecture	The convict	Identify the convict	2	19
Objective question	Discussion	Eligibility and its types	Learn about eligibility and its types	2	20
Essay questions	The lecture	Disadvantages of eligibility	Identifying the symptoms of incapacity	2	21
Electronic tests	Discussion	Types of symptoms	Identify the types of symptoms	2	22
Reports	The lecture	Acquired symptoms Part 1	Recognizing acquired symptoms	2	23
Oral tests	cooperation	Acquired Symptoms Part II	Recognizing acquired symptoms	2	24
Electronic tests	The lecture	Evidence of rulings	Identifying evidence of rulings	2	25
Objective question	Brainstorming	The Quran	Learn the Quran Guide	2	26
Essay questions	The lecture	Year	Learn the Sunnah Guide	2	27
Electronic tests	The lecture	Consensus	about the Learn evidence of consensus	2	28
Reports	Discussion	Measurement	Get to know the measurement guide	2	29

Oral tests	The lecture	Istihsan and Istiṣhāb	Learn the evidence of Istihsan and Istiṣhāb	2	30

Course Evaluation .11	
points for monthly and daily exams for the 25 : is as follows The grade distribution out of 100 points for 50 . points for monthly and daily exams for the second semester 25 . first semester .final exams	
Learning and teaching resources .12	
Kubaisi-The Origins of Rulings, Hamad Al Brief Introduction to the Principles of Jurisprudence / Dr. Abdul Karim Zidane, Cordoba Foundation	quired textbooks (methodology if (any
Author: , Chapters on the Principles .1 Jassas -Razi al-Ali Abu Bakr al Ahmad bin (Hanafi (died: 370 AH-al author: Abu , The jurist and the jurist .2 Bakr Ahmad bin Ali bin Thabit bin Ahmad Baghdadi (died: -Khatib al-bin Mahdi al (AH 463	(Main References (Sources
-The legal objectives of Caliph Omar bin Al .1 Khattab (published research), Dr. Hoda Muhammad Mohsen Burhan's views on the topics of interpreting texts, a f the principles of jurisprudence comparative study Muhammad Mohsen Master's thesis, Dr. Hoda	Recommended supporting books and references (scientific (.reports, etc ,journals
Comprehensive Library .1 Books-Alfeker Network for E .2 /http://alfeker.net Bayt Library-Al .3 /https://www.ablibrary.net https://www.noor- , Noor Library .4 book.com/ Ain Shams University Library .5 <a href="https://ebook.univeyes.com">/https://ebook.univeyes.com</a> of Principles Library of .6 Jurisprudence -2013http://www.abdelmagidzarrouki.com/ - 346/ viewcategory / 36-45-14-06-05 940?order= default&dir = desc&start =	Electronic references, websites

### **Asst. Inst. Noor Falah Hasan**

1. Educational institution	University of Baghdad
2. Scientific Department / Center	College of Education for Girls \ Department of Quranic Sciences/ Third Stage
3. Course Name/Code	English language
4. Available attendance forms	1 hour per week
5. Year / Semester	Annual
6. Number of study hours (total)	Number of weeks (30) / Total number of classes (4) / Number of hours per week (1) Total number = 120 hours
7. Course Instructor's Name	Asst. Inst. Noor Falah Hasan <a href="mailto:noor.f@uobaghdad.edu.iq">noor.f@uobaghdad.edu.iq</a>
8. Date of preparation	27/9/2024

9- Course objectives
1- The textbook for third-year students in non-English departments was prepared for intermediate-level English language learners. After studying it, the student must have become familiar with the level's aspects and skills.
2- The instructor directs the student's attention to four things in each unit of the book:
a- English grammar.
b- Basic English Vocabulary.
c- Develop the four known language skills: reading, writing, listening and speaking in an interactive teaching method.
d- Strengthening the students' familiarity to the English language commonly used in the daily lives of native speakers.

## 10. Teaching and learning strategies

- Teamwork;
- Brainstorming;
- Storytelling;
- Mental games;
- The lecture;
- Other momentary ideas.

10.Course structure					
week	Study hours	Required learning outcomes	Unit name/topic	Teaching method	Evaluation method
1	1 hour per week	Present, past simple and present perfect, negative and interrogative, auxiliary verbs, short answers	Unit 1: It's a Wonderful Life	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
2	1 hour per week	Reading (Wonders of the Modern World), informal speeches.	Unit 1: It's a Wonderful Life	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
3	1 hour per week	Present simple and continuous, passive voice	Unit Two: Be happy	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
4	1 hour per week	Sports events, numbers and dates, messages and emails	Unit Two: Be happy	Follow the instructions in the unit exercises and	Measuring the extent of the student's positive

				encourage the student to participate in them.	interaction with the instructions provided
5	1 hour per week	Past simple, continuous, perfect and passive,	Unit Three: storytelling	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
6	1 hour per week	Art and Literature, Reading (Painter and Writer)	Unit Three: storytelling	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
7	1 hour per week	Obligation and permission, demand and supply,	Unit Four: doing the right thing	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
8	1 hour per week	Nationalities and Countries, Read (How to Be Polite When Traveling)	Unit Four: doing the right thing	Follow the instructions in the unit exercises and	Measuring the extent of the student's positive



				encourage the student to participate in them.	interaction with the instructions provided
9	1 hour per week	Future tense expressions: going to-will -present continuous	Unit Five: On the Move	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
10	1 hour per week	Weather description, reading (my holiday type), how to book	Unit Five: On the Move	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
11	1 hour per week	Interrogative forms using like, Description of food, cities and people	Unit Six: i love doing this	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
12	1 hour per week	Signals and sounds, Read (Global Pizza—History of the world's favorite food)	Unit Six: i love doing this	Follow the instructions in the unit exercises and	Measuring the extent of the student's positive

				encourage the student to participate in them.	interaction with the instructions provided
13	1 hour per week	Review the first six units of the book.	Appendix / Audio recordings	The student reads the written texts of the audio material they have listened to in the previous weeks.	Measuring the correctness of pronunciation of texts
14	1 hour per week	Familiarity with the first six units of the book	First semester exam	The student will take two exams, the first hour is an oral exam and the second hour is a written exam for the first seven units of the book.	Measuring the accuracy of the student's answers to the questions asked in the two exams
15	1 hour per week	Present perfect and past simple, passive voice of present perfect	Unit Seven: The Business World	Follow the instructions in the unit exercises and encourage the student to participate	Measuring the extent of the student's positive interaction with the instructions provided

				in them.	
16	1 hour per week	Phrasal verbs, reading (dream job) applying for a job	Unit Seven: The Business World	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
17	1 hour per week	Cases of If Conditional, types of adjectives,	Unit 8: Just Imagine	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
18	1 hour per week	Suggestions, Read (Who Wants to Be a Millionaire)	Unit 8: Just Imagine	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
19	1 hour per week	Probability formulae: must, could, might, can't, must have, could have, might have, can't have	Unit Nine: We Become Together	Follow the instructions in the unit exercises and encourage the student to participate	Measuring the extent of the student's positive interaction with the instructions provided

				in them.	
20	1 hour per week	Personality traits, agreement and disagreement, reading (The Man Who Planted the Tree)	Unit Nine: We Become Together	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
21	1 hour per week	Present perfect continuous, time expressions, compound nouns	Unit 10: Obsessions	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
22	1 hour per week	Expressing quantity, reading (famous for being unpopular),.	Unit 10: Obsessions	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
23	1 hour per week	Information exchange, resume writing	Unit 10: Obsessions	Follow the instructions in the unit exercises and encourage the student to participate	Measuring the extent of the student's positive interaction with the instructions provided

				in them.	
24	1 hour per week	Indirect question, tail questions, terms	Unit Eleven: tell me about it	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
25	1 hour per week	Informal English, Reading (How much do you know about your world), Words to link ideas	Unit Eleven: tell me about it	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
26	1 hour per week	Reported speech, reported question, reported orders and requests	Unit Twelve: Great Life Events	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
27	1 hour per week	Apology reading (David Copperfield by Charles Dickens)	Unit Twelve: Great Life Events	Follow the instructions in the unit exercises and encourage the student to participate	Measuring the extent of the student's positive interaction with the instructions provided

				in them.	
28	1 hour per week	Birth, marriage and funeral customs	Unit Twelve: Great Life Events	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
29	1 hour per week	Review of the second six units of the book	Appendix / Audio recordings written by	The student reads the written texts of the audio material they had listened to in the previous weeks.	Review of the second six units of the book
30	1 hour per week	Familiarity with the material of the second chapter of the book, which includes units 7-12	Second semester exam	The student will take two exams, the first hour being an oral exam and the second hour being a written exam on the second six chapters of the book.	Measuring the accuracy of the student's answers to the questions asked in the two exams

## 12. Infrastructure

1- Required textbooks	<b><i>Intermediate Student's Book</i></b> <b><i>New Headway Plus</i></b> by John and Liz Soars, Oxford University Press.
2- Main references (sources)	- Oxford Dictionary - A collection of encyclopedic books issued by the Hamlin Foundation for the development of the .English language for various age groups.
A- Recommended books and references(Scientific journals, reports, ....)	- Books published in the same series <b><i>Headway</i></b> And educational magazines in English
B - Electronic references, websites...	<a href="http://www.newheadwayplus.london:oxforduniversitypress">www.newheadwayplus.london:oxforduniversitypress</a> <a href="#">s</a>
13. Course Evaluation	
Full grade for the course is 100. 50 points constitute the weight of the final exam and the remaining 50 points are distributed equally between the first and second semesters in the form of monthly and daily exams in addition to classroom activities.	

14. Curriculum Development Plan
Encouraging lectures that include students from the English Department with students from other specializations to enable them to work in a team spirit. In addition to employing websites for audio books and YouTube channels for developing conversation, as well as artificial intelligence applications for improving writing and listening skills, as well as hosting virtual conversations.

## Course Description Form

1. Course Name	
Rulings on recitation (theoretical and practical)	
2. Course Code:	
336QRem	
3. Semester/ Year: Annual	
Annual	
4. Date of preparation of this description5: 27/09/2024	
5. Available Attendance Forms:	
My presence only	
6. Number of credit hours (total) / number of units (total):	
60 hours / Number of units 4 units	
7. Course administrator's name (if more than one name)	
Name: Email: coeduw.uobagdad.edu,iq@ Dalal j <b>Dr. Dalal Juma Jameel</b>	
8. Course Objectives	
<b>1. Enable students to read the Holy Quran correctly.</b>	<b>Developing the desire to teach this subject to obtain clarity for those who receive it by learning and teaching the Qur'an</b>
<b>2. Improving the level of understanding and comprehension of the eloquence of Quranic texts from learning the correct reading</b>	<b>Teaching the pronunciation of Arabic letters properly through the student's knowledge of the exits and qualities of the letters and the right of the letter and due</b>
<b>3. Familiarity with the science of Tajweed and</b>	<b>learning to master reading the Qur'an, the great impact in knowing its meanings and deriving its rulings</b>



its investigations so that the student is able to teach it	and this is what the Islamic education teacher in particular and the Muslim in general needs
4. Developing scientific thinking and the spirit of research among students and instilling a love of science in them.	Developing the student's ability to link theoretical arguments with practical rulings
5. Activating the spiritual aspect when reading the Book of God, whether in the way of presentation, listening or memorizing .	Directing students in the light of reciting verses to be moral among the people of the Qur'an in its words and deeds, especially with regard to women in terms of dress, modesty, rights and duties.
6. Developing the student's ability by adjusting the reading of verses to adjust the reading of the rest of the topics of Islamic education, such as the hadiths of the Prophet and the rest of the topics that need accuracy in reading in terms of correctness and the way of recitation and performance.	Developing the student's skill in speaking classical Arabic and smoothly looking the appropriate vocabulary for each topic

9. Teaching and learning strategies	
<b>Category</b>	<p>giving the lecture by the professor of the subject.</p> <p>discussing the scientific material by asking questions to students and discussing answers.</p> <p>listening to the students' memorization, correcting their citation, and linking theoretical rulings with practical rulings.</p>

**9- We distribute the score out of 100 as follows: 25 degrees of monthly exams (theoretical and practical) for the first semester  
25 degrees of monthly exams (theoretical and practical) for the second semester, 50 degrees for final exams.**

<b>The week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>
<b>1</b>	<b>3</b>	<b>Endowment and initiation Memorizing Surat Al-Mujadila</b>	<b>Definition of endowment, initiation and purpose thereof Memorization from verse (1-4) with the application of theoretical rulings</b>
<b>2</b>	<b>3</b>	<b>Endowment and initiation Memorizing Surat Al-Mujadila</b>	<b>Types of stop/stop, waiting, optional Memorization from verse (5-8)</b>
<b>3</b>	<b>3</b>	<b>Endowment and initiation Memorizing Surat Al-Mujadila</b>	<b>Types of moratoriums Memorization from verse (9-15)</b>
<b>4</b>	<b>3</b>	<b>Endowment and initiation Memorizing Surat Al-Mujadila</b>	<b>The ugly endowment is memorized from verse (16-22)</b>

5	3	Endowment and initiation <b>Memorizing Surat Al-Hashr</b>	Silence and its types From verse (1-3)
6	3	Endowment and initiation <b>Memorizing Surat Al-Hashr</b>	Innovation and its types From verse (4-9)
7	3	Endowment and initiation <b>Memorizing Surat Al-Hashr</b>	How to start with the hyphen in names From verse (10-13)
9	3	Endowment and initiation <b>Memorizing Surat Al-Hashr</b>	Endowments (the link is presented over the consonant segment) From verse (21-24)
10	3	Endowment and initiation <b>Memorizing Surat Al-Mumtahanah</b>	Aspects of the endowment (the cutting link is provided on the one for interrogative on the link) From verse (1-3)
11	3	Endowment and initiation	Solve questions at the end of the requirement
12	3	Endowment	Endowments

		<b>and initiation Memorizing Surat Al- Mumtahanah</b>	<b>(Endowment on the Sahih of the other - the definition of pure silence - melon and rum and how to perform it) From verse (4-6)</b>
<b>13</b>	<b>3</b>	<b>Endowment and initiation Memorizing Surat Al- Mumtahanah</b>	<b>Aspects of the endowment of the first type (the last original silence) and the second (the last movable) and the third (the last vowel and before it the letter D or Lin) (7-9)</b>
<b>14</b>	<b>3</b>	<b>Endowment and initiation Memorizing Surat Al- Mumtahanah</b>	<b>Aspects of the endowment, the fourth type (the end of the word Mennona) the fifth type (the last word is a vowel hamza before the letter D) the sixth type (the end of the word is an</b>

			<b>aggravated letter) From verse (10-13)</b>
<b>15</b>	<b>3</b>	<b>Endowment and initiation Memorizing Surah As-Saff</b>	<b>The seventh type (the end of the word E is a metaphor) the eighth type (the end of the word T is linked) the ninth type (the last word is original silence and the movement offered him to get rid of the meeting of the inhabitants) From verse (1-5)</b>
<b>16</b>	<b>3</b>	<b>Endowment and initiation</b>	<b>Solve questions at the end of the requirement</b>
<b>17</b>	<b>3</b>	<b>Endowment and initiation Memorizing Surah As-Saff</b>	<b>Endowment on the ill of the other (provisions of the endowment on the word that the last of which is A From verse (6-9)</b>






<b>11. Learning and Teaching Resources</b>		
Required textbooks (methodology, if any)	1 Required textbooks	<p><b>The Noble Qur'an / Part Twenty-Eight (Al-Mujadila Part)</b></p> <p><b>Al-Munir Book in the Provisions of Tajweed (Prepared by the Society for the Preservation of the Noble Qur'an) Recitation Committee (Association for the Preservation of the Noble Qur'an), Amman, Association, 2001</b></p>
in references (sources)	2 Main references (sources)	<p><b>Tajweed science theoretical provisions and practical notes applied - d. Yahya Abdul Razzaq Al-Ghouthani</b></p> <p><b>The useful in the science of Tajweed - the need is the life of Ali Al-Hasani</b></p> <p><b>Rulings of recitation and intonation / preparatory level - compliance by Muhammad Saleh Mahdi</b></p> <p><b>It is clear in the provisions of intonation. Doctor Muhammad Essam Alqudah and Dr. Ahmed Khaled Shukri, Dr.</b></p>

		<b>Ahmed Muhammad Mufleh Alqudah</b>
Recommended books and references (scientific journals, reports...)	<b>Recommended books and references (scientific journals, reports ,....)</b>	<b>* The illustrated Tajweed book by Dr. Ayman Sweid</b> <b>* Tajweed science theoretical provisions and practical notes applied, d. Yahya Abdul Razzaq Al-Ghouthani</b> <b>* Ethics of the Qur'an campaign by Al-Hafiz Abu Bakr Muhammad bin Al-Hussein Al-Ajri</b> <b>* The Iraqi rule in the provisions of intonation by Sheikh Firas Rashid Aliwi Al-Rukaibawi</b>
Electronic References, Websites	B Electronic references, websites ....	<b>Madkar site for teaching the provisions of recitation, Tijan site for teaching the provisions of recitation, Telegram channel exclusive teacher</b>

## Course Description Form

1. Course: Library and Scientific Research Methodology	
2. Course Code: LREW 332Q	
3. Semester / Year: Yearly	
4. Date of preparation of this description 10/9/2024 -2025	
5. Available Attendance Forms: Daily	
6. Number of academic hours (total) / number of units (total): 60 hours per year. Number of Units3	
6. Course administrator's name (if more than one name)	
Eng. Sahar Rasul Mohammed :Name sahar.r@coeduw.uobaghdad.edu.iq	
7. Course Objectives	
<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>	<p><b>The student should know how to write the scientific research, how the student chooses a title with her urging.</b></p> <p><b>How to obtain resources from libraries, how to collect the student scientific material and work from it research</b></p> <p><b>How to arrange sources in margins, how to organize research in a general organization</b></p> <p>How to arrange sources in a list of sources</p>

8. Teaching and Learning Strategies					
<div>-1 .Brainstorming method</div> <div>-2 .Research method</div> <div>-3 .Questions and answers</div> <div>-4 .professor and the students Discussion between the</div> <div>5- Presentation and lecture.</div>					Strategy
9. Course Structure					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	The week
<b>Tests</b> <b>Tests</b> <b>Tests T</b>	Lecture	Definition and origin	About the Library	2	1
	Lecture	Library Sections	About the Library	2	2
	Lecture	How to classify books	classification	2	3
	Lecture	How to get books	Cards	2	4
	Lecture	Introducing it	Curriculum	2	5
	Lecture	Types	Curriculum	2	6
	Lecture	Definition of the research,	Search	2	7
	Lecture	conditions and sections	Search	2	8
	Lecture	Characteristics of scienti	Researcher	2	9
	Lecture	research	Text Quote	2	10
	Lecture	Qualities to be available	Search steps	2	11
	Lecture	the researcher	First step	2	12
	Lecture	Citation rules	Step Two	2	13
	Lecture	Choosing a research topic	Step Three	2	14
	Lecture	Choosing a research topic	Step Four	2	15
	Lecture	Make a research plan	Step Five	2	16
	Lecture	Inventory of research source	Step Six	2	17
	Lecture	Collection of scienti	Step Seven	2	18
	Lecture	material	Search Extension	2	19
	Lecture	Research Formulation	Indexes	2	20
	Lecture	Placement of margins	Indexes	2	21
	Lecture	General organization	Indexes	2	22
	Lecture	research	Indexes	2	23
	Lecture	Organization of appendices	Indexes	2	24

	Lecture	Index of Quranic verses	Mandated	2	25
	Lecture	Index of the hadiths of the Prophet	Mandated	2	26
	Lecture	Prophet	Mandated	2	27
	Lecture	Media Index	Mandated	2	28
	Lecture	Table of Contents	test	2	29
	Lecture	Index of sources and reference	report	2	30
		Each student writes a paper according to her topic			
		Each student writes introduction according to her topic			
		Each student writes detective according to her subject			
		Each student writes conclusion according to her topic			
		Conducting the electronic test			
		Writing the final report			

#### 10. Course Evaluation

The distribution is as follows: 25 degrees monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams

#### 11. Learning and Teaching Resources

Introduction to the preparation of research Mufti Rafiq Al-Islam Al-Madani, Dar Al-Kutub Al-Ilmiyya, Beirut-Lebanon, 2006-1427 AH	Required textbooks (methodology, if any)
A Researcher's Guide to Writing Scientific Research / Ayman Abdullah Mohammed, Dar Al-Kutub Al-Ilmiyya, Beirut-Lebanon, BT	Main references (sources)
The Principles of Writing Scientific Research and Manuscript Investigation, Dr. Youssef Al-Maraashly, Dar Al-Maarifa, Beirut, Lebanon, 3rd Edition, 1429 AH-2008 AD Library and research methodology. Abdul-	Recommended books and references (scientific journals, reports...)

<p>Jabbar Abdulrahman. Modern Printing House, Basra, 1972</p> <p>Scientific research methodology. Dr. Anwar Abdel Hamid Al-Moussa, Dar Al-Nahda Al-Arabiya, Beirut, 2017</p> <p>Lectures in the library and research methodology, Abdul Qadir Al-Khatib Al-Hasani, Damascus</p> <p>Research and its methods in library and information science. Mohamed Fathi Abdel Hadi. Egyptian Lebanese House, Cairo 2003</p> <p>Lectures in the library and research methodology. Dr. Khaled Hamidi, Dr. Mohammed Khudair. Laser Printing Library. 2019</p> <p>Scientific Research Methods Abd El , Rahma Badawi Dar Al , Fikr Lebanon</p> <p>Scientific Research Methods Muhammad Sarhan Ali Dar Al-Fikr Lebanon. Scientific Research Methodology Amer Ibrahim Kandaliji Al-Nahda Library</p>	
<p><a href="https://www.noor-book.com/%D9%83%D8%AA%D8%A7%D8%A8-%D9%85%D9%86%D8%A7%D9%87%D8%AC-%D8%A7%D9%84%D8%A8%D8%AD%D8%AB-%D8%A7%D9%84%D8%B9%D9%84%D9%85%D9%8A-pdf-1587054532">https://www.noor-book.com/%D9%83%D8%AA%D8%A7%D8%A8-%D9%85%D9%86%D8%A7%D9%87%D8%AC-%D8%A7%D9%84%D8%A8%D8%AD%D8%AB-%D8%A7%D9%84%D8%B9%D9%84%D9%85%D9%8A-pdf-1587054532</a></p>	Electronic References, Websites

## Course Description Form

Course Name:	
Interpretation of the verses of rulings	
Course Code:	
VJ335	
Semester/ Year :	
Annual	
Date of preparation of this description: 29/09/2024	
5. Available Attendance Forms:	
/ presence only	
6. Number of credit hours (total) / number of units (total):	
Credit Hours(30)/Number of Units(2)	
7. Course administrator's name (if more than one name)	
Name : Assoc. Prof. Alaa Shawky Abdel Baqi Email: <a href="mailto:alaa.s@coeduw.uobaghdad.edu.iq">alaa.s@coeduw.uobaghdad.edu.iq</a>	
8. Course Objectives	
1. – Developing students' abilities and skills in understanding the Book of God Almighty	
2. The student should recognize the relationship between interpretation and jurisprudence	..
3. The student should acquire the ability to teach people the Holy Quran correctly	
4. The student should know the meanings of the Holy Quran	

5. The student should be able to identify the jurisprudential rulings and apply them in reality	
6. The student should be able to understand the meanings of the Holy Quran	..
9. Teaching and learning strategies	
Strategy	Education strategy collaborative concept planning. Brainstorming education strategy. Education Strategy Notes Series



10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	The student should get acquainted with the books of the verses of the rulings	Books verses of judgments	Lecture	Written test
Second	2	The student should know the interpretation of seeking refuge	Interpretation of seeking refuge	Introspective	Oral test
Third	2	The student should learn to interpret the basmala	Interpretation of the basmala	Questions & Answers	Written test
Fourth	2	The student should learn the interpretation of Surat Al-Fatihah	Interpretation of Surat Al-Fatihah	Lecture	Oral test
V	2	The student should learn how to go to the qibla	Going to the Kaaba in prayer	Teaching aids	Essay questions
Sixth	2	The student should learn how to strive between Safa and Marwa	The quest between Safa and Marwa	Question & Answer	Essay questions
Seventh	2	That the	Secrecy of	Lecture	Written

		student learns the rule of secrecy of knowledge	knowledge		test
Eighth	2	The student should know the permissibility of good deeds	Permissibility of good deeds	Extrapolate	Objective questions
Ninth	2	The student should know the prohibition of malignancy	Prohibition of evil deeds	Discussion style	Oral test
X	2	The student should know the prohibition of usury	Prohibition of usury	Question & Answer	Essay questions
Eleventh	2	The student should learn to write religion	Correspondence of religion	Lecture	Written test
Twelfth	2	The student should know the ruling on accepting repentance	Ruling on accepting repentance	Brainstorming	Objective questions
Thirteenth	2	The student should learn the obligation of Hajj	Hajj	Lecture	Oral test
Fourteenth	2	The student should learn to shorten the	Prayer Palace	Discussion style	Essay questions

		prayer			
Fifteenth	2	The student should know the forbidden foods	Forbidden foods	Question & Answer	Objective questions
Sixteenth	2	The student should be introduced to the analyzed foods	Analyzed foods	Demonstration	Written test
Seventeenth	2	That the student learns on the provisions of ablution	Rulings on ablution	Lecture	Intellectual questions
Eighteenth	2	The student should learn how to obey the orders of God Almighty	The obligation to obey the orders of God Almighty	Questions & Answers	Essay questions
Nineteenth	2	The student should learn how to name when slaughtering	Naming at slaughter	Brainstorming	Oral test
twenty	2	The student should learn how to listen forward in prayer	Listen forward in prayer	Lecture	Written test
Twenty-first	2	That the student knows the ruling on fleeing from crawling	Fleeing the crawl	Lecture	Intellectual questions
Twenty-second	2	The student should know	Division of spoils	Question & Answer	Oral test

		the division of the spoils			
<b>Twenty-third</b>	2	The student should know the interpretation of verses 72-75 of Surat Al-Anfal	Interpretation of verses 72-75 of Surat Al-Anfal	Lecture	Written test
<b>Twenty-fourth</b>	2	The student should know the meaning of guardianship and strife among the believers	Guardianship and strife among believers	Discussion style	Essay questions
<b>Twenty-fifth</b>	2	The student should learn how to prevent polytheists from entering the Grand Mosque	Preventing polytheists from entering the Grand Mosque	Lecture	Oral test
<b>Twenty-sixth</b>	2	That the student knows the meaning of jizyah and who is it taken?	The meaning of jizyah and who is it taken?	Brainstorming	Essay questions
<b>Twenty-seventh</b>	2	The student should learn how to glorify the rites of God	Glorifying the rites of God	Question & Answer	Objective questions
<b>Twenty-eighth</b>	2	That the student	Guidance and sacrifice	Lecture	Written test



11. Course Evaluation	
The distribution of the score out of 100 is as follows: 25 marks monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams	
12. Learning and Teaching Resources	
quired textbooks (methodology, if any)	<p>–The provisions of the Qur'an, Abu Bakr al-Jassas, investigation: Abdul Salam Muhammad Ali Shaheen, Dar Al-Kutub Al-Ilmiyya – Beirut, First edition, 1415 AH / 1994 AD.</p> <p>2–The provisions of the Qur'an, Abu Bakr Ibn al-Arabi al-Maliki, investigated: Mohamed Abdelkader Atta, Dar Al-Kutub Al-Ilmiyya – Beirut, Third edition, 1424 AH – 2003 AD.</p> <p>Treasure of gratitude in the jurisprudence the Qur'an – Miqdad Al-Sayuri – Al-Idariya Library.</p>
n references (sources)	<p>1– The provisions of the Qur'an, Imad al-Din al-Kiahrahi al-Shafi'i, investigated by: Musa Muhammad Ali and Azza Abd Attia, Dar al-Kutub al-Ilmiyya – Beirut, second edition, 1405 AH.</p> <p>2– Jurisprudence of the Qur'an, Qutb al-Din al-Rawandi, investigated by: Sayyid Ahmed al-Husseini, his office Ayatollah al-Azam Najafi al-Marashi, second edition, al-Wilayat Press – Qom Date: 1405 AH.</p>

- 3- Neil Al-Maram from the interpretation of the verses of judgments, Abu Al-Tayyib Muhammad Siddiq Khan bin Hassan bin Ali Ibn Lutf Allah Al-Husseini Al-Bukhari Al-Qanuji (deceased: 1307 AH), investigated by: Muhammad Hassan Ismail - Ahmed Farid Al-Mazidi, Dar Al-Kutub Al-Ilmia
- 4- The provisions of the Qur'an by Al-Shafi'i, Ahmed bin Al-Hussein bin Ali bin Musa Al-Khosroujerdi Al-Khorasani, Abu Bakr Al-Bayhaqi (deceased: 458 AH)  
Margins : Abdel Ghani Abdel Khaleq, Al-Khanji Library - Cairo  
Second Printing ,1414 AH - 1994 AD
- 5- Recording the benefits and returns and additions, Abdul Malik bin Hussein Al-Assami, achieved by: Dr. Ahmed bin Faris Al-Salloum, Dar Ibn Hazm.
- 6- Interpretation of the verses of rulings, by Sheikh Manna Khalil Al-Qattan, Dar Al-Kitab Al-Islami
- 7- The Collector of the Provisions of the Qur'an, Shams al-Din al-Qurtubi, investigated: Ahmed Al-Bardouni and Ibrahim Atfaish, Egyptian House of Books - Cairo, Edition: Second, 1384 AH - 1964 AD.
- 8- Masterpieces of the statement,

	Muhammad Ali Al-Sabouni, Al-Ghazali Library – Damascus, third edition, 1400 AH – 1980 AD.
Recommended books and references (scientific journals, reports...)	<div>-Journal of the College of Education for Girls</div> <div>-Journal of Sustainable Studies</div> <div>-Abbasid Threshold Magazine</div> <div></div> <div></div>
Electronic References, Websites	<div>There are many sites that the student can review, such as the sites of interpretation and Quranic sciences, including:</div> <div>-Interpretation Academy website</div> <div>2- The site of the comprehensive electronic encyclopedia of the Holy Quran</div> <div>3- Encyclopedia of the Holy Quran website</div>



## Course Description Form

1. Course Name	
Comparative Religions (History of Judaism and Christianity)	
2. Course Code	
339 Q R	
3. Semester/ Year: Ann	
Ann	
4. Date of preparation of this description	
126/09/20	
5. Available Attendance Forms:	
My presence on	
6. Number of credit hours (total) / number of units (total):	
60 credit hours / Number of units	
7. Course administrator's name (if more than one name)	
Name : Hanan Ali Ahmed	
Email	
hanan.ali@coeduw.uobaghdad.edu	
8. Course Objectives	
<p><b>1. The student should get acquainted with the Jewish and Christian religion because of their relationship with Islam because they are heavenly religions that completed one another and the Holy Qur'an highlighted them, so it became necessary for the Muslim student, while</b></p>	<p style="text-align: center;">•</p>

living in a world that affects Jews and Christians, to know their faith and history and saw Islam in them.	
2. To teach the student the common and different between religions in beliefs	•
3. The student should analyze the deviation of the beliefs of Judaism and Christianity	•
4. The student should criticize the doctrine of Christ between divinity and humanity.	
5. To give the student his opinion of the doctrine of crucifixion and redemption.	•
6.	•

9. Teaching and learning strategies	
Strat	1- Education strategy collaborative concept planning 2- Brainstorming education strategy 3- Education Strategy Notes Series

## 10. Course Structure

The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	To familiarize the student with Judaism	Terms used in the Torah	Lecture	Written test
2	2	To familiarize the student with the history of the Jews	The Age of Exodus and the Age of Judges	Introspective	Oral test
3	2	To familiarize the student with the history of the Jews	Age of Kings	Questions & Answers	Written test
4	2	To familiarize the student with the history of the Jews	The Age of Split	Lecture	Oral test
5	2	To familiarize the student with the history of the Jews	Appearance of Christ	Teaching aids	Essay questions
6	2	The student should be introduced to the holy books of the Jews	Old Testament	Question & Answer	Essay questions
7	2	The student	Talmud and Jamara	Lecture	Written test

		should be introduced to the holy books of the Jews				
8	2	The student should be introduced to the holy books of the Jews	Midwifery and Zohar	Extrapolate	Objective questions	
9	2	To introduce the student to Jewish beliefs	Divinity and prophecy among the Jews	Discussion style	Oral test	
10	2	To introduce the student to Jewish beliefs	Resurrection and Resurrection in the Torah	Question & Answer	Essay questions	
11	2	To introduce the student to Jewish beliefs	The chosen people and the promised land	Lecture	Written test	
12	2	The student should know the Jewish holidays and introduce them	Definition	Brainstorming	Objective questions	
13	2	The student should get to know the Jewish sects and explain the most important teams in them	Statement of the most important Jewish sects	Lecture	Oral test	

14	2	The student should explain the Zionist movement and explain its emergence and divisions	Definition, time of appearance and sections	Discussion style	Essay questions
15	2	The student should explain the Zionist movement and explain its role	Its role in dominating the Palestinian territories	Question & Answer	Objective questions
16	2	The student should be introduced to the Christian religion	The Emergence of the Church	Discussion style	Written test
17	2	The student should be introduced to the Christian religion	The Church after the appearance of Constantine	Lecture	Intellectual questions
18	2	The student should be introduced to the Christian religion	Church in the Middle Ages	Questions & Answers	Essay questions
19	2	To show the Crusades	Factors of its establishment	Brainstorming	Oral test
20	2	To explain religious reform	Matters Included in the Pope's Authority	Lecture	Written test
21	2	To explain religious reform	Reasons for declaring the reform revolution	Lecture	Intellectual questions
22	2	To explain	Church divisions	Question &	Oral test

		religious reform		Answer		
23	2	To show how the papacy originated	Reasons for declaring the reform revolution	Lecture	Written test	
24	2	To show how the papacy originated	How did it arise	Discussion style	Essay questions	
25	2	To show how the papacy originated	The Pope and the political authorities	Lecture	Oral test	
26	2	To show how the papacy originated	After the Crusades	Brainstorming	Essay questions	
27	2	To familiarize the student with church beliefs	Church Councils	Question & Answer	Objective questions	
28	2	To get to know the Christian sects	Unified Teams	Lecture	Written test	
29	2	To get to know the Christian sects	Contemporary Bands	Discussion style	Objective questions	
30	2	To familiarize the student with the holy books of Christians	Old and New Testament, Apostles' Epistles and John's Visions	Discussion style	Oral test	
31	2	examination	Exam		Written test	

11. Course Evaluation	
The distribution of the score out of 100 is as follows: 25 marks monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams	
12. Learning and Teaching Resources	
Required textbooks (methodology, if a	History of Judaism and Christianity / Dr. Saad Mahmoud Al-Samouk and Dr. Rushdi Elay
Main references (source	<p>Comparing religions / Ahmed Shalaby part 3</p> <p>Jewish religious thought / Hassan Zaza</p> <p>Comparing religions / Ahmed Al-Khatib</p> <p>Translator of religions / Asaad Al-Samhrani</p> <p>Religions and Teams / Muhammad Awad Al-Hazaymeh</p> <p>Jurisprudence of religions / Abdel Rahman Hamdi</p> <p>The Torah - the Bible - the Qur'an and Science / Maurice Bucaille</p> <p>Comparative Religions / Abu Za</p>
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> <li>· Book: Dialogue with people of religions: its legitimacy, conditions and etiquette, author: Ahmed bin Saif al-Din Turkistani, publisher: The book is published on the website of the Saudi Ministry of Awqaf without data.</li> <li>· Book: Studies in Judaism and Christianity The Author: Saud bin Abdul Aziz Al-Khalaf, Publisher: Adwa' Al-Salaf Library, Riyadh, Saudi Arabia, fourth edition, 1425 AH / 2004 AD.</li> <li>· Book: The Facilitated Encyclopedia of Contemporary Religions, Sects and Parties, Author: World Assembly of Muslim Youth, Supervision, Planning and Review: Dr. Mana bin Hammad Al-Juhani, Publisher: Dar Al-Nadwa International for Printing, Publishing and Distribution, Edition: Fourth, 1420 AH.</li> <li>· Book: The Claims of the Christians in the Coming of the Messiah - peace be upon him - Author: Saud bin Abdul Aziz Al-Khalaf, Publisher: um Al-Qura University Press, Edition: *.</li> <li>· Book: Encyclopedia of Jews, Judaism and Zionism The Author: Doctor Abdul wahab Elmessiri . In Comparing Religions Research and Studies /</li> </ul>

	<p>Muhammad Abdullah Al-Sharqawi  Researches in Comparative Religions / Ahmed  Abdul Rahim Al-Sayeh  Journal of Comparative Religions / House of  Wisdom  Ustad Magazine  Principle Magazine</p>
Electronic References, Webs	<p>There are many sites that the student can  review, such as the Muslim Library, the  Islamic Mishkat Network, the Islamic Muhtin  Library for Comparing Religions.  Bibliotheca Alexandrina - Virtual Library  Al Mustafa Library</p> <p>Takla Haimanot Website</p>



## **Course Description Form for the Academic Year (2024-2025)**

**Asst. Inst. Noor Falah Hasan**

1. Educational institution	University of Baghdad
2. Scientific Department / Center	College of Education for Girls \ Department of Quranic Sciences/ Third Stage
3. Course Name/Code	English language
4. Available attendance forms	1 hour per week
5. Year / Semester	Annual
6. Number of study hours (total)	Number of weeks (30) / Total number of classes (4) / Number of hours per week (1) Total number = 120 hours
7. Course Instructor's Name	Asst. Inst. Noor Falah Hasan <a href="mailto:noor.f@uobaghdad.edu.iq">noor.f@uobaghdad.edu.iq</a>
8. Date of preparation	27/9/2024

9- Course objectives
1- The textbook for third-year students in non-English departments was prepared for intermediate-level English language learners. After studying it, the student must have become familiar with the level's aspects and skills.
2- The instructor directs the student's attention to four things in each unit of the book:
a- English grammar.
b- Basic English Vocabulary.
c- Develop the four known language skills: reading, writing, listening and speaking in an interactive teaching method.
d- Strengthening the students' familiarity to the English language commonly used in the daily lives of native speakers.

## 11. Teaching and learning strategies

- Teamwork;
- Brainstorming;
- Storytelling;
- Mental games;
- The lecture;
- Other momentary ideas.

11.Course structure					
week	Study hours	Required learning outcomes	Unit name/topic	Teaching method	Evaluation method
1	1 hour per week	Present, past simple and present perfect, negative and interrogative, auxiliary verbs, short answers	Unit 1: It's a Wonderful Life	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
2	1 hour per week	Reading (Wonders of the Modern World), informal speeches.	Unit 1: It's a Wonderful Life	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
3	1 hour per week	Present simple and continuous, passive voice	Unit Two: Be happy	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
4	1 hour per week	Sports events, numbers and dates, messages and emails	Unit Two: Be happy	Follow the instructions in the unit exercises and	Measuring the extent of the student's positive

				encourage the student to participate in them.	interaction with the instructions provided
5	1 hour per week	Past simple, continuous, perfect and passive,	Unit Three: storytelling	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
6	1 hour per week	Art and Literature, Reading (Painter and Writer)	Unit Three: storytelling	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
7	1 hour per week	Obligation and permission, demand and supply,	Unit Four: doing the right thing	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
8	1 hour per week	Nationalities and Countries, Read (How to Be Polite When Traveling)	Unit Four: doing the right thing	Follow the instructions in the unit exercises and	Measuring the extent of the student's positive

				encourage the student to participate in them.	interaction with the instructions provided
9	1 hour per week	Future tense expressions: going to-will -present continuous	Unit Five: On the Move	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
10	1 hour per week	Weather description, reading (my holiday type), how to book	Unit Five: On the Move	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
11	1 hour per week	Interrogative forms using like, Description of food, cities and people	Unit Six: i love doing this	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
12	1 hour per week	Signals and sounds, Read (Global Pizza—History of the world's favorite food)	Unit Six: i love doing this	Follow the instructions in the unit exercises and	Measuring the extent of the student's positive

				encourage the student to participate in them.	interaction with the instructions provided
13	1 hour per week	Review the first six units of the book.	Appendix / Audio recordings	The student reads the written texts of the audio material they have listened to in the previous weeks.	Measuring the correctness of pronunciation of texts
14	1 hour per week	Familiarity with the first six units of the book	First semester exam	The student will take two exams, the first hour is an oral exam and the second hour is a written exam for the first seven units of the book.	Measuring the accuracy of the student's answers to the questions asked in the two exams
15	1 hour per week	Present perfect and past simple, passive voice of present perfect	Unit Seven: The Business World	Follow the instructions in the unit exercises and encourage the student to participate	Measuring the extent of the student's positive interaction with the instructions provided

				in them.	
16	1 hour per week	Phrasal verbs, reading (dream job) applying for a job	Unit Seven: The Business World	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
17	1 hour per week	Cases of If Conditional, types of adjectives,	Unit 8: Just Imagine	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
18	1 hour per week	Suggestions, Read (Who Wants to Be a Millionaire)	Unit 8: Just Imagine	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
19	1 hour per week	Probability formulae: must, could, might, can't, must have, could have, might have, can't have	Unit Nine: We Become Together	Follow the instructions in the unit exercises and encourage the student to participate	Measuring the extent of the student's positive interaction with the instructions provided

				in them.	
20	1 hour per week	Personality traits, agreement and disagreement, reading (The Man Who Planted the Tree)	Unit Nine: We Become Together	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
21	1 hour per week	Present perfect continuous, time expressions, compound nouns	Unit 10: Obsessions	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
22	1 hour per week	Expressing quantity, reading (famous for being unpopular),.	Unit 10: Obsessions	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
23	1 hour per week	Information exchange, resume writing	Unit 10: Obsessions	Follow the instructions in the unit exercises and encourage the student to participate	Measuring the extent of the student's positive interaction with the instructions provided



				in them.	
24	1 hour per week	Indirect question, tail questions, terms	Unit Eleven: tell me about it	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
25	1 hour per week	Informal English, Reading (How much do you know about your world), Words to link ideas	Unit Eleven: tell me about it	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
26	1 hour per week	Reported speech, reported question, reported orders and requests	Unit Twelve: Great Life Events	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
27	1 hour per week	Apology reading (David Copperfield by Charles Dickens)	Unit Twelve: Great Life Events	Follow the instructions in the unit exercises and encourage the student to participate	Measuring the extent of the student's positive interaction with the instructions provided

				in them.	
28	1 hour per week	Birth, marriage and funeral customs	Unit Twelve: Great Life Events	Follow the instructions in the unit exercises and encourage the student to participate in them.	Measuring the extent of the student's positive interaction with the instructions provided
29	1 hour per week	Review of the second six units of the book	Appendix / Audio recordings written by	The student reads the written texts of the audio material they had listened to in the previous weeks.	Review of the second six units of the book
30	1 hour per week	Familiarity with the material of the second chapter of the book, which includes units 7-12	Second semester exam	The student will take two exams, the first hour being an oral exam and the second hour being a written exam on the second six chapters of the book.	Measuring the accuracy of the student's answers to the questions asked in the two exams

## 12. Infrastructure

1- Required textbooks	<b><i>Intermediate Student's Book</i></b> <b><i>New Headway Plus</i></b> by John and Liz Soars, Oxford University Press.
2- Main references (sources)	- Oxford Dictionary - A collection of encyclopedic books issued by the Hamlin Foundation for the development of the .English language for various age groups.
A- Recommended books and references(Scientific journals, reports, ....)	- Books published in the same series <b><i>Headway</i></b> And educational magazines in English
B - Electronic references, websites...	<a href="http://www.newheadwayplus.london:oxforduniversitypress">www.newheadwayplus.london:oxforduniversitypress</a> <a href="#">s</a>
13. Course Evaluation	
Full grade for the course is 100. 50 points constitute the weight of the final exam and the remaining 50 points are distributed equally between the first and second semesters in the form of monthly and daily exams in addition to classroom activities.	

14. Curriculum Development Plan
Encouraging lectures that include students from the English Department with students from other specializations to enable them to work in a team spirit. In addition to employing websites for audio books and YouTube channels for developing conversation, as well as artificial intelligence applications for improving writing and listening skills, as well as hosting virtual conversations.

### Course Description Form

1. Course Title: Islamic Creed	
2. Course Code: 222QIs	
3. Semester/ Year: Annual	
Annual	
4. Date of preparation of this description: 17/9/2024	
5. Available Attendance Forms:	
My presence only	
6. Number of credit hours (total) / number of units (total):	
60/	
7. Course administrator's name (if more than one name)	
Name : Assoc. Prof. Ruqayya Shaker Mansour Email: Ruqaiya.shakir@coeduw.uobaghdad.edu.iq:	
8. Course Objectives	
1. Introducing students to the Islamic faith	•
2. Reviving religion in the hearts of female students, making it a way of life, and consolidating sound faith	• ..
3. Highlighting the importance of scientific methodology in tracking doctrinal issues	•
4.	

5.	•
6.	• ..

9. Teaching and learning strategies	
Strategy	1- Education strategy collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series

10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	To get acquainted with the subject of the principles of religion (belief)	Definition of the principles of religion	Lecture	Oral exams
2	2	Knowing the importance of faith	Identify faith and Islam and the difference between them	Lecture	auditions
3	2	Identify the meaning and names of the science of the origins of religion	The greatest jurisprudence - the science of sight and reasoning - theology - the science of beliefs	Lecture	auditions
4	2	Identifying the state of faith in the age of prophecy	Identifying the state of faith in the age of prophecy and its stability	Lecture	auditions
5	2	Identifying the state of faith in the era of the caliphs	Identifying the state of faith in the era of the caliphs and the most important doctrinal issues	Lecture	auditions
6	2	Identifying the state of faith in the Umayyad era	Identifying the state of faith in the Umayyad era and the most important doctrinal issues	Lecture	auditions
7	2	Identifying the state of faith in the Abbasid era	Identifying the state of faith in the Abbasid era and the most important doctrinal issues	Lecture	auditions
8	2	The existence of	Evidence of the	Lecture	auditions

		God Almighty	existence of the Creator		
9	2	The existence of God Almighty	Evidence of occurrence	Lecture	auditions
10	2	The existence of God Almighty	Obligatory Guide	Lecture	auditions
11	2	The existence of God Almighty	Care and Invention Guide	Lecture	auditions
12	2	The existence of God Almighty	Existential Guide	Lecture	auditions
13	2	The existence of God Almighty	Ethical Proof	Lecture	auditions
14	2	Divine attributes	Psychological characteristic	Lecture	auditions
15	2	Divine attributes	Negative qualities	Lecture	auditions
16	2	Divine attributes	Foot adjective	Lecture	auditions
17	2	Divine attributes	Survival adjective	Lecture	auditions
18	2	Divine attributes	Description of accident violation	Lecture	auditions
19	2	Divine attributes	Self-doing adjective	Lecture	auditions
20	2	Divine attributes	Oneness adjective	Lecture	auditions
21	2	Divine attributes	Adjectives of meanings	Lecture	auditions
22	2	The existence of God Almighty	Existential Guide	Lecture	auditions
23	2	The existence of God Almighty	Ethical Proof	Lecture	auditions
24	2	Divine attributes	Psychological characteristic	Lecture	auditions
25	2	Divine attributes	Negative qualities	Lecture	auditions

26	2	Divine attributes	Foot adjective	Lecture	auditions
27	2	Divine attributes	Survival adjective	Lecture	auditions
28	2	Divine attributes	Description of accident violation	Lecture	auditions
29	2	Divine attributes	Self-doing adjective	Lecture	auditions
30	2	Divine attributes	Oneness adjective	Lecture	auditions
31	2	Divine attributes	Adjectives of meanings	Lecture	auditions
32	2	Divine attributes	Capacity and will	Lecture	auditions
33	2	Divine attributes	Hearing and vision	Lecture	auditions
34	2	Divine attributes	Science	Lecture	auditions
35	2	Divine attributes	Life	Lecture	auditions
36	2	Divine attributes	Talk	Lecture	auditions
37	2	What follows from believing in divine attributes	It is impossible for him to come	Lecture	auditions
38	2	What follows from believing in divine attributes	What is permissible in his right	Lecture	auditions
39	2	The vision of God Almighty	Seeing God Almighty in the Hereafter and its evidence	Lecture	auditions
40	2	The issue of fate and destiny	Seeing God Almighty in the Hereafter and its evidence	Lecture	auditions



11. Course Evaluation	
The distribution of the score out of 100 is as follows: 25 marks monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams	
12. Learning and Teaching Resources	
Required textbooks (methodology, if any)	The origins of the Islamic religion - Rushdi Alyan and Qahtan Al-Douri
Main references (sources)	Explanation of Al-Nasafiyyah - Saad Al-Din Al-Taftazani and Abdul Malik Al-Saadi - Al-Dihya - Jaafar Al-Subhani - Islamic Creed - Muhammad Saeed Al-Hakim
Recommended books and references (scientific journals, reports...)	Islamic Creed, Mustafa Al-Khan and Islamic Creed, Journal of Islamic Studies, Ahmadi Magazine, Imam Al-Bukhari Center for Scientific Research and Islamic Studies
Electronic References, Websites	Al-Tafsir website for studies, Oyouun Al-Basaer website, Center for Studies, Research and Heritage Revival / Morocco

## Course Description Form

1. Course Name	
Quranic miracles	
2. Course Code:	
Qom 449Q	
3. Semester/ Year: Annual	
Annual	
4. Date of preparation of this description:	
14/ 02/ 2024	
5. Available Attendance Forms:	
My presence only	
6. Number of credit hours (total) / number of units (total):	
Two hours at four units	
7. Course administrator's name (if more than one name)	
Name : Email : Prof. Ban Hamid Farhan <a href="mailto:bana316@gmail.com">bana316@gmail.com</a>	
8. Course Objectives	
<b>1- Introducing the term miracle and differentiating it from magic and dignities, with an indication of the types of miracles.</b>	●
<b>2- A statement of the research methods that can be reached to the facts brought by the Holy Qur'an.</b>	●
<b>3 - Asserting that the Qur'an is miraculous in its eloquence and statement and that the Prophet (peace and blessings of Allaah be upon him) challenged the Arabs with it, even though they are a nation of language and statement.</b>	●
<b>4- Calling for hope and reflection on the verses of Allah to find out some of the Qur'anic miracles.</b>	●
<b>5 - Revealing the meanings of the verses and their linguistic and suggestive aspects with an explanation of the purposes of Islamic Sharia in</b>	●

that.		
<b>6- Teaching students how to understand the miraculous lesson, which helps them to spread this science in the future by teaching them to young people.</b>		● ..
9. Teaching and learning strategies		
Strategy	1- Education strategy collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series	

## 10. Course Structure

The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		Definition of the miracle	Lecture	Written and oral tests
2	2		Conditions of the miracle	=	
3	2		Types of miracle	=	
4	2		The history of miracles and the efforts of the ancients and moderns	=	
5	2		First Exam	=	15–point written exam
6	2		Pure statement	=	
7	2		Graphic miracles	=	
8	2		Graphic miracles	=	
9	2		Second exam	=	Written exam 10 marks
10	2		Scientific Miracles	=	
11	2		Scientific Miracles	=	
12	2		Legislative miracles	=	

13	2		Legislative miracles	=	
14	2		Third Exam	=	15–point written exam
15	2		Historical and prophetic miracles	=	
16	2		Historical and prophetic miracles	=	
17	2		Female Students Application	=	
18	2		Female Students Application	=	
19	2		Female Students Application	=	
20	2		Female Students Application	=	
21	2		Female Students Application	=	
22	2		Female Students Application	=	
23	2		Female Students Application	=	
24	2		Female Students Application	=	
25	2		Historical and prophetic miracles	=	
26	2		Fourth exam	=	Written

					exam 10 marks
27	2		Psychological miracles	=	
28	2		Psychological miracles	=	
29	2		Article Review	=	
30	2		The last exam for postponements and failures		Written exam

## Asst. Inst. Noor Falah Hasan

1. Educational institution	University of Baghdad
2. Scientific Department / Center	College of Education for Girls \ Department of Quranic Sciences/ Fourth Stage
3. Course Name/Code	English language
4. Available attendance forms	1 hour per week
5. Year / Semester	Annual
6. Number of study hours (total)	Number of weeks (22) / Total number of classes (3) / Number of hours per week (1) Total number = 66 hours
7. Course Instructor's Name	Asst. Inst. Noor Falah Hasan <a href="mailto:noor.f@uobaghdad.edu.iq">noor.f@uobaghdad.edu.iq</a>
8. Date of preparation	27/9/2024

### 9- Course objectives

- 1- Enhancing the student's ability to read, analyze and infer.
- 2- Creating an interactive atmosphere between students and instructors through research groups or working as a team.
- 3-Working on creating the student's personal ability for self-expression using new vocabulary, expressions and popular proverbs.
- 4- How to use tail questions and questions Yes / No questions
- 5- Knowing how to use base quantifiers and expressing countable and uncountable nouns in English
- 6-Get to know phrasal verbs in English
- 7-The use (Accompanying verbs)

### 10.Course outcomes, teaching, learning and assessment methods

<p>A- Cognitive objectives</p> <ol style="list-style-type: none"> <li>1- The student acquires the skill of using compound nouns and vowels.</li> <li>2- The student acquires the ability to understand and distinguish between the past and the past continuous.</li> <li>3- Know how to use Yes-No Questions and Tag questions</li> <li>4- Knowing how to use accompanying verbs Hot Verbs (make/do</li> <li>5- Knowing how to use exclamatory sentences</li> <li>6- Use of verbs like take and put</li> </ol>
<p>B - Course specific skill objectives.</p> <p>B1- Developing the student's abilities through knowing the accompanying verbs</p> <p>B2- The student acquires the skill of distinguishing between the past and the past continuous.</p> <p>B3- Try to distinguish between compound verbs.</p> <p>B4- The skill of using questions and how to answer them</p>
<p>Teaching and learning methods</p>
<p>A1: The communication method between the teacher and the student and trying to know the differences between the past tenses.</p> <p>A2: Homework</p> <p>A3: An external activity from the Internet, library, or any external source, provided that it is related to the curriculum.</p> <p>A5: Group work to solve the assignment by dividing the students into small groups and trying to involve you in as many exercises as possible.</p> <p>A6: Using PowerPoint, daily worksheets, and a simplified explanation for students of the types of forms of documenting sources in a practical manner through a presentation on the PowerPoint screen.</p> <p>A7: Using the electronic platform Google Classroom to issue notifications, videos, lectures, or clarify all matters via the electronic link, as well as conduct exams</p>
<p>Evaluation methods</p> <ol style="list-style-type: none"> <li>1-Asking questions for discussion and exchanging ideas with the rest of the students.</li> <li>2- Direct evaluation of student performance inside the classroom</li> <li>3- Monthly and annual paper exams using the self-evaluation method or mutual evaluation of students among themselves.</li> <li>4. Daily participation</li> <li>5. Daily Worksheet and Daily Application</li> <li>6. Quick exams and the use of electronic exams</li> </ol>



<p>C- Emotional and value-based goals</p> <p>A1- The student learns how to distinguish between tenses and use accompanying verbs and compound nouns.</p> <p>A2- The student learns the importance of working within a team and the extent of each member's influence on the team, its performance, and its overall evaluation.</p> <p>A3- The student learns the importance of the English language in real life and respecting other opinions.</p> <p>A4- Expanding the student's awareness of other peoples' cultures, enhancing his self-confidence, and trying to develop himself.</p>
Teaching and learning methods
<ol style="list-style-type: none"> <li>1. Teamwork within multiple groups, learning to write sentences in a simplified manner, and using the virtual world (the Internet).</li> <li>2. Individual research related to the curriculum requirements.</li> <li>3. The method of mutual questions and answers between the teacher and the students.</li> <li>4.. Follow the brainstorming method by asking questions that require research and analysis to reach the desired results.</li> </ol>
Evaluation methods
<p>Oral and written tests</p> <p>Classroom Activities and Attendance</p> <p>Daily exams</p>
<p>D - General and transferable skills (other skills related to employability and personal development).</p> <ol style="list-style-type: none"> <li>1- Acquiring social communication and teamwork among students.</li> <li>2- Encouraging the student to use different research sources and share them with his colleagues, respect time, and submit homework on time.</li> <li>3- Gaining self-confidence by having the student stand in front of his colleagues to explain a certain rule and how to solve a certain exercise.</li> <li>D4- Encouraging the student to use different research sources and share them with his colleagues, respect time, and submit the assignment or report on time.</li> </ol>

10. Course structure					
The week	Study hours	Required learning outcomes	Unit title/topic	Teaching method	Evaluation method
the first	1hour weekly	The student knows the meaning of compound nouns and adjectives and how to use them.	Unit 1: No Place like Home Compound Nouns and Adjectives P.13	PowerPoint presentation	Class discussion . Direct questions. Homework and questions through theGoogle classroom
the second	1hour weekly	Student knowledge of the difference between the word home and house and how compound nouns are related to them with an exercise solution	Unit 1: No Place like Home  No. 1 home and house -No.3 Complete these lines from the Conversation	PowerPoint presentation	Class discussion . Direct questions. Homework and questions through theGoogle classroom
the third	1hour weekly	Student knowledge of the difference between the word home and house and how compound nouns are related to them with an exercise solution	Unit 1: No Place like Home  No.5 Work in groups makes compounds by combining words from one of the boxes. - Social Expression and the Music of English 1- Work with a	PowerPoint presentation	Class discussion . Direct questions. Homework and questions through theGoogle classroom

			partner. Match a line in A with a line in BP15		
Fourth	1hour weekly	Student knowledge of how to distinguish between have/have got With the times	Unit 1: No Place like Home  1.1 Grammar References P.140. / 1.1 The Tense System (have/ Have got)	PowerPoint presentation	Class discussion . Direct questions. Homework and questions through theGoogle classroom
Fifth	1hour weekly	Student knowledge of the formation of questions specific to the type Yes-No Question and Type Tag Questions	Unit 1: No Place like Home  Yes-No Questions P.140 / Tag Questions P.140	PowerPoint presentation	Class discussion . Direct questions. Homework and questions through theGoogle classroom
Sixth	1hour weekl	exam			
Seventh	1hour weekly	The student should know what are the accompanying verbs and how to use two types of these verbs, which are: make/do	Unit 2 Been There, Done That  Hot Verbs P.23	PowerPoint presentation	Class discussion . Direct questions. Homework and questions through theGoogle classroom
The eighth	1hour weekly	The student should know what are the	Hot Verbs P.23	PowerPoint presentation	Class discussion . Direct questions.

		accompanying verbs and how to use two types of these verbs, which are: make/do			Homework and questions through theGoogle classroom
Ninth	1hour weekly	The student knows how to solve exercises related to accompanying verbs.	Unit 2 Been There, Done That  No.2 put the words in the right box P.23	PowerPoint presentation	
tenth	1hour weekly	The student knows how to solve exercises related to accompanying verbs.	No.3 Complete the sentences with some of the expressions in Exercise 2 P.23		
eleventh	1hour weekly	The student knows how to solve exercises related to accompanying verbs.	No.4 Match an expression in A with a line in B P.23		
twelfth	1hour weekly	Student's knowledge of how to use exclamatory sentences	Unit 2 Been There, Done That  No.5 Put What..What a.... Or How.... To complete the exclamations P.25		
thirteenth	1hour		Exam no.2		

h	weekly				
fourteenth h	1hour weekly	The student learns how to face the class to explain the differences between tenses, citing an external passage that contains those tenses.	Presentation for students		
fifteenth	1hour weekly	The student learns how to face the class to explain the differences between tenses, citing an external passage that contains those tenses.	Presentation for students		
Sixteenth h	Mid-year vacation				
seventeenth					
eighteenth h	1hour weekly	Knowing the solution to the exercises of the curriculum	Exercises in Workbook No. 2. Past or Past Continuous P.18	PowerPoint presentation	Class discussion . Direct questions. Homework and questions through theGoogle classroom
nineteenth h	1hour weekly		exam		
Twenty	1hour weekly	The student knows how to	Unit 4 Nothing but the truth	PowerPoint	Class discussion

		solve general exercises related to vocabulary and how to use it in sentences.	No.2 Complete the conversation with antonyms from the box P.42 No.5 Match the words and their meaning P.42	presentati on	. Direct questions. Homework and questions through theGoogle classroom
Twenty one	1hour weekly	exam			
Twenty-second	Students’ practical teaching application				
Twenty-third					
twenty-fourth					
Twenty-fifth					
Twenty-sixth					
twenty-seventh					
Twenty-eighth	1hour weekly		Unit 6: Make it big  Little +Few+ Less+ Fewer +all	PowerPoi nt presentati on	Class discussion . Direct questions. Homework and questions through theGoogle classroom
twenty-ninth	1hour weekly		Unit 6: Make it big  No.5 Choose the correct	Open discussion	Class discussion . Direct questions. Homework and

			alternative P.56 No. 1 With a partner, ask and answer questions (How much and How many?)		questions through theGoogle classroom
thirty			Exam.		

12.Infrastructure	
1- Required textbooks	Upper-Intermediate student's book: The New Headway Plus by Liz & John Soars, Oxford.
2- Main references (sources)	Upper-Intermediate student's book: The New Headway Plus by Liz & John Soars, Oxford.
A- Recommended books and references (scientific journals, reports, etc.)	ent of the English language for various age groups.
B - Electronic references, websites...	<a href="https://www.perfect-english-grammar.com/some-and-any.html">https://www.perfect-english-grammar.com/some-and-any.html</a>
13. Course Evaluation	
The full grade for the course is 100. 50 points of them constitute the weight of the final exam and the remaining 50 points are distributed equally between the first and second semesters in the form of monthly and daily exams and classroom activities.	

14. Curriculum Development Plan
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Employing websites for audio books and YouTube channels for developing conversation, as well as artificial intelligence applications for improving writing and listening skills, as well as hosting virtual conversations.



## Course Description Form

Course Name Recitation and Interpretation	
Course Code: QRI 450QRI	
Semester/ Year: Annual	
Date of preparation of this description: 10/10/2024	
5. Available Attendance Forms: Face-to-face only	
6. Number of credit hours (total) 30 / number of units (total): 5	
7. Course administrator's name ( if more than one name is mentioned)	
me : Esraa Ibrahim Kamel Email: <a href="mailto:israa.i@coeduw.uobaghdad.edu.iq">israa.i@coeduw.uobaghdad.edu.iq</a>	
8. Course Objectives	
1. Mastering the fourth stage students in reciting the Holy Quran	
2. Memorization of Surat Al-Ma'idah with its interpretation	..
3. Knowing the general meaning of Surat Al-Ma'idah.	
4. Knowing the meaning of the readings and the seven readings	
5. Knowing the meaning of the	

Nabr and its positions in the Holy Quran	
	..
9. Teaching and learning strategies	
Strategy	Education Strategy Collaborative Concept Planning. Brainstorming education strategy. Education Strategy Notes Series

10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	3	Introducing the student to the recitation of the Qur'anic text of Surat Al-Ma'idah with the interpretation of its general meaning			
2-	3	Enable the student to memorize Surat Al-Ma'idah			
3-	3	Definition of Naber			
4-	3	Definition of Naber controls			
5-	3	Introducing the positions of the pulpit in the Holy Quran			
6-	3	Introducing Quranic readings			
7-	3	The Seven Readings			
8-	3	Definition of drawing the Qur'an			
9-	3	Definition of the			

		controls of drawing the Qur'an			
10-	3	Definition of the rules of drawing the Qur'an			
11-	3	Introducing the etiquette of seal the Qur'an			
12-	3	Identify jurisprudential issues			
13-	3	Introducing the student to the track			
14-	3	Introducing the student to the mo soul			
15-	3	Introducing the student to the words mentioned by Ibn Al-Jazari in the introduction			
16-	3	Introducing the student to the words mentioned by Ibn Al-Jazari in the introduction			
17-	3	Introducing the student to the words mentioned by Ibn Al-Jazari in the introduction			
18-	3	Introducing the student to the words mentioned by Ibn Al-Jazari in the introduction			
19-	3	Enabling the student to memorize Surat Al-Ma'idah			
20-	3	Introducing the student to the words that Ibn Al-Jazari did not			

		mention in the introduction			
21-	3	Introducing the student to the words that Ibn Al-Jazari did not mention in the introduction			
22-	3	Introducing the student to the words that Ibn Al-Jazari did not mention in the introduction			
23-	3	Introducing the student to the words that Ibn Al-Jazari did not mention in the introduction			
24-	3	Student definition of recitation of Quranic text			
25-	3	Student definition of recitation of Quranic text			
26-	3	Student definition of recitation of Quranic text			
27-	3	Student definition of recitation of Quranic text			
28-	3	Student definition of recitation of Quranic text			
29-	3	Student definition of recitation of Quranic text			
30-	3	Student definition of recitation of Quranic text			

<b>11. Course Evaluation</b>	
The distribution of the score out of 100 is as follows: 25 marks monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams	
<b>12. Learning and Teaching Resources</b>	
Required textbooks ( methodology, if any) )	Al-Munir in the provisions of intonation erpretation of the oval
in references ( Sources)	Al-Munir in the provisions of intonation erpretation of the oval
Recommended supporting books and references (scientific journals, reports.... )	Publishing in the ten readings of Ibn Al- Jazari The seven in the readings  Simple interpretation of Al-Wahidi and Ibn Kathir
Electronic References, Websites	

## Course Description Form

1. Course Name	
Principles of jurisprudence	
2. Course Code:	
547Q BJU	
3. Semester/ Year: Annual	
Annual	
4. Date of preparation of this description: 14/02/2024	
2024-10-15	
5. Available Attendance Forms:	
My presence only	
6. Number of credit hours (total) / number of units (total):	
60 / 4	
7. Course administrator's name (if more than one name)	
Name : Nebras MahmoDr. HebDr. Razzaq Email : <a href="mailto:Nibras.mahmoud@coeduw.uobaghdad.edu.iq" style="color: blue; text-decoration: underline;">Nibras.mahmoud@coeduw.uobaghdad.edu.iq</a>	
8. Course Objectives	
1.	• Introducing students to the subject of principles of jurisprudence
2.	• .. Reviving religion in the hearts of female students and making it a way of life
3.	• Highlighting the importance of scientific methodology in tracking jurisprudence issues
4.	Instilling confidence in students in their ability to find and follow the truth
9. Teaching and learning strategies	
Strategy	1- Education strategy collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series

## 10. Course Structure

The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
1	2	To get acquainted with the subject of the principles of jurisprudence	Definition of the principles of jurisprudence and methods of deduction	Lecture, discussion and brainstorming	auditions
2	2	Know the methods of deriving rulings and its rules	Introduction to the study of the methods of deriving judgments	Lecture, discussion and brainstorming	auditions
3	2	Recognize the meaning of linguistic fundamentals	Linguistic rules and their sections	Lecture, discussion and brainstorming	auditions
4	2	Special pronunciation recognition	Sections of pronunciation in terms of pronunciation / the first special section	Lecture, discussion and brainstorming	auditions
5	2	Recognize the meaning of absolute pronunciation	Definition and wisdom of the absolute	Lecture, discussion and brainstorming	auditions
6	2	Restricted recognition	Definition and rule of restricted pronunciation	Lecture, discussion and brainstorming	auditions
7	2	Identify (it)	Definition of the command, its formula, types and wisdom	Lecture, discussion and brainstorming	auditions
8	2	Learn about issues	Issues in the significance of	Lecture, discussion	auditions

			the matter	and brainstormi ng	
9	2	Identify the significance of the prohibition	Definition of prohibition formula - types and wisdom	Lecture, discussion and brainstormi ng	auditions
10	2	Identify issues related to prohibition	Issues related to the significance of the prohibition	Lecture, discussion and brainstormi ng	auditions
11	2	Identify the significance of the year	Exam		Thematic and essay tests
12	2	Identify issues related to the significance of the year	Definition of the general word - forms of generality and the rule of the year	Lecture, discussion and brainstormi ng	auditions
13	2	Learn about ways to customize the year	Year Allocation	Lecture, discussion and brainstormi ng	auditions
14	2	Learn about the types of general allocation guides	Types of Customization Guides/Separate Guides	Lecture, discussion and brainstormi ng	auditions
15	2	Learn about the types of general allocation guides	Types of Assignment Guides / Related Guides	Lecture, discussion and brainstormi ng	auditions
16	2	Do not know the significance of the year	Year Significance	Lecture, discussion and brainstormi ng	auditions
17	2	Recognize the meaning of the common word	Subscriber / definition / causes and wisdom	Lecture, discussion and brainstormi ng	auditions



18	2		Exam		Thematic and essay tests
19	2	Pronunciation recognition in terms of use	Significance of words in terms of use	Lecture, discussion and brainstorming	auditions
20	2	Recognize the word in terms of its significance to the meaning	Significance of the word on the meaning	Lecture, discussion and brainstorming	auditions
21	2	=	The significance of the pronunciation in terms of how	Lecture, discussion and brainstorming	auditions
22	2	=	Exam		Thematic and essay tests
23	2	Recognize the meaning of conflict and weighting	Conflict and weighting	Lecture, discussion and brainstorming	auditions
24	2		Weighting methods	Lecture, discussion and brainstorming	auditions
25	2	Learn about the purposes of Sharia	Maqasid al-Sharia	Lecture, discussion and brainstorming	auditions
26	2	Identify and define ijtiḥad	Diligence and diligent	Lecture, discussion and brainstorming	auditions
27	2	The student should learn the conditions of diligence	Conditions of diligence	Lecture, discussion and brainstorming	auditions
28	2	To learn what is	It is not	Lecture, discussion	auditions

		permissible in diligence	permissible to be Ijtihad	and brainstorming	
29	2	Definition of the meaning of tradition and its types	Tradition	Lecture, discussion and brainstorming	auditions
30	2		Exam		Essay and Objective Tests

### 10. Course Evaluation

The distribution of the score out of 100 is as follows: 25 marks monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams

### 11. Learning and Teaching Resources

Required textbooks (methodology, if any)	/
Main references (sources)	<p>The origins of rulings and methods of deduction in Islamic legislation / d. Hamad Obaid Al-Kubaisi</p> <p>Principles of jurisprudence / Muhammad Abu Zahra - Dar Al-Fikr Al-Arabi al al-Fiqh / Dr. Wahba Al-Zuhaili, Dar Al-Fikr, First Edition, Syria, Damascus, 1406 AH-1986 AD.</p> <p>Principles of jurisprudence / Sheikh Muhammad Reda Al-Muzaffar</p> <p>key to access to the science of origins / Sheikh Dr. Ahmed Kazem Al-Badali</p>
Recommended books and references (scientific journals, reports...)	<p>Journal of the Center for the Revival of Arab and Scientific Heritage</p> <p>. The difference of fundamentalists in the ways of semantics of words on their meanings and their impact on jurisprudential rulings (PhD thesis) / Ahmed Sabah Nasser Al-Mulla, Al-Tobji, Egypt, 1422 AH-2001 AD.</p> <p>The Effect of Language on the Difference of Mujtahids, Abd al-Wahhab Abd al-Salam Tawila, Dar al-Salam, second edition, Cairo, Egypt, 1420 AH - 2000 AD.</p>
Electronic References, Websites	<p>Bibliotheca Alexandrina</p> <p>Al Mustafa Library</p> <p>Comprehensive Library</p>

## Course Description Form

1. Course Title: English Poetry	
Jurisprudence of felonies	
2. Course Code:	
KNFX4CV	
3. Semester/ Year: Annual	
Annual	
4. Date of preparation of this description:	
12/ 9/ 2024	
5. Available Attendance Forms:	
My presence only	
6. Number of credit hours (total) / number of units (total):	
60 hours per year. 2 hours per week Number of units 4 per two hours	
7. Course administrator's name (if more than one name)	
Name: : Prof. Sajida Taha Mahmoud Email: <a href="mailto:sajda.taha@coeduw.uobaghdad.edu.iq">sajda.taha@coeduw.uobaghdad.edu.iq</a>	
8. Course Objectives	
<ul style="list-style-type: none"> <li>– The student should mention the jurisprudential rulings related to the science of crimes and hudud.</li> <li>– To identify the most important scientific sources in the field of specialization.</li> <li>– The student should accurately portray the jurisprudential issue</li> <li>– The student should conclude the reasons for the difference of jurists in the jurisprudential issue</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p>
9. Teaching and learning strategies	
Strategy	Education Strategy Collaborative Concept Planning

Brainstorming education strategy

Education Strategy Notes Series

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). Structure of the decision					
The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
1	2	The student must show the ability to express her opinion correctly, whether speaking or writing	Punishment for adultery	Lecture style	Daily and monthly testing
2	2		Punishment for adultery	Raise dialogue issues and involve students in group discussions.	Weekly, monthly, daily, written and end-of-year exams
3	2		Ejaculation limit		
4	2		Ejaculation limit		
5	2	Theft Limit	Encourage students to express their opinion on scientific issues and give them the opportunity to criticize each other.		
6	2	Theft Limit			
7	2	Limit of haraba			
8	2	Limit of haraba			
9	2	The student should benefit from modern technology by obtaining the information she needs in felonies.	Someone who drank alcohol	Assigning and urging students to prepare research and scientific projects.	
10	2		Prostitute		
11	2		Punishment		
12	2		Felony against oneself		
13	2	Felony against oneself			
14	2	Felony below oneself			
15	2	Felony below oneself			
16	Mid-year holiday	The student should get used to the optimal use of electronic course resources .	/		
17	Mid-year holiday		/		
18	2		Women's Blood Money		


19	2		This is the dhimmi people	
20	Holiday		/	
21	2		Fetal blood money	
22	application		/	
23	application		/	
24	application		/	
25	application		/	
26	application		/	
27	application		/	
28	2		Sane	
29	2		Sane	
30	2		Qassamah	

## 10. Course Evaluation

The distribution is as follows: 25 degrees monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams

## 11. Learning and Teaching Resources

Required textbooks (methodology, if any)	<p>jurisprudence of transactions and felonies / 2 Dr. Abdullah Al-Jubouri +</p> <p>jurisprudence on the five schools of thought – Muhammad Jawad Mughniyeh.</p>
Main references (sources)	<ul style="list-style-type: none"> <li>- 670 The punishment of beating in Islamic law</li> <li>- Punishment in Islamic law – Abdul Karim Zidane</li> <li>- The principle of criminal legitimacy in crimes and discretionary punishments Dr. Muslim Al-Yousef</li> <li>- Criminal Jurisprudence Dr. Abdullah Al-Jubouri</li> <li>- Jurisprudence according to the five schools of thought – Muhammad Jawad Mughniyeh</li> </ul>
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> <li>- Legal alternatives to positive penalties – Hosni Abdel Hamid</li> <li>- Journal of Islamic Research</li> </ul>

	<ul style="list-style-type: none"> <li>- Journal of the Islamic Jurisprudence Academy</li> <li>- Journal of Sharia Sciences</li> <li>- Journal of the Jurisprudence Association</li> <li>- Journal of Contemporary Jurisprudential Research</li> </ul> 
Electronic References, Websites	<p>Website: “Al-Durar Al-Sunniyyah”.</p> <p>Website: “Islam Question and Answer”.</p> <p>Islam Way website.</p> <p>Ahl al-Hadith Forum</p> <p>Aloka website</p>

## Course Description Form

Course Name: Practicum	
Practical Education	
Course Code:	
Q AP443	
Semester / Year:	
Yearly	
Description Preparation Date:	
1-10-2024	
Available Attendance Forms:	
in-person classes	
Number of Credit Hours (Total) / Number of Units (Total):	
120 hours	
Course administrator's name (mention all, if more than one name)	
Name. Dr. Fatima Ahmed dawood Email: fatima.a@coeduw.uobaghdad.edu.iq	
Course Objectives	
Teaching and Learning Strategies	
<p>Objectives of the study subject</p> <p>According to the objectives of teaching the educational subject (observation and application) for scientific departments/curriculum development project / Ministry of Higher Education and Scientific Research:</p> <ol style="list-style-type: none"> <li>1- Providing the student/teacher with practical information that makes it easier for her to distinguish the meaning, importance, and goals of practical education and its foundations in the school curricula</li> <li>2- Assisting the student/teacher in clarifying and consolidating the simplest aspects of educational and psychological sciences and academic courses.</li> <li>3- Helping the student/teacher to understand his educational role gradually through the observation and application stage and practicum period.</li> <li>4- Student/teacher supply goes to all parts of the schools in general within the different schools and the tasks are assigned to them</li> <li>5- In addition to the objectives of the article</li> </ol> <p>Preparing a generation of courses in the middle and preparatory stages that can teach philosophy, psychology, and sociology in those educational sessions. Using educational techniques and educational technology to achieve integration between interactivity and introducing it primarily from advanced education programs to acquire teaching skills from organizing the class, preparing the lesson plan, and using methods. Using various educational techniques and strategies in teaching, learning, and electronic and blended learning</p>	
<b>Strategy</b>	Lecturing Visiting schools in Baghdad Microteaching Report writing



Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	Define the concept of practical education and explain its importance and the multiplicity of its goals and foundations	Practical education: its concept, importance, goals and foundations	lecture	the exams
2	4	It explains professional ethics and the many characteristics of a good teacher	The ethics of the teaching profession and the characteristics of a good teacher	Flipped classroom	Achievement
3	4	=	=	=	the exams
4	4	Write a daily teaching plan	Practical applications for preparing a daily teaching plan	Free and restricted discussion	Achievement
5	4	She writes her notes about teaching	Classroom observations	Views in	=
6	4	Micro-teaching steps are applied	Microteaching	Baghdad schools	practical test
7	4	Apply teaching skills	Academic and professional teaching skills	Individual application	Viewing forms
8	4	=	=	Microteaching	Feedback form
9	4	=	=	=	=
10	4	=	=	=	=
11	4	=	Electronic and blended teaching	=	=
12	4	=	Electronic and	Presented by female	=

			blended teaching	students	
13	4	She writes her notes about teaching	Class viewing	Presented by female students	Written test and daily participation
14	4	=	=	Teacher and student interaction	Written test and daily participation
15	4	=	=	And teamwork	Feedback form

#### Course Evaluation

- 1- Recording observations about classroom teaching (observation) (5 marks)
- 2- Writing the daily teaching plan and applying it individually in class in front of her colleagues (20 marks)
- 3- Scientific Education test (10 marks)
- 4- Curricular and extracurricular activities (5 marks)
- 5- The total theoretical score is 40 marks
- 6- Collective application in schools (60 marks) / Educational supervisor 30+ Scientific supervisor 20+ School administration 10

#### Learning and Teaching Resources

Required textbooks (curricular books, if any)	Practical education, theoretical foundations and application, 2002 -Educational advice for male and female teachers, Saad Ali Zayer, 2014, Dar Al-Mawdhiyya, Amman. Shaker Jassim Muhammad and Raed Rasam Younis, Practical Education, 2014
Main references (sources)	According to the sources of practical education vocabulary of the Ministry of Higher Education and scientific research (2016)
Recommended books and references (scientific journals, reports...)	1- Practical education handbook, prepared by Prof. Tamadur Hamid Mahdi 2024
Electronic References, Websites	The official website of the General Directorate of Curricula on the Internet <a href="http://www.manahj.edu.iq">www.manahj.edu.iq</a> Follow educational channels for teaching philosophy, psychology, and sociology on YouTube, as well as read e-books related to them online

## Course Description Form

1.Course Name	
Methods of commentators	
2.Course Code	
/446Q MI	
3.Semester/Year	
Quarterly	
4.Date of preparation of this description	
1-10-2024	
5. Available Forms of Attendance:	
Daily attendance	
6. Number of study hours (total) / number of units (total)	
60 hours - 4 units	
7. The name of the course administrator (if more than one name is mentioned)	
Dr. Shorouq Najah Mashkour	Email: <a href="mailto:shrooqnajah1977@coeduw.uobaghdad.edu.iq">shrooqnajah1977@coeduw.uobaghdad.edu.iq</a>
8. Course Objectives	
1- The student should stand on the methods of interpretation and the trends of the interpreters in terms of their concept, development, features, and examples.	
2- The student should use the sound curricula in interpretation.	
3- The student has knowledge of the attitudes of the commentators that helps him to choose the appropriate sources during the interpretation and research of the Qur'an.	

## 9 . Teaching and Learning Strategies

Strategy

- 1- Education strategy collaborative concept planning.
- 2- Brainstorming education strategy.
- 3- Education Strategy Notes Series

## 10. Course Structure

The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
1-2	4		Introduction to the study of the methods of commentators		
3-4	4		Definition of term/concept of method and method		
5-6	4		Interpretation by adage		
7-8	4		Sources of interpretation of the maxim		
9-10	4		Scholars' criticism of the narration of interpretation with the proverb		
11-12	4		The situation in the interpretation - the Israelites - the deletion of attribution		
13-14	4		Interpretation by opinion		
15-16	4		Sources of interpretation by opinion		
17-18	4		The method of interpretation of the maxim		
19-20	4		Interpretation by opinion approach		

21-22	4		The approach of jurisprudential interpretation		
23-24	4		Linguistic interpretation approach		
25-26	4		Objective interpretation approach		
27-28	4		Indicative interpretation method		
29-30	4		The method of interpretation in the modern era		

#### 11.Course Evaluation

The distribution of the score out of 100 is as follows: 25 marks monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams

#### 12. Learning and Teaching Resources

1 Required textbooks (methodology, if any)

No

2 Main references (sources)

1. Tafsir and the Commentators, Muhammad al-Sayyid Hussein al-Dhahabi (deceased: 1398 AH), Publisher: Wahba Library, Cairo.
2. Tafsir and Commentators, Sheikh Muhammad Hadi Maarifa, second edition, increased and revised, Mashhad, Razavi University of Islamic Sciences, 1424 AH.
3. Methods of the commentators, Author: Musaed Muslim Al Jaafar and Muhyi Hilal Al-Sarhan, Ministry of Higher Education and Scientific Research - Saudi Arabia, year of publication: 1980, edition number: 1
4. Menna Al-Mannan in Defense of the Qur'an by Sayyid Muhammad Muhammad Sadiq Al-Sadr, publisher who loves printing and publishing, Al-Kawthar Press, first edition (1432 AH / 2011 AD).

	<p>5. Investigations in the Science of Interpretation, Abdul Sattar Hamed, Baghdad, University of Baghdad, 1990.</p> <p>6. General principles of interpretation of the Holy Qur'an between theory and practice, Dr. Muhammad Hussein Al-Saghir, Dar Al-Historian Al-Arabi, first edition, 2000.</p> <p>7. Al-Manar in the Sciences of the Qur'an with an introduction to the origins of interpretation and its sources, Dr. Muhammad Ali Al-Hassan, College of Islamic Studies, United Arab Emirates University, presented to him: Dr. Muhammad Ajaj Al-Khatib (Head of the Department of Islamic Studies at the United Arab Emirates University) Publisher: Al-Resala Foundation - Beirut Edition: First, 1421 AH - 2000 AD.</p>
Recommended books and references (scientific journals, reports, ...)	<p>1. Introducing students to the methods of commentators, d. Salah Al-Khalidi, Dar Al-Qalam, Damascus, third edition, 2008.</p> <p>2. Al-Burhan fi 'Ulum al-Qur'an by al-Zarkashi, Dar al-Turath, Cairo.</p> <p>3. Methods in Interpretation, Mustafa Al-Sawy Al-Juwayni, Al-Maaref Foundation for Printing and Publishing, 1978.</p> <p>4. Quranic Studies, General Principles of Interpretation of the Holy Qur'an, Muhammad Hussein Al-Saghir, Setra Press, Holy Qom, 2011.</p> <p>5. Methods of commentators authored by Prof. Dr. Ziad Ali Dayeh Al-Fahdawy - Dr. Sherif Abdel Alim Mahmoud Muhammad 1440 AH - 2019 AD</p> <p>6. Methods of the commentators of Ahmed Muhammad Al-Sharqawi</p>

<p>B Electronic references, websites ....</p>	<p>There are many references that talk about the methods of commentators and the interpretation of the Holy Qur'an. You can see:</p> <ol style="list-style-type: none"> <li>1. Methods of Interpreters - Waqf Library for Illustrated Books PDF, you can visit the following link for more information: [Endowment Library <a href="https://waqfeya.net/book.php?bid=3699">https://waqfeya.net/book.php?bid=3699</a></li> <li>2. The Book of Methods of the Interpreters - The Comprehensive Library, this book contains detailed information about the methods of the commentators, you can view it through this link: [The Comprehensive Library](<a href="https://shamela.ws/book/38093">https://shamela.ws/book/38093</a>)</li> <li>3. Solve the lesson of the methods of the commentators, you can find solutions for the lessons of the curricula of the commentators on this site: ](<a href="https://uae-school.com/archives/13210">https://uae-school.com/archives/13210</a></li> <li>4. Link to Islamic Libraries Directory <a href="https://www.refseek.com/ar/directory/libraries">https://www.refseek.com/ar/directory/libraries</a></li> </ol>
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## Course description template

<b>-1 Course name</b>	
Experimental psychology	
<b>2 Course Code</b>	
325	
<b>3- Semester/Year: Annual</b>	
Annual	
<b>4- The date this description was prepared -</b>	
2024 /27/9	
<b>5 - Available attendance forms -</b>	
In-person + electronic class googleclass room	
<b>-6(Number of study hours (total) Number of units (total</b>	
2 hours per week = 60 hours / units 2 units	
<b>7- Name of the course administrator (if more than one name is mentioned)</b>	
Name: M.D. Yassin Tarrar Ghand	
<b>8- Objectives of the course</b>	
	<p>The curriculum aims to prepare students to practice the teaching profession by learning about:</p> <p>1- Many concepts and terms, including measurement, testing, and evaluation.</p> <p>2- Types of achievement tests, how they are formulated, and their advantages and disadvantages.</p> <p>3- Providing the Ministry of Education with staff specialized in educational guidance in secondary schools.</p>
<b>9- Teaching and learning strategies</b>	
<p>The standard method (giving lectures).</p> <ul style="list-style-type: none"> <li>- Method of discussion and interrogation</li> <li>- How to solve problems.</li> </ul>	
<b>10 – Course structure</b>	
<p>10. Course structure: The study began on 9/27/2024 and ends on 9/27/2025, the start date of final exams.</p>	

the week	Hours	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
September - 3	2		An overview of the development of evaluation and measurement	Discussion and questioning	Class performance and exams
4September	2		Concepts of evaluation, measurement, testing and the relationship between them	Discussion and questioning	Class performance and exams
October 1	2		The importance of evaluation and measurement in the educational process	Discussion and questioning	Class performance and exams
2October	2		An overview of the development of evaluation and measurement	Discussion and questioning	Class performance and exams
3October	2		An overview of the development of evaluation and measurement	Discussion and questioning	Class performance and exams
4October	2		Types of educational calendar	Discussion and questioning	Class performance and exams
November 1	2		Achievement tests set by the teacher	Discussion and questioning	Class performance and exams
November	2		Test map	Discussion	Class

2				and questioning	performance and exams
November 3	2		Objective tests	Discussion and questioning	Class performance and exams
November 4	2		Analyze and improve test items	Discussion and questioning	Class performance and exams
December 1	2		Terms of use of complex designs	Discussion and questioning	Class performance and exams
December 2	2		Internal and external safety	Discussion and questioning2	Class performance and exams
December 3	2		The relationship of experimental psychology to other sciences	Discussion and questioning	Class performance and exams
December 4	2		Experimental designs	Discussion and questioning	Class performance and exams
January 1	2		Spring break from 1/14/2024 until 1/28/2024	Discussion and questioning	Class performance and exams
January 2	2		Ease factor	Discussion and questioning	Class performance and exams
February 1	2		Discrimination coefficient	Discussion and questioning	Class performance and exams
February 2 The application period is (45) days from 3/1/2024 until 4/15/2024.					
February 3	2		Types of hypotheses	Discussion and questioning	Class performance and exams
February 4	2		Good test specifications	Discussion and questioning	Class performance and exams

March 1	2		Types of tests	Discussion and questioning	Class performance and exams
March 2	2		Objectivity and comprehensiveness	Discussion and questioning	Class performance and exams
March 3	2		Practical scientific solutions for design testing	Discussion and questioning	Class performance and exams
March 4	2		Random samples	Discussion and questioning	Class performance and exams
Forgetting 1	2		Purposeful sampling	Discussion and questioning	Class performance and exams
Forgetting 2	2		Experimental design with a pre-test design	Discussion and questioning	Class performance and exams
Forgetting3	2		Objectivity and comprehensiveness	Discussion and questioning	Class performance and exams
Forgetting 4	2		Experimental setting	Discussion and questioning	Class performance and exams
March	2		Improving some non-test evaluation methods	Discussion and questioning	Class performance and exams

#### 11- Course evaluation

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

The degree is distributed through several channels:

1- Formative (formative) assessment through daily exams, observing the student's performance in class discussions and homework and following them up, and classroom evaluation. Her grade does not exceed 20% of the total.

1- Diagnostic evaluation of the semester and final exams to issue judgments of success and failure. This grade is 80% and is divided into (4) exams for each semester, two exams, to extract the annual endeavor before entering the final exams.

<p>The degree is distributed through several channels:</p> <p>1- Formative assessment through daily exams, observing and following up on the student's performance in class discussions and homework.</p> <p>And the classroom evaluation. This grade does not exceed 20% of the total.</p> <p>2- Diagnostic evaluation of the semester and final exams to issue judgments of success and failure. This grade is 80% and is divided into (4) exams for each semester, two exams, to extract the annual endeavor before entering the final exams.</p>	
<b>12- Learning and teaching resources</b>	
Evaluation and Measurement, written by Mustafa Mahmoud Al-Imam and others.	Required textbooks (methodology, if any)
Main references (sources)	<p>- Evaluation and measurement in education and psychology, Sami Melhem, 2000.</p> <p>2- Measurement and Evaluation in Education, Touma George Al-Khoury, 2008.</p> <p>3- Educational measurement and evaluation in the teaching process, Salah El-Din Mahmoud Allam, 2007.</p>
Recommended supporting books and references (scientific journals, reports...)	Access to everything that is current and published in peer-reviewed scientific journals
<a href="http://www.alkutubcafe.com/book/83rjar.html">http://www.alkutubcafe.com/book/83rjar.html</a>	Electronic references, Internet sites

## Course Description Form

Course Name	
analysis of the Qur'anic text	
Course Code:	
8 EQT	
Chapter / Sunnah : Annual	
Annual	
The history of preparation of this description	
/ 10/ 2024	
Available Attendance Forms:	
/ presence only	
6. Number of Credit Hours (Total) / Number of Units (Total):	
4 hours/	
7. Course administrator's name (if more than one name)	
Name : Prof. Ammar Abbas Ismail      Email : <a href="mailto:ammar.a@coeduw.uobaghdad.edu.iq">ammar.a@coeduw.uobaghdad.edu.iq</a>	
8. Course Objectives	
1- Teaching students how to analyze the Qur'anic text specifically in terms of knowing the science of the occasion, and the reasons for revelation	
2- Explanation of the meaning of strange words for language and idiomatically	..
3- Determining the legal rulings in the Qur'anic text.	
4- Knowing the Qur'anic readings contained in the Qur'anic text.	

<b>5- Knowledge of Makki and Madani, and the abrogated and abrogated from the verses of Allah.</b>	
<b>6- Explaining the creative aesthetic aspect in the Qur'anic text.</b>	
<b>7- The statement of the arbitrator and the similarity of the Qur'anic text.</b>	
<b>9. Teaching and Learning Strategies</b>	
tegy	Education strategy collaborative concept planning. Brainstorming education strategy. Education Strategy Notes Series

10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
6	12		Definition of the term and detail of the saying in the general principles of analysis of the Qur'anic text	Lecture	Oral and written exams
6	12		Controls for understanding the Qur'anic text	=	=
2	4		Applied reading in Surat Al-Ma'idah verses 1-5	=	=
2	4		Analysis of verses 6-11	=	=
2	4		Analysis of verses 12-17	=	=
2	4		Analysis of verses 18-22	=	=
2	4		Analysis of verses 23-28	=	=
2	4		Analysis of verses 29-34	=	=
2	4		Analysis of verses 35-40	=	=
2	4		Analysis of verses 41-44	=	=
2	4		Analysis of verses 45-50	=	=



<b>11. Course Evaluation</b>	
Grade distribution out of 100 as follows: 25 The degree of the monthly and daily exams for the first semester. 25 The degree of the monthly and daily exams for the second semester. 50 Degree for final exams	
<b>12. Learning and Teaching Resources</b>	
Required textbooks (methodology, if any)	books prescribed by the Ministry
in references (sources)	<p>1- Methodology of analytical interpretation of the Qur'anic text Surat Al-Nasr as a model / Dr. Muhammad Saleh Attia, first edition 1429-2008 AD</p> <p>The lights of the download and the secrets of interpretation: Nasir al-Din Abu Saeed Abdullah bin Omar bin Muhammad al-Shirazi al-Baydawi - d. 5 - first edition - Dar Revival of Arab Heritage - Beirut 2/113</p>
Recommended books and references (scientific journals, reports...)	<p>All books concerned with the analysis of Qur'anic texts, in particular:</p> <p>1- Interpretation of the Scout - by Al-Zamakhshari</p> <p>2- Tafsir Al-Nasafi, Abu Al-Barakat Abdullah bin Ahmed Al-Nasafi, investigated by Marwan Muhammad Al-Shaar, 4 volumes.</p> <p>3- Meaning and Shades of Meaning - Semantic Systems in Arabic The Author: Dr. Muhammad Muhammad Yunus Ali - Publisher Al-Madar Al-Islami - 2nd Edition - 2007</p>

<p>Electronic References, Websites</p>	<ol style="list-style-type: none"> <li>1- People of interpretation</li> <li>2- Alokhlak Network</li> <li>3- Mishkat Website</li> <li>4- Heritage Mosque</li> <li>5- Comprehensive Library</li> <li>6- "Analysis of the Qur'anic text: a study in the science of statement" - <a href="https://www.pdfdrive.com/analysis-the-Qur'anic-text-study-in-the-science-of-the-statement-e187979046.html">https://www.pdfdrive.com/analysis - the Qur'anic text - study - in the science of the statement - e187979046.html</a></li> <li>7- "Analysis of the Qur'anic text and rhetorical interpretation" - <a href="https://www.pdfdrive.com/analysis-the-Qur'anic-text-and-the-rhetorical-interpretation-e186873124.html">https://www.pdfdrive.com / analysis - the Qur'anic text - and the rhetorical interpretation - e186873124.html</a></li> <li>8- "Analysis of the Qur'anic text between rhetoric and criticism" - <a href="https://www.pdfdrive.com/analysis-the-Qur'anic-text-between-rhetoric-and-criticism-e187978997.html">https://www.pdfdrive.com / analysis - the Qur'anic text - between - rhetoric - and criticism - e187978997.html</a></li> </ol>
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