Ministry of Higher Education and Scientific Research

Scientific Supervision and Evaluation Authority

Department of Quality Assurance and Academic Accreditation

Academic Program and Course Description Form

For the Arabic Language Department 2024/2025

the introduction:

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

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

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the new developments and changes in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, semester) in addition to adopting the description of the academic program

circulated pursuant to the letter of the Department of Studies TM3/2906 dated 5/3/2024 with regard to programs that adopt the Bologna process as the basis for their work.

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

Concepts and terms:

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

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

Program vision: An ambitious vision for the future of the academic program to be advanced, inspiring, motivating, realistic, and applicable.

Program message: It briefly explains the objectives and the activities required to achieve them, and it also identifies the paths and directions of the program's development.

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

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

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

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

Teaching and learning strategies: They are the strategies used by faculty members to develop student teaching and learning. They are plans followed to achieve learning objectives. They describe all classroom and extracurricular activities to achieve the program's learning outcomes.

Ministry of Higher Education and Scientific Research

Scientific Supervision and Scientific Evaluation Apparatus

Directorate of Quality Assurance and Academic Accreditation

Accreditation Department

Academic Program and Course Description Guide 2024 2025

University Name: University of Baghdad

College/Institute: College of Education for Women

Scientific Department: Department of Arabic Language

Academic Program Name: Bachelor Degree

Final Certificate Name: Bachelor of Education in Arabic Language

Study System: Annual

Description Preparation Date: 30/12/2024

File Completion Date: 30/12/2024

Signature

Head of Department Name:

Dr.   Shafaq Yuosif Gaddoa

Signature:

Scientific Associate Name:

Dr. Inaam Dawood Salom

Date :

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Asst. Prof. Dr. Asma Adeeb Abbas

Date:

Signature:

Approval of the Dean

Asst. Prof. Dr. Athmar Sh. Al-Shatri

.1 Program vision

The Department of Arabic Language strives to achieve excellence by providing a distinctive scientific, educational and pedagogical vision in the Arabic language and literature, advancing linguistic and literary knowledge and skills, and developing education to achieve comprehensive and sustainable collective human development. It also seeks to communicate and open up with local, Arab and foreign universities at the undergraduate and graduate levels in the fields of teaching and scientific research. The department seeks to create an effective educational and pedagogical environment that contributes to building teaching generations capable of assuming responsibility and leading the helm of education towards excellence locally, Arab and internationally, in terms of methodology and ethics, capable of achieving remarkable progress in the field of scientific research, in a manner that contributes to advancing the wheel of development and progress in the academic institution first, and in all parts of the country second.

.2 Program message

The department's mission is to champion the Arabic language, elevating it to the top of the linguistic spectrum as a global language deeply rooted in human history. It also aims to provide society with highly qualified, competent individuals in the fields of language and literature, who can contribute to construction and development, strive to link authenticity with modernity in research and teaching, and promote the values of belonging, responsibility, creativity, and constructive thinking.

It is represented in preparing specialized educational and research cadres in the field of Arabic language and literature, to contribute to meeting local, Arab and international needs, and preparing scientifically and culturally capable female researchers, aware of the requirements of the stage and connected to the Arab and

Islamic intellectual heritage, through building concepts and plans and taking measures to developEducation at all levels, in cooperation with the university colleges and relevant ministries, and providing services to the local community through lectures, activities, seminars and conferences held or participated in by the department.
.

.3 **Program objectives**
1-Graduating qualified personnel in the Arabic language and literature in accordance with the university's vision, goals, and mission.
2- Providing students with basic knowledge of the Arabic language and its study resources.
3- Teaching female students the sciences of language, grammar, morphology, and jurisprudence of language, in addition to studying Arabic literature in its various eras, the arts of rhetoric, and Arabic critical theory.
4- Establishing a culture of communication among female students with the modern literary movement, interacting with emerging literary genres, and learning about modern methods for analyzing texts.

5- Documenting the idea of the connection between linguistic knowledge and the authenticity of the Arab-Islamic heritage, and benefiting from the supreme moral ideals stipulated in the Holy Qur'an and the noble tradition.

6- Building a cultured personality for the Arabic language teacher, as well as preparing her to be an educator, characterized by a spirit of harmony with her colleagues and the school administration, and to be a scientific and moral example for future generations of students.

7- Preparing female students to pursue the profession of teaching the Arabic language, in the preparatory and intermediate stages, or in teacher training institutes, or to work in media or administrative institutions, and enabling them to control texts and linguistic evaluation, in any government department or institution or within the private sector.

8- Developing the national spirit among female students and encouraging them to engage in creative work in the fields of literature, such as poetry, artistic prose, stories, novels, theatrical script writing, or writing articles to address reality in an artistic way.

.4 **Program accreditation**
Application for accreditation was submitted for the academic year 2023-2024. The approval was not obtained due to some amendments and the accreditation application will be submitted in the coming years.

.5 Other external influences
1College cooperation with schools In a way limited For example nothing coordination between College And the school in to choose teacher or teacher trainer For students Help them in development Their performance Educational Future
2There is no electronic system for field training between the partner school and the college.
3The college does not rely on criteria for selecting partner schools, teachers, and cooperating teachers.

Program structure   .1

Program structure	Number of courses	Study unit	percentage	comments *
Institutional requirements	5	8	11.11%	Basic course
College requirements	10	42	22.22%	Basic course
Department requirements	29	122	64.44%	Basic course
Summer training	nothing	/	/	/
Other	1(Practical application)	4	2.22%	Basic course

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

Academic stage	Course code	Course name Arabic	Course name English	Credit hours	
				theoretical	practical
2024-2025					
The first stage	107 AEP	Educational Psychology	educational psychotherapy	2	
The first stage	102 AFE	Foundations of education	principles of education	2	
The first stage	101 A ALP	Pre-Islamic literature	ancient literature	3	
The first stage	104 A CS	Calculators	computer	1	
The first stage	103 HRD	human rights	human heights	1	
The first stage	105 AG	Grammar	Grammar	3	
The first stage	106 AR	Rhetoric	rhetoric	2	
The first stage	111 ADS	Exchange	accept the idea	2	
The first stage	108 ASQH	Quranic Sciences	Quran science	2	
The first stage	109 AEC	Expression and composition	composition	2	
The first stage	110 AEL	English language	English Language	1	

The table header "2-Program description" spans the top.

The second stage	217 AGP	developmental psychology	psychology of growth	2
The second stage	219 ASE	Secondary education and educational supervision	high school	2
The second stage	214 AIL	Islamic literature	Islamic literature	3
The second stage	223 ACS	Calculators	computer	1
The second stage	212 AR	Rhetoric	rhetoric	2
The second stage	213 AG	Grammar	Grammar	3
The second stage	218 AQTA	Analysis of the Qur'anic text	morphloyx	2
The second stage	215 AM	Exchange	accept the idea	2
The second stage	221 A PR	Offers	ahalysis of the Quran	2
The second stage	222 A OB	The Old Book	The old book	2
The second stage	220 AEL	English language	English Language	1
The second stage	216 A CT	Curriculum and textbook	curriculum and textbook	2
The second stage	224 A SP	Physical education	physical education	1

The second stage		Crimes of the former Baath regime	Crimes of the Baath regime	1
Stage 3	334 AMTAL	Arabic language teaching methods	methods of teaching	2
Stage 3	332 APGEG	Psychological counseling and educational guidance	psychoiogic alguidance	2
Stage 3	325 AnAL	Andalusian literature	the Andalusian literature	2
Stage 3	327 A OP	The Old Book	The old book	2
Stage 3	335 ALRM	Research methodology, library, and text verification	library and research methodology	2
Stage 3	328 AAbL	Abbasid literature	the Abbasi literature	3
Stage 3	331 AG	Grammar	Grammar	3
Stage 3	326 A PH	Philology	philology	2
Stage 3	330 AOLC	ancient Arabic criticism	old arabic criticism	3

Stage 3	329 A LPh	Lexicon and Phonetics	arabic dictionary and phonetic	2
Stage 3	333 A EL	English language	English Language	1
Stage 3	336 A ETET	Educational techniques and educational technology	educational techniques	2
Stage Four	439 A ME	Measurement and Evaluation	Measurement and evaluation	2
Stage Four	438 MLC	Modern literary criticism	Modern Literary Criticise	3
Stage Four	437 AG	Grammar	Grammar	3
Stage Four	444 AL	linguistics	Linguistics	2
Stage Four	441 A Poml	Modern Literature / Poetry	Arabic Modem Prose Reader	2
Stage Four	440 A PrML	Modern Literature / Prose	Prose Modem Arabicliterated	2
Stage Four	442 A ALt	Literary applications	Application (Literature)	2
Stage Four	443 A ALn	Language applications	apprehension (Linguistics)	2

	445 A AP	Observation and application/practical education	Teaching Practice Graduation Project	2	1
Stage Four					
Stage Four	446 A EL	English language	English Language	1	
Stage Four	447 A RP	Graduation research	Research Project	2	

8‑Expected learning outcomes of the program

knowledge

1- Knowledge and understanding.

2- Familiarity with the grammatical rules of the Arabic language.

3- Understanding the common linguistic and literary expression methods in the Arabic language.

4- Listing the literary works of ancient and contemporary writers and thinkers in the Arabic language.

5- Identifying the cognitive, literary and intellectual trends prevalent in the Arabic language heritage.	

Skills	
1- General and transferable skills (other skills related to employability and personal development). 2- Research and investigation of writers and poets of all ages. 3- Investigating some literary and linguistic phenomena. 4- Teaching Arabic language. 5- Teaching Islamic education, Quranic sciences and the Noble Prophetic Hadith.	

values	

Developing students' abilities to share ideas with the community.	

9 Teaching and learning strategies.
1- Explaining the scientific material to students in detail.
2- Student participation inClarify the meeting features.
3- Discussion and dialogue on vocabulary related to the topic..

10 Evaluation methods.
Electronic and paper tests (objective questions, essay questions, analytical questions, as well as multiple-choice and true or false questions).

Faculty .11					
Faculty members					
Academic rank	**Specialization**		**Special requirements/skills (if any)**	**Faculty preparation**	
	general	**private**		**angel**	**lecturer**
professor	the language	Grammar – Philology– Exchange			angel	/
professor	the language	Grammar and stylistics			angel	/
professor	the language	Grammar – Morpholog y– Rhetoric			angel	/
professor	the language	the language			angel	/
professor	the language	Exchange			angel	/
professor	the language	semantics			angel	/
professor	Literature	Islamic literature			angel	/
professor	Literature	Andalusia n literature			angel	/

professor	Literature	Abbasid literature			angel	/
professor	Literature	Modern literature			angel	/
professor	Literature	Modern literature			angel	/
professor	Arabic language teaching methods	Arabic language teaching methods			angel	/
assistant professor	the language	Language and grammar			angel	/
assistant professor	the language	Linguistics			angel	/
assistant professor	Literature	Islamic literature			angel	/
assistant professor	the language	Hermeneutics and Modern Linguistics			angel	/
assistant professor	Literature	criticism			angel	/
assistant professor	Literature	Rhetoric and stylistics			angel	/
assistant professor	Literature	eloquence			angel	/

assistant professor	Literature	Modern literature			angel	/
teacher	Literature	Modern literature			angel	/
teacher	Literature	Andalusian literature			angel	/
teacher	the language	the language			angel	/
teacher	the language	the language			angel	/
teacher	the language	Linguistic studies			angel	/
teacher	Literature	Abbasid literature			angel	/
teacher	Literature	Modern literature			angel	/
Assistant Professor	the language	the language			angel	/
Assistant Professor	the language	the language			angel	/
Assistant Professor	Literature	Modern literature			angel	/
Assistant Professor	Literature	Andalusian literature			angel	/
Assistant Professor	Information and Libraries	Information and Libraries			angel	/

Professional development
Orientation of new faculty members
Teaching Methods and Teaching Competence Courses for New Faculty Members
and coursesTOT for all faculty members

Acceptance criteria .12
According to the decisions of the Ministry of Higher Education

The most important sources of information about the program .13
Textbooks .1 Help books .2 Periodicals .3 Dictionaries and collections .4 Internet. .5 free hour.

Program Development Plan   .14
1- Using new concepts in the field ofSpecializationAnd useDevicesElectronic information display.

Curriculum Skills Map

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

year/Level	Course code	Course name	essential Or my choice	Cognitive objectives				Program skill objectives				Emotional and value goals				General and transferable skills (Other skills related to employability and personal development)			
				A1	A2	A3	A4	for1	for2	for3	for4	C1	C2	C3	C4	D1	D2	D3	D4
The first stage	107 AEP	Educational Psychology	essential	√	√	√		√	√	√	√	√	√	√	√	√	√		
	102 AFE	Foundations of education	essential	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
The first stage	101 A ALP	Pre-Islamic literature	essential	√	√	√	√	√	√	√	√	√	√	√		√	√		
	104 A CS	Calculators	essential	√	√	√		√	√			√	√			√	√		

Stage	Code	Course	Type																
The first stage	103 HRD	human rights	**essential**	√	√	√		√	√			√	√			√	√		
	105 AG	Grammar	**essential**	√	√	√		√	√	√		√	√		√	√	√		
The first stage	106 AR	Rhetoric	**essential**	√	√	√	√	√	√	√		√	√	√		√	√	√	
	111 ADS	Exchange	**essential**	√	√	√	√	√	√	√		√	√	√		√	√	√	
The first stage	108 ASQH	Quranic Sciences	**essential**	√	√	√		√	√			√	√			√	√	√	
	109 AEC	Expression and composition	**essential**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
The first stage	110 AEL	English language	**essential**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Stage	Code	Course	Type	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
The second stage	217 AGP	developmental psychology	essential	√	√	√		√	√			√	√	√	√	√	√			
The second stage	219 ASE	Secondary education and educational supervision	essential	√	√	√		√	√			√	√			√	√			
The second stage	214 AIL	Islamic literature	essential	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		
The second stage	223 ACS	Calculators	essential	√	√	√		√	√			√	√			√	√			
The second stage	212 AR	Rhetoric	essential	√	√	√	√	√	√	√		√	√	√		√	√	√		
The second stage	213 AG	Grammar	essential	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√

Stage	Code	Course	Type																	
The second stage	218 AQTA	Analysis of the Qur'anic text	**essential**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√
The second stage	215 AM	Exchange	**essential**	√	√	√		√	√	√	√	√	√	√	√	√	√	√		√
The second stage	221 A PR	Offers	**essential**	√	√	√		√	√	√	√	√	√	√	√	√	√	√		√
The second stage	222 A OB	The Old Book	**essential**	√	√	√	√	√	√	√		√	√	√		√	√			
The second stage	220 AEL	English language	**essential**	√	√	√	√	√	√	√		√	√	√	√	√	√	√		√
The second stage	216 A CT	Curriculum and textbook	**essential**	√	√	√	√	√	√	√		√	√	√	√	√	√	√		
The second stage	224 A SP	Sports	**essential**	√	√	√	√	√	√	√		√	√	√		√	√			

Stage	Code	Course	Type																
		Baath Party crimes	essential	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
Stage 3	334 AMTAL	Arabic language teaching methods	essential	√	√			√	√	√		√	√	√		√	√		
Stage 3	332 APGEG	Psychological counseling and educational guidance	essential	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Stage 3	325 AnAL	Andalusian literature	essential	√	√	√	√	√	√	√	√	√	√	√		√	√	√	
Stage 3	327 A OP	The Old Book	essential	√	√	√	√	√	√			√	√	√		√	√		

Stage	Code	Course	Type																	
Stage 3	335 ALRM	Research Methodology and Library	**essential**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√
Stage 3	328 AAbL	Abbasid literature	**essential**	√	√	√	√	√	√	√		√	√	√		√	√	√		
Stage 3	331 AG	Grammar	**essential**	√	√	√	√	√	√	√	√	√	√			√	√			
Stage 3	326 A PH	Philology	**essential**	√	√	√	√	√	√	√		√	√			√	√			
Stage 3	330 AOLC	ancient literary criticism	**essential**	√	√	√	√	√	√	√		√	√	√		√	√			
Stage 3	329 A LPh	Lexicon and Phonetics	**essential**	√	√	√	√	√	√	√		√	√			√	√			

Stage	Code	Course	Type																
Stage 3	333 A EL	English language	essential	√	√	√	√	√	√	√		√	√			√	√		
Stage 3	336 A ETET	Educational techniques and educational technology	essential	√	√	√	√	√	√	√			√	√				√	√
Stage Four	439 A ME	Measurement and Evaluation	essential	√	√	√		√	√		√	√			√	√	√		
Stage Four	438 MLC	Modern literary criticism	essential	√	√	√	√	√	√	√	√	√			√	√			
Stage Four	437 AG	Grammar	essential	√	√	√	√	√	√	√	√	√	√		√	√			
Stage Four	444 AL	linguistics	essential	√	√	√	√	√	√	√	√	√			√	√			

Stage	Code	Title		C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17
Stage Four	441 A Poml	Modern Literature / Poetry	**essential**	√	√	√	√	√	√	√		√	√			√	√			
Stage Four	440 A PrML	Modern Literature / Prose	**essential**	√	√	√	√	√	√	√		√	√			√	√			
Stage Four	442 A ALt	Literary applications	**essential**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√
Stage Four	443 A ALn	Language applications	**essential**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√
Stage Four	445 A AP	Observation and application/practical education	**essential**	√	√			√	√	√	√	√	√			√	√	√		

Stage	Code	Course	Type																
Stage Four	446 A EL	English language	**essential**	√	√			√	√	√	√	√	√			√	√	√	
Stage Four	447 A RP	Graduation research	**essential**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Course Description Form

Review of the performance of higher education institutions (academic program review)

Course Description

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

College of Education for Girls	Educational institution .1
Department of Arabic Language poison Scientific	University .2 Department/Center
107 A EPEducational Psychology	Course Name/Code .3
psychology	Programs that include .4
Two hours per week for a full academic year	Available attendance .5 forms
year	semester/year .6

64	Number of study .7 hours(kidney)
3/10/2024	Date this description was .8 prepared

Learning outcomes, teaching and learning methods, and assessment .9
A- Knowledge and understanding

A1- Introducing students to the nature and objectives of educational psychology

A2- to understand Comparison between learning theories and their educational applications.

A3-Understanding the learning process |
| b- Subject-specific skills

B1-Learn about learning and thinking methods and develop higher mental abilities

B2-Recognizes students' developmental demands and needs.

B3 -Uses applications of learning theories.

B4-By understanding the conditions of school learning and the factors affecting it. |
| Teaching and learning methods |
| Lecture method.   -
Relying on educational duty (Port folio) which aims to collect the   - theoretical concepts of the lesson and the possibility of applying them in school. |

Use educational discussion (educational dialogue) which depends on exchanging ideas to reach the facts. Scientific seminarsseminar)
Evaluation methods
A- Educational applications. B- Discussion sessions. C- Periodic tests.
C- Thinking skills A1-Rationalizing the teacher's practice of the teaching profession. A2-Uses scientific description skills for the educational process. A3-Controls students' behavior and motivates them. A4- Can scientifically predict student behavior.
Teaching and learning methods
Lecture method.   - Relying on educational duty (Port folio) which aims to collect the   - theoretical concepts of the lesson and the possibility of applying them in school. Use educational discussion (educational dialogue) which depends on exchanging ideas to reach the facts. Scientific seminarsseminar).
Evaluation methods
A- Educational applications. B- Discussion sessions. C- Periodic tests.
D -General and transferable skills (other skills related to employability and personal development). D1--Understanding the characteristics of the teacher and the learner and the relationship between them. D2-- Employing educational and psychological knowledge to serve the educational process
Course objectives   .10

Introducing students to the nature and objectives of educational psychology.	
Helping the student define the concepts of educational psychology, its importance, and research methods.	
Comparison between learning theories and their educational applications.	
Training on applying psychological and educational concepts in school.	

Course structure .11					
Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Test	The MahAdug	**Introduction to Psychology (Historical Development of Psychology, Psychology in Islamic Heritage)**	**Getting to know psychology (historical development of psychology, psychology in Islamic heritage)**	2	1
=	=	**The nature and importance of psychology**	**Definition of the nature of psychology and its importance**	2	2
=	=	**The goals and fields of psychology**	**Definition of the goals and fields of psychology**	2	3
=	=	**Schools of Psychology**	**Learn about the schools of psychology**	2	4
=	=	**Branches of psychology**	**Introduction to the branches of psychology**	2	5

=	=	Market and the factors affecting it	Definition of market and the factors affecting it	2	6
=	=	Definition of behavior	Definition of behavior	2	7
=	=	The educational process and educational psychology	Definition of the educational process and educational psychology	2	8
=	=	Research methods in psychology and educational psychology	Introduction to research methods in psychology and educational psychology	2	9
=	=	Attention and sensory perception (meaning of attention, derivatives of attention)	Definition of attention and sensory perception (meaning of attention, derivatives of attention)	2	10
=	=	Factors affecting attention	Identifying factors affecting attention	2	11
=	=	Meaning of sensory perception, types of sensations	Knowing the meaning of sensory perception, types of sensations	2	12
=	=	Factors affecting sensation and perception	Identifying the factors affecting sensation and perception	2	13

=	=	Motivation in education (the importance of studying motivation, the nature of motivation)	Recognizing motivation in education (the importance of studying motivation, the nature of motivation)	2	14
=	=	Mid-year holiday		2	15
=	=	Mid-year holiday		2	16
=	=	Educational functions of motivation	Knowing the educational functions of motivation	2	17
=	=	Strategy for stimulating students' motivation towards education	Defining the strategy of stimulating students' motivation towards education	2	18
=	=	Remembering and forgetting	Recognize remembering and forgetting	2	19
=	=	Types of memory	=	2	20
=	=	sensory memory, short-term memory, long-term memory	Definitionforsensory memory, short-term memory, long-term memory	2	21
=	=	Factors affecting the processes of remembering and forgetting, ways to improve the process of remembering, and	Defining the factors affecting the processes of remembering and forgetting, ways to improve the process of	2	22

		explaining forgetting.	remembering, and explaining forgetting.		
=	=	The concept of transfer of learning and its types	Knowing the concept of learning transfer and its types	2	23
=	=	The importance of studying the transfer of learning effects, how to benefit from the transfer process in the teaching and learning process	Knowing the importance of studying the transfer of learning, and how to benefit from the transfer process in the teaching and learning process	2	24
=	=	Feedback, the concept of feedback	Definition of feedback, concept of feedback	2	25
=	=	The importance of studying feedback, types of feedback, applications of feedback	Definition: The importance of studying feedback, types of feedback, and applications of feedback.	2	26
=	=	The meaning of thinking, types of thinking, ways to stimulate and develop thinking	Knowing the meaning of thinking, types of thinking, ways to stimulate and develop thinking	2	27
=	=	Learning theories (associative theories and their educational	Knowledge of learning theories (associative theories and their	2	28

		applications (Pavlov, Skinner) basic concepts and educational applications	educational applications (Pavlov, Skinner), basic concepts and educational applications)		
=	=	Learning theories (associative theories and their educational applications (Pavlov, Skinner) basic concepts and educational applications	Knowledge of learning theories (associative theories and their educational applications (Pavlov, Skinner), basic concepts and educational applications)	2	29
=	=	Kohler's Insight Theory: Basic Concepts and Educational Applications	Knowledge of the theory of insight (Kohler): basic concepts and educational applications	2	30
=	=	Teaching concepts (its importance, nature, generalization of concepts, learning concepts)	Definition of concept education (its importance, nature, generalization of concepts, learning concepts)	2	31
=	=	Individual differences (meaning, impact on learning, and how to take them into account in teaching)	Knowing individual differences (their meaning, their impact on learning, and how to take them into account in teaching)	2	32

	infrastructure .12
	Required readings: ▪ Basic Texts ▪ Course books ▪ Other
	Special requirements (including, for example, workshops, periodicals, software, and websites)
	Social services (including, for example, guest lectures, vocational training, and field studies)
Acceptance .13	
100 female students	Prerequisites
	least number of students
205 female students	The largest number of students

Course Description Form

Review of the performance of higher education institutions (academic program review)

Course Description

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

College of Education for Girls	Educational institution .14
Department of Arabic Language poison Scientific	University .15 Department/Center
102 A FEFoundations of education	Course Name/Code .16
psychology	Programs that include .17
Two hours per week for a full academic year	Available attendance .18 forms
year	semester/year .19
64	Number of study .20 hours(kidney)
12/5/2024	Date this description .21 was prepared
Learning outcomes, teaching and learning methods, and assessment .22	

A- Knowledge and understanding
A1-To know education and its necessity
A2-To know the foundations of historical, social, economic and scientific education
A3-To understand the relationship between education and society
A4-To understand the relationship between education, teaching and educational renewal
b- Subject-specific skills
B1-The ability to know educational theories and apply them in practical life
B2-Definition of the impact of education on the social, economic and scientific aspects
B3-Understands the conditions of proper upbringing
B4-Get to know the media thought in education
Teaching and learning methods
Lecture and discussion method
Evaluation methods
Objective and essay tests
C- Thinking skills
A1-The student's ability to distinguish between correct education
A2-The student acquires sound educational habits.
Teaching and learning methods

	Lecture method, discussion method				
	Evaluation methods				
	Course structure .23				
Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Test	The MahAdug	**The meaning of education**	**Knowing the meaning of education**	2	**1**
=	=	**The goals and necessity of education**	**Knowing the goals of education and its necessity**	2	**2**
=	=	**Educational theories**	**Knowledge of educational theories**	2	**3**
=	=	**Educational theories**	**Knowledge of educational theories**	2	**4**
=	=	**The historical basis of education**	**Knowing the historical basis of education**	2	**5**
=	=	**ancient education**	**ancient education knowledge**	2	**6**
=	=	**Chinese education**	**Chinese education knowledge**	2	**7**
=	=	**Greek education**	**Knowledge of Greek education**	2	**8**

=	=	Education in the Middle Ages	Knowledge of education in the Middle Ages	2	9
=	=	Arab education before Islam	Knowledge of Arabic education beforeIslam	2	10
=	=	Arab education after Islam	Knowledge of Arabic education afterIslam	2	11
=	=	Modern education	Knowledge of modern education	2	12
=	=	The social basis of education	Knowing the social basis of education	2	13
=	=	The relationship between education and society	Knowing the relationship between education and society	2	14
=	=	The relationship between the individual and the environment	Knowing the relationship between the individual and the environment	2	15
=	=	Moral education	Knowledge of moral education	2	16
=	=	Family education	Knowledge of family education	2	17
=	=	Health education	Health education knowledge	2	18
=	=	The economic basis of education	Knowing the economic basis of education	2	19

=	=	Education and its impact on economic development	Knowledge of education and its impact on economic development	2	20
=	=	Education and exploitation of natural resources	Knowledge of education and exploitation of natural resources	2	21
=	=	The scientific basis of education	Knowing the scientific basis of education	2	22
=	=	Education and curriculum	Knowledge of education and curriculum	2	23
=	=	Scientific basis for research and investigation	Knowing the scientific basis for research and investigation	2	24
=	=	Education from an Islamic perspective	Knowledge of education in perspectiveIslamic	2	25
=	=	Media of Arab-Islamic educational thought	Knowing the media of Arab educational thoughtIslamic	2	26
=	=	Media of Arab educational thought	Knowledge of educational thought media Arabic	2	27
=	=	Media of modern educational thought	Knowledge of the media of modern educational thought	2	28

=	=	Media of modern educational thought	Knowledge of the media of modern educational thought	2	29
=	=	The concept of knowledge	Knowing the concept of knowledge	2	30
=	=	Education in Iraq	Knowledge of education in Iraq	2	31
=	=	Educational renewal in Iraq	Knowledge of educational renewal in Iraq	2	32
Objective tests and essay tests					
D - General and transferable skills (other skills related to employability and personal development). D1-Mastering educational theories D2-Linking educational foundations to scientific foundations					
Course objectives .24					
Learning about education and its necessity					

infrastructure .25	
	Required readings: ▪ Basic Texts ▪ Course books ▪ Other
	Special requirements (including, for example,

	workshops, periodicals, software, and websites)
	Social services (including, for example, guest lectures, vocational training, and field studies)

Acceptance .26	
100	Prerequisites
	least number of students
205	The largest number of students

Course Description Form

Review of the performance of higher education institutions (academic program review)

Course Description

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

College of Education for Girls	Educational institution .27
Department of Arabic Language poison Scientific	University .28 Department/Center
101 A ALP Pre-Islamic literature	Course Name/Code .29
Literature	Programs that include .30
Three hours per week for a full academic year	Available attendance .31 forms
year	semester/year .32
96	Number of study .33 hours(kidney)
3/12/2024	Date this description .34 was prepared
Course objectives .35	

Learning outcomes, teaching and learning methods, and assessment .36
A- Knowledge and understanding   A1-To learn about pre-Islamic literature, its poetry and prose   A2-To learn the artistic characteristics of pre-Islamic poetry   A3-To understand the importance of poetry in the lives of pre-Islamic people   A4-To understand pre-Islamic life and the role of literature in it
b- Subject-specific skills   B1-The student reads the eloquent words in pre-Islamic poetry.   B2-To understand the technical structure of pre-Islamic poetry   B3-The student should write in a highly eloquent language.   B4-To analyze poetry and know its artistic and thematic contents
Teaching and learning methods
Lecture Questions and Answers   Memorization and reading
Evaluation methods
Essay and objective tests
C- Thinking skills   A1-The student creates a literary text by reviewing eloquent words.   A2-The student organizes poetic poems   A3-The student reads correctly

Teaching and learning methods
memorization reading Lecture

Evaluation methods
Essay and objective tests

D - General and transferable skills (other skills related to employability and personal development). D1-General culture through knowledge of the political, social and cultural life of the pre-Islamic era D2-Reviewing classical literary texts, both poetry and prose, and benefiting from them in working as an Arabic language teacher.
Understanding the history of Arabic literature-Before Islam, it was famous and criticized in terms of knowledge of the environment of poetry, prominent poets, poetic topics, and the artistic characteristics of their poetry, in addition to studying prose in that era, its types and topics.

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Course structure .37					
Test	The lecture	**The meaning of literature in language and terminology**	**Getting to know literature, language and terminology**	3	**1**
=	=	**Sources of Arabic literature**	**Knowledge of Arabic literary sources**	3	**2**
=	=	**Pre-Islamic enthusiasms and choices**	**Understanding pre-Islamic poetry through poetry collections**	3	**3**
=	=	**Poetry environment and time**	**Getting to know the environment and time of poetry**	3	**4**
=	=	**Poets' collections and systems**	**View poetry collections and anthologies**	3	**5**
=	=	**political life**	**Understanding Political Life**	3	**6**
=	=	**Social**	**and social**	3	**7**
=	=	**Poetry novel**	**Knowledge of poetry narration**	3	**8**
=	=	**Tribal narrators**	**And the narrators of the tribe**	3	**9**
=	=	**Narrators and poets**	**Getting to know the poet narrators**	3	**10**

=	=	Scholarly narrators	Getting to know the scholars and narrators	3	11
=	=	The issue of plagiarism in poetry	Understanding the issue of plagiarism in poetry	3	12
=	=	Ancients and Orientalists	Among the ancients and orientalists	3	13
=	=	And the staring Arabs	And the Arabs and the gazers	3	14
=	=	Poetry topics	Knowing the poetic content and its types	3	15
=	=	Pre-Islamic and its characteristics	Knowing pre-Islamic poetry through its characteristics	3	16
=	=	Technical	Technical and objective	3	17
=	=	vacation		3	18
=	=	Rabia		3	19
=	=	Types of poets	Identifying the classes of poets	3	20
=	=	The poets of the Mu'allaqat	Understanding the Mu'allaqat	3	21
=	=	The knight poets	Getting to know poets and knights	3	22
=	=	vagabond poets	Getting to know the vagabond poets	3	23
=	=	Other poets	Knowing a number of famous poets in the pre-Islamic era	3	24

=	=	Pre-Islamic jurisprudence	Getting to know pre-Islamic prose	3	25
=	=	Types and topics	Its types and characteristics	3	26
=	=	Its technical characteristics	Its technical and objective content	3	27
=	=	Public speaking	Knowing the meaning of rhetoric and its role in pre-Islamic life	3	28
=	=	Proverbs	Knowing proverbs and their meaning among the pre-Islamic people	3	29
=	=	The story		3	30
=	=	Book rhyme	Knowing the rhyme of the book	3	31
=	=	exam	a test	3	32

infrastructure .38	
➢ History of Arabic Literature-Before Islam ➢ Nouri Al-Qaisi, Dr. Adel Al-Bayati, Dr. Mustafa ➢ Abdul Latif Jia Wook ➢ The Pre-Islamic Era Dr. Shawqi Hanif Explanation of the Seven Hanging Poems	Required readings: ▪ Basic Texts ▪ Course books ▪ Other
	Special requirements (including, for example, workshops, periodicals, software, and websites)

	Social services (including, for example, guest lectures, vocational training, and field studies)
Acceptance .39	
100 female students	Prerequisites
	least number of students
205 female students	The largest number of students

Course Description Form

Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

University of Baghdad	Educational institution.40
College of Education for Girls	Scientific Department / .41 Center
104 AC S Calculators	Course Name/Code.42
hourweeklyFor a full academic year	Available attendance forms.43
annual	semester/year.44
30	Number of study hours .45 (total)
-2024	Date this description was .46 prepared
Course objectives.47	
Learn about the computer, its components, features, data representation and types, operating systems, how to manage this device, the capabilities and auxiliary programs provided by these systems, and learn about the printing application as an example of the applications used by computer users.	

Course outcomes, teaching, learning and assessment methods.48

A- Cognitive objectives
A1- Enabling first-stage Arabic Language Department students to understand the computer and how to use it.
A2- Enabling female students to use computer applications during their studies.

B - Course specific skill objectives
B1 - Operating the computer and dealing with its operating system and the auxiliary programs it contains
B2 - Using the printing program to prepare reports
Teaching and learning methods
Lecture by presentations and video
Evaluation methods
Tests
C- Emotional and value goals
A1- Forming groups to share experiences gained in the field of computers
Teaching and learning methods
e-meeting
Evaluation methods
Asking questions
Discussion

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

D1-Preparing a model of what was previously studied.

Course structure.49					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Tests	Lecture	Computer generations	Introduction to Computer Science	1	1
Tests	Lecture	Computer components	Introduction to Computer Science	1	2
Tests	Lecture	Software	Introduction to Computer Science	1	3
Tests	Lecture	Computer features	Introduction to Computer Science	1	4
Tests	Lecture	Storage capacity units and conversion between them	Introduction to Computer Science	1	5
Tests	Lecture	Algorithms and flowcharts	Introduction to Computer Science	1	6
Tests	Lecture	Types of flowcharts	Introduction to Computer Science	1	7

Tests	Lecture	Examples of flowcharts	Introduction to Computer Science	1	8
Tests	Lecture	Number systems and conversion between them	Introduction to Computer Science	1	9
Tests	Lecture	Desktop, taskbar, shut down and start computer	Operating systemWindows 7	1	10
Tests	Lecture	Use the mouse, the jump list,	Operating systemWindows 7	1	11
Tests	Lecture	window, window arrangement	Operating systemWindows 7	1	12
Tests	Lecture	Control Panel, Change Desktop Background, Screen Saver	Operating systemWindows 7	1	13
Tests	Lecture	windowMy Computer, Time Adjustment, Windows Explorer	Operating systemWindows 7	1	14
		exam		1	15

Tests	Lecture	Volume	Operating systemWindows 7	1	16
Tests	Lecture	Recycle Bin, Internet Browsing	Operating systemWindows 7	1	17
Tests	Lecture	Definition, operation and window of theWord	Printing programWord	1	18
Tests	Lecture	Tab bar, some important keys while typing	Printing programWord	1	19
Tests	Lecture	Create and save a document, close a file, and open a stock file.	Printing programWord	1	20
Tests	Lecture	Select, delete, replace, copy, and move text	Printing programWord	1	21
Tests	Lecture	Format text, copy and remove formatting, highlight text, change case	Printing programWord	1	22

Tests	Lecture	Alignment, bullets and numbering, adding borders and shading to text	Printing programWord	1	23
Tests	Lecture	Search and replace	Printing programWord	1	24
Tests	Lecture	Insert icon, header and footer	Printing programWord	1	25
Tests	Lecture	Page numbering, creating a table, inserting rows and columns	Printing programWord	1	26
Tests	Lecture	Select the table, change column width and row height, delete rows and columns	Printing programWord	1	27
Tests	Lecture	Page borders and shading	Printing programWord	1	28
Tests	Lecture	indent, ruler	Printing programWord	1	29
		exam		1	30

infrastructure.50	
Introduction to Computer Science, a bookWindows 7, Word binding	Required textbooks -1
	Main References -2 (Sources)
	Recommended books and (أ references (scientific journals, reports, etc.)
YouTube channel	Electronic references, (ب websites,.....

Curriculum Development Plan.51
Adding e-learning platforms

Course Description Form

Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

College of Education for Girls	Educational institution.52
Arabic	Scientific Department / .53 Center
103 HRD Human Rights and Democracy	Course Name/Code.54
Two hours per week for a full academic year	Available attendance forms.55
year	semester/year.56

60 hours	Number of study hours .57 (total)
3/2/2024	Date this description was .58 prepared

Course objectives: 1- Introducing students to the concept of human rights, their .59 importance in society, and the reciprocal relationship between rights and duties.
2- Disseminating basic knowledge of human rights issues and promoting their integration with public values..
3- Developing the national spirit in order to develop human rights principles..

Course outcomes, teaching, learning and assessment methods: Knowledge of .60 human rights, explanation and discussion methods, lectures. Assessment: tests, daily questions, reports.
A- Cognitive objectives

A1- Allowing female students to learn about a comprehensive and rights-based educational approach.

A2- Supporting the specialized strategy for developing human rights resources

A3- Educating female students on how to preserve human rights under a democratic system.

A4- Enabling female students to freely express their opinions and participate in the educational process. |

B - Course specific skill objectives
B1 - Employing the skills specific to the lesson and teaching them to the students
B2 - Adopting topics and tasks that serve the nation in a civilized and academic manner free of negatives.
Teaching and learning methods
Explanation and clarification Discussion Lecture
Evaluation methods
Tests Daily questions Reports
C- Emotional and value goals. A1- Understanding and cooperation between students. A2- The ability to attract students' attention and make the lecture interesting by linking it to daily life. A3- Respecting the lecture time and allocating time for the participation of all students.
Teaching and learning methods
Explanation and clarification Discussion

Lecture
Evaluation methods. .
Tests Daily questions Reports
D - General and transferable skills (other skills related to employability and personal development). D1- The skill of following up on students and evaluating them on an ongoing basis to know their level of performance. D2- Communication and dealing skills with students D3- Performance skills in teaching

Course structure.61					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Daily tests and questions	Method of discussion , explanation and clarification	The concept of human rights, human rights throughout ancient times, human rights in Mesopotamia, human rights in Greek and Roman civilization	Knowing the concept of human rights and human rights in ancient times	4 hours	1
=	=	Human rights in Islam, equality, rights and freedoms, freedom related to material individuals, freedom related to moral interests of individuals	Knowledge of human rights in Islam	=	2
=	=	Human Rights in the Middle Ages and Modern Times, Legal Sources of Rights in Britain,	Knowledge of human rights in the Middle Ages and modern times	=	3

		Legal Sources of Human Rights in the United States, Legal Sources of Human Rights in France, Legal Sources of Human Rights in Russia			
=	=	Universal Declaration of Human Rights, content of the Universal Declaration of Human Rights, civil and political rights, economic, social and cultural rights	Knowing the Universal Declaration of Human Rights	=	Wrap 4
=	=	Non-governmental organizations and their role in defending human rights, the International	Knowledge of NGOs and their role in defending human rights	=	5

		Committee of the Red Cross, the United Nations, the Economic and Social Council			
=	=	regional human rights organizations,European Convention on Human Rights, American Convention on Human Rights, Integrity and Corruption	Knowledge of regional human rights organizations	=	6
=	=	The historical dimension of democracy, democracy and its dilemmas in the Third World	Knowing the historical dimension of democracy	=	7
=	=	Characteristics of the democratic system, advantages of democracy,	Knowing the characteristics of the democratic system	=	8

		main components of the democratic system			
=	=	Constitutional democracy, conditions for establishing constitutional democracy, principles of the constitution and democracy	Knowledge of constitutional democracy	=	9
=	=	Guarantees of the democratic system, types of pressure groups	Knowing the guarantees of the democratic system	=	10
=	=	The right to opinion and expression	Knowing the right to opinion and expression	=	11
=	=	Characteristics and types of democracy and public freedoms	Knowing the characteristics and types of democracy and public freedoms	=	12

=	=	The concept of freedom, forms of public freedoms	Knowing the concept of freedom	=	13
=	=	Types of intellectual freedoms	Knowing the types of intellectual freedoms	=	14
=	=	The historical development of democracy and freedoms	Knowing the historical development of democracy and freedoms	=	15
=	=	Democracy and public freedoms in the modern era	Knowledge of democracy and public freedoms in the modern era	=	16
=	=	Basic guarantees for the success of public freedoms	Knowing the basic guarantees for the success of public freedoms	=	17
=	=	Legal guarantees, legal system of public freedoms	Knowledge of legal guarantees	=	18

=	=	Specifications and duties of the Islamic ruler, reading the covenant of Imam Ali, peace be upon him, specifications of the Islamic ruler	Knowing the specifications and duties of the Islamic ruler	=	19
=	=	General culture of the Islamic ruler	Knowing the general culture of the Islamic ruler	=	20
=	=	Adopting Shura and bringing scholars closer	Knowing the principle of adopting Shura and bringing scholars closer	=	21
=	=	Duties of the Islamic ruler	Knowing the duties of the Islamic ruler	=	22
=	=	Islamic ruler's reforms	Knowing the reforms of the Islamic ruler	=	23
=	=	Social classes and their needs	Knowing the social classes	=	24

		under the Islamic ruler	and their needs under the Islamic ruler		
=	=	Achieving security and defense	Knowing how to achieve security and defense	=	25
=	=	Country Architecture "Economic Development"	Knowledge of economic development	=	26
=	=	General principles of state financial policy	Knowing the principles of state financial policy	=	27
=	=	The foundations of the Islamic economic system	Knowing the foundations of the Islamic economic system	=	28
=	=	fair distribution of wealth	Knowledge of the fair distribution of wealth	=	29
=	=	Land and community development	Knowledge of the development of	=	30

			the Earth and society		
=	=	economic security	Knowledge of economic security	=	31
=	=	Abstract on the Islamic ruler and his duties	Knowing the summary of the Islamic ruler and his duties	=	32

	12- Infrastructure:
	Required textbooks: Curriculum - 1 books
	Main references (sources): Ismail - 2 Abdel Fattah Abdel Kafi, General Human Rights in Islam
	Muhammad Fakhri al-Tanbour / Human Rights in Islam
	A - Recommended books and references (scientific journals, reports). International law books and international human rights organizations
	B- Electronic references, websites United Nations website, international organizations website.

13- Curriculum development plan: Reviewing the Ministry's instructions regarding the latest required vocabulary, in addition to holding training workshops to introduce human rights and the duty to preserve them.

Course Description Form

Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

College of Education for Girls	Educational institution .1
Department of Arabic LanguageScientific Sama	Scientific .2 Department/The Center
Grammar105 AG	name/Course code .3
Three hours per week for a full academic year	Available attendance .4 forms
year	the chapter/year .5
96	Number of study .6 hours(kidney)
2024	Date this description was .7 prepared
Course objectives .8	

Teaching students how to read grammatically correctly, knowing the rules of 1. grammar and applying them to verses of the Holy Quran and poetic verses, and introducing students to the rule and exception and how to learn parsing.
2.The student must have a good command of the Arabic language, both spoken and written.
3.Having the ability to appreciate the language of the Holy Quran and its linguistic miracles
4.The student should become familiar with the ancient grammatical codes and be able to read and understand them.
5.Raising the student's level of language in writing, pronunciation and speaking, by embodying the rules of classical Arabic and improving the student's level of linguistic culture

Course outcomes, teaching, learning and assessment methods 9.
A-Cognitive objectives A1--The student should know the rules of the Arabic language. A2-- To know the variables in the Arabic sentence. A3-The student should become familiar with the grammatical rules specific to this stage. A4-The student should become familiar with the grammatical opinions and disagreements between the ancients and between them and the moderns regarding some grammatical issues. A5-To distinguish between nouns, verbs, etc.
for- Course skill objectives for1-The ability to read and write correctly after being able to apply the rules he has learned in his spoken and written language.

for2-The student should have the ability to diagnose grammatical errors in what he hears and reads and be able to correct them.
Teaching and learning methods
Lecture, educational situation, brainstorming, written and oral exercises, discussion and dialogue, lectures published on the electronic class page, electronic communication via the electronic class, presentation of the study material during the lecture in the form of(WORD)and(POWER POINT) Audio recordings and video lectures presented by the course instructor.
Evaluation methods
Written tests, electronic tests, electronic objective and applied tests,
C-Emotional and value goals C1-Possessing the ability to produce language based on the rules the student has learned. C2-Have the ability to compare different language systems. C3-Have the ability to analyze language patterns and texts. C4-Have the ability to discuss, ask questions, answer questions, etc.
Teaching and learning methods
Dialogue and discussion during the lecture, the ability to apply what the student has learned, completing the tasks required of him through the electronic class, homework, viewing and application, and discussing graduation research and reports.
Evaluation methods

Practical tests and setting or creating examples, experimentation in terms of exposing the student to situations that require thinking skills, formulating intellectual questions
D-General and transferable skills(Other skills related to employability and personal development

D1-Peaceful reading

D2-Correct writing in spelling and grammar

D3-Peaceful language

D4- Knowing the reasons for some changes that occur in a sentence or sentence elements, and avoiding making grammatical errors when that change occurs.

Course structure .10					
Evaluation method	Teaching method	Unit name/Or the subject	Required learning outcomes	watches	week
Oral and written tests	induction Educational situation	**Introduction to the history of grammar, its most famous figures, presentation of its most important sources and references, and familiarization with the methodological book, Ibn Aqil's Commentary.**		3	1

Oral and written tests	Lecture Discussion	Speech and what it consists of A. The term speech, word, and speech among grammarians and linguists		3	2
Oral tests	Lecture induction brainstorming Training	B. Parts of speech: First: The name and its signs		3	3
Oral tests	induction brainstorming Training	Second: The verb and its signs. Third: The letter.		3	4
Hard tests	induction brainstorming Discussion and dialogue	The built and the inflected (the construction of nouns) Reasons for construction		3	5
Written and oral tests	Lecture induction brainstorming	Building in verbs Past tense, imperative tense and present tense All letters are built		3	6

Oral tests	induction brainstorming Training	Types and signs of inflection (the original signs in the inflection of verbs and nouns)		3	7
Oral tests	Lecture induction brainstorming and training	Secondary diacritical marks: what is diacritical (by proxy) in nouns and verbs (dual and plural of both types) and what is attached to them		3	8
Written test	Written exam	First month exam of the first semester		3	9
Oral and written tests	Lecture, brainstorming, and exercises	The six names indeclinable noun		3	10
Oral and written tests	Lecture brainstorming and training	Parsing of the five verbs Parsing of defective and defective nouns		3	11
Oral and written tests	Lecture, brainstorming, and exercises	AThe godfather of the verb is weak at the end		3	12

Oral and written tests and exercises	Lecture Discussion and dialogue induction	Indefinite and definite Pronouns (apparent and hidden)		3	13
Oral and written tests and exercises	Lecture and induction brainstorming	Pronouns (separate and attached)		3	14
Oral tests	Lecture Discussion brainstorming	Science		3	15
Oral and written tests and exercises	Lecture, induction, and brainstorming	Demonstrative pronouns and definite nouns with Al		3	16
Written test	Written exam	Second month exam of the first semester		3	17
Oral and written tests	induction Educational situation	Grammar 1 review		3	18
Oral and written tests	Lecture Discussion	The relative pronoun has two types: nominal and adverbial. The literal relative pronouns and what		3	19

		each of them is connected to			
Oral tests and	Lecture induction brainstorming Training	general nominal relative pronoun Conditions of the sentence that is connected to the relative clause Delete return		3	20
Oral tests	induction brainstorming Training	The beginning The subject is divided into two parts: one has a predicate and the other has a raised particle that does not need a predicate. Their conditions Definition of news and its types		3	21
Hard tests	induction brainstorming Discussion and dialogue	Justifications for starting with an indefinite noun		3	22
Written and oral tests	Lecture induction	Presenting the predicate before the subject		3	23

	brainstorming Training	Places where the predicate may come before the noun thePlaces where the subject must come first Places where the predicate must come first			
Oral tests	induction brainstorming Training	It is permissible to delete the subject, the predicate, or both. Places where the predicate must be deleted Places where the subject must be deleted Multiple predicates for one subject		3	24
Written test	Written exam	First month exam of the second semester		3	25
Oral and written tests	Lecture, brainstorming, and exercises	Kan and its sisters		3	26
Oral and written tests	Lecture brainstorming	Completion of kāna and its sisters		3	27

	and training				
Oral and written tests	Lecture, brainstorming, and exercises	Similar to (not)		3	28
Oral and written tests and exercises	Lecture Discussion and dialogue induction	Verbs of approximation		3	29
Oral and written tests and exercises	Lecture and induction brainstorming	Completing the verbs of approximation		3	30
Written test	Written exam	Second monthly exam of the second semester		3	31
Oral and written tests and exercises	Lecture, induction, and brainstorming	Review and give important notes and test what has been studied since the beginning of the book, orally and in writing, with the assignment of effort grades.		3	32
infrastructure .11					

Ibn Aqil's commentary on Ibn Malik's Alfiyya	Required textbooks -1
The book of Sibawayh, books on the meanings and grammar of the Quran, the book Awda Al-Masalik, the explanation of Qatar Al-Nada, and Mughni Al-Labib by Ibn Hisham Al-Ansari. Among the modern books are: Al-Nahw Al-Wafi by Abbas Hassan, and the meanings of grammar by Dr. Fadhel Al-Samarrai and others. In addition to the collections and books on spelling rules.	Main references(Sources) -2
The grammatical efforts of Sheikh Muhammad Muhyi al-Din Abd al-Hamid in explaining Ibn Aqil / M. Balsam Abd al-Rasul - Summary of Ibn Malik's Alfiyyah, its methodology and most prominent commentaries / Abu Al-Hammam Al-Barqawi - Explanation and Completion of Ibn Aqil's Explanation / Muhammad Abdul Aziz Al-Najjar - A Brief Grammar / Abdul Hadi Al-Fadhli - Grammar for Beginners / Abdul Aziz Ali Al-Barmawi -	Recommended books and references(Scientific journals, reports,.....) (1
The Comprehensive Library, the Waqf Library, the Muhammad Saeed Rabi' Al-Ghanimi Library and the website (the Syndicate of Information Technicians)	Electronic references, websites,..... (2
Curriculum Development Plan .12	
The pruning of Ibn Aqil's explanation is one of the examples that does not suit the student's environment and era, and therefore the professor is not obligated to teach everything that is in Ibn Aqil's explanation, and hence the necessity of clarifying a new methodological book instead of Ibn Aqil's explanation that is useful and beneficial for the students; this is due to the abundance of irregularities in the poetic verses and the pointless disagreements that exhaust the student and make him distracted between	

many things, including examples with difficult and sterile words and irregularities and poetic necessities.

Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

University of Baghdad / College of Education for Girls	Educational institution .1
Department of Arabic Language	Scientific .2 Department/The Center
Morphology111A DS	name/Course code .3
2 hoursweeklyFor a full academic year	Available attendance .4 forms
annual	the chapter/year .5
60 hours	Number of study .6 hours(kidney)
15/3/2024	Date this description was .7 prepared
Course objectives .8	

Definition of the nature of morphology and its topics. -1
Qualifying female graduates capable of teaching Arabic sciences. -2
Teaching students how to weigh verbs and nouns and their -3 meanings.
Definition of sound and defective verbs, simple and augmented -4 verbs.

Course outcomes, teaching, learning and assessment methods .9
A-Cognitive objectives A1-Familiarity with the subject of morphology and its topics. A2-Learn the structure of verbs and their weights. A3-Knowledge of audio and analogical sources. A4- A5- A6-
for- Course skill objectives for1-The ability to weigh words according to the known weights in Arabic speech. for2 -Knowing the correct ways to place the spatial heart in words. for3 -Knowing the change that occurs in words when they are assigned to pronouns. for4-

Teaching and learning methods
Discussing the material with students and involving them in the lecture - through mutual dialogue.

Evaluation methods
Test, lecture. أ-   Applied research. -ب

C-Emotional and value goals   C1-   C2-   C3-   C4-

Teaching and learning methods

Evaluation methods

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

Course structure .10					
Evaluation method	Teaching method	Unit name/Or the subject	Required learning outcomes	watches	week
a test	a lecture	**Morphology**	What is morphology?	2	**1**
=	=	**=**	Morphological weight	2	**2**
=	=	**=**	Spatial heart	2	**3**

=	=	=	Sound and defective verbs	2	4
=	=	=	Verb chapters	2	5
=	=	=	bare and more verbs	2	6
=	=	=	Meaning of augmented verbs	2	7
=	=	=	Divisions of the triliteral verb	2	8
=	=	=	Assigning verbs to pronouns	2	9
=	=	=	The verb confirmed by the emphasis nun	2	10
=	=	=	Assigning the affirmative verb to pronouns	2	11
=	=	=	**Assigning the correct and defective verb to pronouns**	2	12
=	=	=	Tripartite sources	2	13
=	=	=	Non−standard sources	2	14
=	=	=	Source of time and body	2	15

infrastructure .11	
The Book of Morphological Application / Abdo Al-Rajhi	Required textbooks -1
	Main -2 references(Sources)

	Recommended books and (1 references(Scientific journals, reports,.....)
	Electronic references, (2 websites,.....

Curriculum Development Plan .12
A textbook should be set for the subject of morphology, similar to the subject of grammar, as it is one of the basic subjects taught in the first stage.

Course Description Form

Review of the performance of higher education institutions (academic program review)

Course Description

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

College of Education for Girls	Educational institution .62
Department of Arabic LanguageScientific Sama	University .63 Department/Center
RhetoricAR	Course Name/Code .64
Literature and criticism	Programs that include .65
2 hours a week	Available attendance .66 forms
2024 / 2024	semester/year .67
64	Number of study .68 hours(kidney)
1/10/2024	Date this description .69 was prepared
Course objectives .70	
The student learns about the origins of Arabic rhetoric.AndAnd the stages of its development.	
Introduce the student to the rhetorical terminology.YAnd in rhetoric.	
The student learns about the rhetorical schools and their most famous figures.	
The student is introduced to rhetorical methods.In Arabic rhetoric.	

The student learns about the origin of the science of rhetoric..

Introduce the student to the rhetorical terminology.YAnd in the science of rhetoric.

The student gets to knowMoral and verbal rhetorical devices.

Learning outcomes, teaching and learning methods, and assessment .71

A- Knowledge and understanding

A1-The student should be able to understand the concept of rhetoric and its terminology.

A2-The student should be able to identify the rhetorical schools, their characteristics and their most famous figures.

A3-The student should be able to know and understand the rhetorical methods.

A4-The student should be able to understand the breadth of the Arabic language in conveying a single meaning in various ways.

Different

A5- The student should be able to know the science of rhetoric.

A6-The student will be able to know the rhetorical terms in the science of rhetoric.

A7-The student should be able to identify the ways to improve speech.

b- Subject-specific skills
B1-Developing the student's ability to employ the theoretical aspect in analyzing rhetorical evidence. B2 - Developing the student's skills in rhetorical applications. B3 - Developing the student's abilities in rhetorical analysis of literary texts. B4-Conducting rhetorical applications in Quranic, poetic and prose texts.
Teaching and learning methods
Giving lectures.   – Dialogue and discussion.   – Modern technology such as electronic classroom.   –
Evaluation methods
Written test.   -أ Oral exam. -ب C- Electronic test.

C- Thinking skills

A1-Assign the student to write a prose piece in a literary style.

A2-Encourage the student to express himself in dialogue and discussion in an eloquent language and style.

A3- Assigning the student to analyze literary texts.

Teaching and learning methods

-Giving lectures.

-Dialogue and discussion.

Modern technologyLike the online class.

Evaluation methods

Written test. أ-

Oral exam. ب-

C- Electronic test.

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

D1-The ability to analyze literary texts.

D2-Employing modern technology in the study of Arabic rhetoric and its methods.

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Course structure .72					
Written tests and electronic and scientific activity	Lecture and online class	Origins and influences	to knowThe studentOrigins and influences	2	**1**
		Rhetorical schools The concept of rhetoric	To know the rhetorical schools and the concept of rhetoric	2	**2**
		The concept of statement The concept of semantics and its divisions	To know the concept of statement, the concept of meaning and their divisions	2	**3**
		conceptSimile and its components	to knowconceptSimile and its components	2	**4**

		ATypesSimile considering both sides	To knowTypessimile Considering both parties	2	**5**
		ATypesSimile in terms of mentioning and deleting the tool Types of similes in terms of similarity	To knowTypesSimile in terms of mentioning and deleting the toolandATypesSimile fromwheresimilarity	2	**6**
		eloquent simile figurative simile	To know the eloquent simileandfigurative simile	2	**7**
		implicit simile inverted simile	To know the implicit simile and the inverted simile	2	**8**
		Truth and its divisions Metaphor and its divisions	to knowconceptTruth and its divisionsconcept Metaphor and its types	2	**9**

		Metaphor and its components	to knowconceptMetaphor and its components	2	**10**
		Metaphor categories based on both sides	to knowMetaphor categories based on both sides	2	**11**
		Types of metaphor in terms of mentioning the appropriateness	To know the types of metaphor in terms of mentioning the appropriateness	2	**12**
		Types of metaphor based on its wording figurative metaphor	to knowTypes of metaphor based on its wordingandTo know the metaphor	2	**13**

		Metaphor and its relationships	To know the metaphor and its relationships	2	**14**
		Metaphor and its relations	To know the mental metaphor and its relationships	2	**15**
			First semester exam	2	**16**
Lecture and online class		conceptMetaphor ATypes of metaphor according to the nature of the metaphor	to knowStudent conceptMetaphorTypes of metaphor according to the nature of the metaphor	2	**17**
		Types of metonymy according to context and media	To know the types of metaphor according to context and media	2	**18**

		Rhetoric Moral improvementsan dverbal	To know the science of rhetoric and the semantic and verbal embellishments	2	**19**
		pun	To know the pun	2	**20**
		Good reasoning	To know good reasoning	2	**21**
		Antithesis and contrast	To know antithesis and contrast	2	**22**
		exaggeration	To know exaggeration	2	**23**
		division, collection and separation	To know division, addition and separation	2	**24**
		Confirming praise with something resembling blame and confirming blame with something	to knowConfirming praise with something resembling blame and confirming blame with	2	**25**

		resembling praise	something resembling praise		
		attention	To know the attention	2	**26**
		Wrapping and publishing	To know how to twist and turn	2	**27**
		Alliteration and its types	To know the alliteration and its types	2	**28**
		Rhyme and its types	To know the rhyme and its parts	2	**29**
		Quoting and embedding	To know the quote and inclusion	2	**30**
		Good start Good disposal Good ending	To know the good beginning andGood disposalandHass an Finish	2	**31**
				2	**32**

			Second semester exam		

infrastructure .73	
Rhetoric and Application Dr. Ahmed Matloub. Jewels of eloquence, Mr. Ahmed Al-Hashemi. Introduction to Arabic Rhetoric Dr. Youssef Abu Al-Adous.	Required readings: ▪ Basic Texts ▪ Course books ▪ Other
	Special requirements (including, for example, workshops, periodicals, software, and websites)
	Social services (including, for example, guest lectures, vocational training, and field studies)

Acceptance .74	
-	Prerequisites
100	least number of students
200	The largest number of students

Course Description Form

Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

University of Baghdad	Educational institution .1

College of Education for Girls	2. Scientific Department/The Center
Expression and composition109A EC	3. name/Course code
Two hours each week for a full academic year	4. Available attendance forms
annual	5. the chapter/year
64	6. Number of study hours(kidney)
12/22/2024	7. Date this description was prepared

8. Course objectives
Providing students with the skills of correct oral expression and overcoming communication difficulties.
Providing students with written expression skills so that their linguistic output expresses quality and depth.
Providing students with written expression skills in various contexts, including giving a speech, preparing an introductory speech, writing a CV, conducting job interviews, administrative writing, and expression skills in social media.
Providing students with the skills of writing, understanding, appreciating and analyzing creative literary texts.

9. Course outcomes, teaching, learning and assessment methods
A-Cognitive objectives A1-Introducing students to the nature of expression and composition and the difference between them.. A2-That every student understands the basics of spelling and correct expression.. A3-To know the stages of writing. A4-For the student to appreciate the beauty of expression in the literary text after understanding its elements.

A5-   A6-
for- Course skill objectives   for1-Correct understanding   for2-Literary taste   for3-Application:writing and speaking   for4-
Teaching and learning methods
Lecture   brainstorming   Dialogue and discussion   collaborative learning   Discussion sessions
Evaluation methods
and discussion panels   periodic tests(Oral and written)   writing a paper
C-Emotional and value goals   C1-Creating inclinations for female students to love reading and to become acquainted with the spiritual richness of literature..   C2-Encouraging female students to learn more about Iraqi literature and take pride in it   C3-Team building and community service skills

C4-
Teaching and learning methods
Lectures Foreign books, articles, and novels The assignment is to submit papers on the Iraqi place and its creators in the modern era. Dividing groups during application on topics
Evaluation methods
direct observation
D-General and transferable skills(Other skills related to employability and personal development). D1-Correct reading skill. D2-Correct writing skill. D3-Learning to correct language. D4-   Developing the skill of literary appreciation after understanding the linguistic, expressive and artistic basics and dealing with the text.

Course structure .10					
Evaluation method	Teaching method	Unit name/Or the subject	Required learning outcomes	watches	week
Test	Lecture and discussion	Introduction to Expression and Composition)	Definition of concepts(Think, language, expression, creation) .	2	1

Test	Lecture and discussion	Types of writing in terms of purposes(Creative and functional) .	Language between receptionand production	2	2
Test	Lecture and discussion	Written expression	Concept, types and objectives of writing	2	3
Test	Lecture and discussion	Functional writing	Functional writing features and areas of use	2	4
Test	Lecture and discussion	Functional writing	Stages of writing	2	5
Test	Lecture and discussion	Language exercises	Using language in humanitarian situations, social media, and other fieldsAdministrative	14	6-12
Test	Lecture and discussion	Writing the hamza, ta, ha, dad, dha, and punctuation marks.	Spelling Basics	10	13-17
Test	Lecture and discussion	Common mistakes	Linguistic corrections	6	18-20

Test	Lecture and discussion	Oral expression, presentation skills and preparing presentations.	Oral communication skills	8	21-24
Test	Lecture and discussion	Creative writing	Characteristics and genres of creative writing	2	25
Test	Lecture and discussion	imagination-emotion-artistic image	Aesthetic appreciation of literary texts and levels of semantic expression	4	26-27
Research papers	Discussion	Analysis of Quranic verses and poems	Applications	2	28
Research papers	Discussion	Novel text analysis	Applications	8	29-32

infrastructure .11	
Nothing	Required -1 textbooks
Nothing	Main -2 references(Sources)
Language and application levels:Mohammed Al-Bakaa The art of Arabic editing: its rules and patterns:Mohammed Al-Shazi clear spelling:Abdul Majeed Al-Naimi . writing skills:Ibrahim Rababa'a Administrative Writing Guide:Salem Al-Sammari.	Recommended books (1 and references(Scientific journals, reports,.....)

The Absent Novel by Batoul Al-Khudairi	
TEDx Speeches	Electronic references, (2 websites,.....

Curriculum Development Plan .12
Focus on broader linguistic communication theories than expression and composition. Call   -1 for expanding the name of the course and adding the term "skills" to become "communication skills" instead of expression and composition. Increased topics related to administrative writing and editing skills. . -2 Focus on the student so that she is the center of gravity in the lectures   -3 more than the professor.

Course Description Form

Review of the performance of higher education institutions (academic program review)

Course Description

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

College of Education for Girls	Educational institution .75
Department of Arabic Language poison Scientific	University .76 Department/Center
108 A SQHQuranic Sciences	Course Name/Code .77
Quranic Sciences	Programs that include .78
Two hours per week for a full academic year	Available attendance .79 forms

year	semester/year .80
64	Number of study .81 hours(kidney)
3/12/2024	Date this description .82 was prepared
Course objectives .83	
To know the sciences of the Qur'an	

Learning outcomes, teaching and learning methods, and assessment .84
A- Knowledge and understanding A1-To know the sciences of the Qur'an A2-To know the seven readings A3-To understand the order of verses and surahs A4- To understand interpretation and its types
b- Subject-specific skills B1-Knowing the miracle of the Qur'an B2-Knowing the rules of recitation B3-Knowledge of Tajweed
Teaching and learning methods
Lecture and application on the Holy Quran
Evaluation methods

Objective and essay tests
C- Thinking skills A1-To read the Qur'an correctly A2-To understand the thinning and emphasis in letters
Teaching and learning methods
Lecture and reading
Evaluation methods
Tests
D - General and transferable skills (other skills related to employability and personal development). D1-Reading the Qur'an D2-Quranic religious culture and its use in teaching

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
		Course structure .85			
Test	The lecture	Quranic Sciences and the History of Their Authorship	Knowledge of the sciences of the Qur'an and the history of its composition	2	1
=	=	The revelation of the Holy Quran	Knowing the revelation of the Holy Quran	2	2
=	=	The phenomenon of revelation	Definition of the phenomenon of revelation	2	3
=	=	The recitation of the Qur'an and its wisdom	Definition of the recitation of the Qur'an and the wisdom behind it	2	4
=	=	Reasons for revelation	Knowing the reasons for revelation	2	5
=	=	Writing and collecting the Qur'an	Knowledge of writing and collecting the Qur'an	2	6
=	=	Collection of the Qur'an during the Caliphate of Abu Bakr	Knowledge of the compilation of the Qur'an during the Caliphate of Abu Bakr	2	7
=	=	The order of verses and surahs in the Qur'an	Knowing the order of verses and surahs in the Qur'an	2	8

=	=	The evolution of the shape of the Qur'an	Knowing the development of the shape of the Qur'an	**2**	**9**
=	=	Reading the Holy Quran	Knowing how to read the Holy Quran	**2**	**10**
=	=	The seven letters and the relationship of readings to them	Knowing the seven letters and the relationship of readings to them	**2**	**11**
=	=	The emergence of schools of recitation	Knowing the origins of the schools of recitation	**2**	**12**
=	=	The Seven Readings	Knowing the Seven Readings	**2**	**13**
=	=	Compact and similar	Knowing the definitive and the ambiguous	**2**	**14**
=	=	Interpretation of the transmitted texts and interpretation by opinion	Knowledge of interpretation in the transmitted texts and interpretation by opinion	2	**15**
=	=	Great interpretations in the modern era	Knowing the great interpretations in the modern era	2	**16**
=	=	Translation of the Qur'an	Introduction to the translation of the Qur'an	**2**	**17**
=	=	The miracle of the Qur'an	Definition of the miracle of the Qur'an	**2**	**18**

=	=	The science of Tajweed, its history and composition	Introduction to the science of Tajweed, its history and composition	2	19
=	=	Articulation points and characteristics of letters	Knowing the points of articulation and their characteristics	2	20
=	=	Assimilation and its types	Knowing the assimilation and its types	2	21
=	=	Rules of the silent noon and tanween	Knowing the rules of the silent noon and tanween	2	22
=	=	Rules of the silent meem	Knowing the rules of the silent meem	2	23
=	=	Rules of the letters noon and jim	Knowing the rules of the letters noon and jim	2	24
=	=	Rules of the letter Lam	Knowing the rules of the letter Lam	2	25
=	=	Emphasis and thinning	Knowledge of emphasis and softening	2	26
=	=	Borders and their types	Knowing the boundaries and their types	2	27
=	=	Endowment provisions and types	Knowing the provisions of endowment and its types	2	28
=	=	=		2	29

				2	30
=	=	=		2	31
=	=	=		2	32
=	=	=		2	32

infrastructure .86	
	Required readings: ▪ Basic Texts ▪ Course books ▪ Other
	Special requirements (including, for example, workshops, periodicals, software, and websites)
	Social services (including, for example, guest lectures, vocational training, and field studies)

Acceptance .87	
100 female students	Prerequisites
	least number of students
205 female students	The largest number of students

Course Description Form
Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

Educational institution	
Arabic	Scientific Department: .1
English language110 AEL	Course Name/Code .2

Preliminary study	Programs that include .3
One hour per week for a full academic year	Available attendance forms .4
annual	semester/year .5
30 hours	Number of study hours .6
3/12/2024	Date of preparation of this description .7

Course objectives: Teaching English to students of the Arabic   .8
Language Department

Course outcomes, teaching, learning and assessment methods .1

Cognitive objectives .1
A1. Define language skills such as reading, writing, and speaking.
A2. Applying English grammar rules
A3. How to read English texts
A4. Enriching students with the meanings of words
A5. Listening to the language
A6. Develop conversation skills

Course skill objectives .2
B1. Teaching the art of writing in English
B2. Identifying the meanings of new words, which enables students to speak fluently.
B3. Developing students' English language skills
B4.

Teaching and learning methods

Giving a lecture that includes explanation, analysis, and discussion with students

Evaluation methods
Daily and semester exams
C. Emotional and value goals A1. Teaching students the English language with all skills. A2. A3. A4.
Teaching and learning methods
Daily and semester exam
Evaluation methods
Daily and semester exam
D. General and transferable skills (other skills related to employability and personal development). D1. Learn how to speak English D2. Learning the meanings of new words. D3 Developing the language in all its skills among students

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week	
		Course structure 2.				
Exam	giving a lecture	Hello	headway	2	1	
Exam	giving a lecture	Your world	headway	2	2	
Exam	giving a lecture	All about you	headway	2	3	
Exam	giving a lecture	Family and friends	headway	2	4	
Exam	giving a lecture	The way I live	headway	2	5	
Exam	giving a lecture	Every day	headway	2	6	
Exam	giving a lecture	My Favorites	headway	2	7	
exam	giving a lecture	Where I live	Headway	2	8	
exam	giving a lecture	Time past	Headway	2	9	
exam	giving a lecture	We had a great time	Headway	2	10	
13. Curriculum Development Plan						

Course Description Form

Course Description

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

College of Education	Educational institution .88
Arabic	Sectionscientific/ .89 Center
Grammar for the second stage213 AG	Course Name/Code .90
Three hoursweeklyFor a full academic year	Available attendance .91 forms
year	semester/year .92
96 hours	Number of study .93 hours(kidney)
10/23/2024	Date this description .94 was prepared
Course objectives .95	
Understanding the conditions for the operation of the initial abrogators and the -1 provisions for canceling their operation. -2	
Understanding the structure of the verbal sentence by studying the order of its components and the factors that contribute to its construction, such as presentation, delay, and deletion.	
Understanding the grammatical rules related to the marking of the endings of words and enhancing the skills of correct pronunciation that takes into account the grammatical signs	

Developing the ability to express oneself by examining many Quranic verses and classical Arabic examples.
Knowing the subtle expressive differences between grammatical structures that are close in meaning.

OutputsThe decisionTeaching, learning and assessment methods .96
A-Cognitive objectives A1-Understanding the nullifiers of the beginning and knowing the conditions for their operation and meanings.   A2-Understanding the construction of the verbal sentence and the constructional factors of presentation and delay.   A3-Familiarity with the functional grammatical meanings of the parts of the   -1 verbal sentence.   A4-Discussing the rules of permissible, forbidden, and obligatory deletion of the components of a verbal sentence.   A5-Understanding the grammatical rules of the beginning and components of the verbal sentence.   A6-

B - Course skill objectives
B1-Empowering students to understand the meanings of verb-like letters such as emphasis, correction, wishing, and hoping, and enabling them to control the hamza of "inna" and present its predicate.
B2-Enabling students to formulate the meanings of certainty and preference. -3
B3 -Enabling students to know how to attribute to the subject and to know the purposes of substitution for the subject.
B4-Enabling students to confirm the event included in the verb through the -5 absolute object, and to state its type and number, and to detail the general event in the verb through the adverbials of time and place and what replaces them.

Teaching and learning methods
Theoretical presentation of the provisions and linking examples to a hypothetical communicative functional context.   Choosing artistic examples and Quranic verses that possess artistic suggestive energy and moral meaning ensures that the student is drawn to the content of the examples.   Engage students by raising questions related to parsing skills and formulating appropriate examples.   Stimulate discussion among students about structures that are similar in -9 meaning to identify the semantic differences between them.

Evaluation methods
Written tests.. -10

Oral tests on parsing skills, formulating examples, and providing useful 11- sentences for grammatical rules that the students have studied.

C-Emotional and value goals A1-Linking grammatical structures to expressing ideas and feelings A2-Employing grammatical structures in the persuasive and influential dimension A3-Inspired by educational values throughExamplesGrammar. A4-Realizing the greatness of the miracle of the Qur'an through analyzing grammatical structures

Teaching and learning methods
Lecture
Evaluation methods
Written and oral exams.

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

D1-Description skillbuildingsLinguistics and description of structures

D2-Skill in linguistic proofreading.

D3-Developing the linguistic ability to express correctly.

D4-   Developing the linguistic ability in correct pronunciation.

Course structure .97					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Written exam	Lecture	Inna and its sisters and the rules for presenting the predicate.	Learn the meanings of "inna" and its sisters and the rules for introducing the predicate.	2	1
=	=	Adjusting the hamza of "inna" and its sisters.	Learn how to pronounce the hamza of inna and its sisters.	2	2
=	=	Stop working and rulings	Learn about the function of "inna" and its rulings	2	3
=	=	The sliding lam.	Recognizing the sliding lam.	2	4

=	=	Alleviating "inna" and its sisters.	Learn how to alleviate "inna" and its sisters.	2	5
=	=	Meanings of the negative particle "la" and the conditions for its operation.	Learn the meanings of the negative particle "la" and the conditions for its operation.	2	6
=	=	Rules of the predicate of "la" and the interrogative that comes after it.	Learn the rules of the predicate of "la" and the interrogative words that come with it.	2	7
=	=	Rulings on the actions of the heart	Learning the rules of actions of the heart	2	8
=	=	Transformation verbs.	Recognize transformation verbs.	2	9

=	=	Suspension and cancellation of the actions of the heart.	Recognizing and canceling the suspension of heart actions.	2	10
=	=	Conducting a proof said the course of suspicion	Learn the procedure of indication, he said, the course of suspicion	2	11
=	=	I know and see the transitive rulings.	Learn the rules of transitivity of "I know" and "I see."	2	12
=	=	Unsubscribe and suspend I know and see.	Learn to unsuspend and suspend I know and see.	2	13
=	=	Types of the subject and the rules for its	Learn about the types of the subject and the rules for	2	14

		feminization and deletion	feminizing and deleting it		
=	=	Rules for presenting and delaying the subject and rules for presenting the object	Learn the rules for presenting and delaying the subject and the rules for presenting the object	2	15
=	=	Rules of the subject complement and purposes of deleting the subject.	Learn the rules of the subject complement and the purposes of deleting the subject.	2	16
=	=	What replaces the subject of the objects?	Identifying the objects that replace the subject.	2	17
=	=	Meanings and structures of	Learn the meanings and structures of	2	18

		the intransitive verb	intransitive verbs		
=	=	Arranging and deleting objects from the sentence.	Learn the order of objects and delete them from the sentence.	2	19
=	=	Definition of the absolute object and its types.	Learn the definition of the absolute object and its types.	2	20
=	=	The agent in the absolute object	Identifying the agent in the absolute object	2	21
=	=	Deleting the absolute object factor and what replaces the absolute object	Learn about deleting the absolute object and what replaces the absolute object	2	22

=	=	The concept of the purpose of the verb and the rules of its genitive case.	Learn the concept of the object of purpose and the rules of its genitive case.	2	23
=	=	Types of the purpose of the action.	Identify the types of the purpose of the verb.	2	24
=	=	Distinguishing adverbials from nouns of time and place.	Learn to distinguish between adverbials and nouns of time and place.	2	25
=	=	The specialized circumstance and the transitive circumstance.	Identify the special circumstance and the transitive circumstance.	2	26

=	=	What the circumstance relates to	Knowing what the circumstance relates to	2	27
=	=	Deleting the circumstance and what replaces the circumstance	Learn about deleting the adverbial verb and what replaces it	2	28
=	=	The object with it.	Identify the object with it.	2	29
=	=	Exception without	Identify the exception	2	30
=	=	Exception with "other than" and "except for"	Identifying the exception with "ghair" and "siwa"	2	31
=	=	Exception: far away, far away, and far away	Identify the exception, distance, and exception	2	32

infrastructure .98	
	Required textbooks -3
Functional Grammar. Hadi Nahar Arabic Grammar: Rules and Meanings. Muhammad Fadhel Al-Samarra'i	Main References -4 (Sources)
ATowards the comprehensive. Abbas Hassan Ibn Aqil's commentary on Ibn Malik's Alfiyya	Recommended books and (ت references (scientific journals, reports, etc.)
www.lisanarb.com www.Shamela.ws	Electronic references, (ث websites,.....

Curriculum Development Plan .99
InspirationprinciplesFacilitating grammar, linking grammar to the eloquence of structures and their meanings, and linking grammatical rules to contemporary Arabic artistic and aesthetic applied examples.

Course Description Form

Course Description

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

College of Education for Girls	Educational institution 100.
Department of Arabic Language	Section scientific/ 101. Center
Exchange215 AM	Course Name/Code 102.
Two hours per week for a full academic year	Available attendance 103. forms
year	semester/year 104.
64	Number of study 105. hours(kidney)
12/15/2024	Date this description 106. was prepared

Course objectives 107.
Introducing students to Arabic morphology
Defining morphological concepts and their impact on understanding the origins of Arabic vocabulary
Training on applying morphological information in writing and reading
Analyzing morphological topics and linking them to other linguistic levels

OutputsThe decisionTeaching, learning and assessment methods 108.
A-Cognitive objectives A1-Morphological analysis A2-The student should understand the written and spoken morphological application.

A3-Understanding the process of vowel and substitution
A4-
A5-
A6-
B - Course skill objectives
B1-For the student to become familiar with the morphological weights
B2-To be able to understand the defects and substitutions that occur in morphological topics
B3-The ability to use morphological topics accurately
B4-Knowing the origins of words in the Arabic language
Teaching and learning methods
Lecture method Discussion sessions and opening the doors for scientific dialogue Research papers and educational videos Solve examples and exercises
Evaluation methods

A- Exercises and examples to solve the topic

b- Discussion sessions

C-periodic tests

C-Emotional and value goals

A1- Deepening awareness of the importance and beauty of the Arabic language

A2-Enhancing the student's self-confidence by increasing the skill of speaking and discussing in the Arabic language.

A3-Increase the student's ability to analyze and understand, as the subject of morphology depends on analysis and morphological rules, especially the subject of vowelization and substitution.

C4- Enhancing the student's personal culture, because knowing the structures, their weights, and their derivations contributes to increasing the student's skill in reading, analysis, and comprehension.

Teaching and learning methods

Lecture method

Discussion sessions and opening the doors for scientific dialogue

Research papers and educational videos Solve examples and exercises
Evaluation methods
A- Exercises and examples to solve the topic b- Discussion sessions C-periodic tests
D - General skills andQualificationTransferable (other skills related to employability and personal development). D1-Understanding the characteristics of Arabic morphology D2-Using morphological understanding to improve speaking and writing skills D3- D4-

Course structure .109					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
a test	a lecture	**Diminution, preview and conditions**	**Definition, small and preview**	2	1
=	=	**Diminutive of the triliteral and what is related to it**	**Definition of diminutive weights**	2	2
=	=	**Diminutives of quadrilateral and quintilateral nouns and their derivatives**	**Definition of what is included in the diminutive weights, in addition to the diminutive that is not subject to the rule, i.e. it deviates from the standard**	2	3
=	=	**Definition of proportions and changes that occur to the word when proportioned**	**Knowing the subject of lineage and its implications**	2	4
=	=	**Relationship by deletion and conversion and relation without the letter ya**	**Knowing the types of proportions and the formulas that indicate them**	2	5
=	=	**Definition of the extended noun, its definition,**	**Knowing the types of nouns in the Arabic**	2	6

		techniques and plural	language, including: The extended		
=	=	Definition of defective and defective nouns, their dual and plural	The deficient and the insufficiency	2	7
=	=	Definition of dual and its conditions and definition of plural and its conditions	Definition of dual and plural	2	8
=	=	Definition of broken plurals and paucity plurals	Definition of broken plural	2	9
=	=	Plural weights and examples	Plurals of fractions, plurals of abundance	2	10
=	=	Definition of substitution and its types	Substitution and its meanings	2	11
=	=	I'lal by sukoon and its examples	Definition of vowels and their types	2	12
=	=	Definition of defective vowelization and examples	Knowledge of deletion defects	2	13
=	=	The letter alif, waw, and ya' become a hamza	Definition of defective vowels,	2	14

			their types and examples		
=	=	**Changing the hamza to a waw or a ya**	Completing the vowel defect with the heart	2	**15**
=	=	**Exercise solutions**	Increase understanding of vowels through examples and exercises	2	**16**
=	=	**Converting waw to ya and vice versa**	**I'lal between vowels**	2	**17**
=	=	**Exercise solutions**	**Exercises to increase understanding of the topic**	2	**18**
=	=	**Definition of derivatives active participle**	**Definition of derivatives and their meanings**	2	**19**
=	=	**Solve examples and exercises**	**Increase understanding of the topic**	2	**20**
=	=	**Definition and derivation of the passive participle**	**Definition of the passive participle**	2	**21**
=	=	**Solve examples and exercises**	**Increase understanding of the topic**	2	**22**
=	=	**Defining the nouns of time and**	**Definition of time and place**	2	**23**

		place and learning their weights			
=	=	Exercise solutions	Enhance understanding of the topic	2	24
=	=	Definition of the comparative and its cases	Understanding the comparative	2	25
=	=	Solve the exercises	Subject training	2	26
=	=	Definition of exaggeration forms and their weights	Knowing the meanings of exaggeration forms	2	27
=	=	Solve examples and exercises	Enhance understanding of the topic	2	28
=	=	Definition of the adjective and its weights	Definition of the adjective	2	29
=	=	Solve examples and exercises	Reinforcing understanding of the adjective	2	30
=	=	Definition of the instrument name and its weights	Definition of the machine name	2	31
=	=	Solve examples and exercises	Examples and exercises to increase understanding of the topic	2	32
infrastructure .110					

Mayor of Exchange Kamal Ibrahim	Required textbooks -5
Al-Muhadhdhab fi Ilm al-Tasrif by Dr. Hashim Taha Shalash and the definition of morphology by Dr. Ali Abu al-Makarem	Main References -6 (Sources)
The Book of Sibawayh and the Royal Conjugation of Ibn Jinni	Recommended books and (ج references (scientific journals, reports, etc.)
Articles and library sitesPDF	Electronic references, (ح websites,.....

Curriculum Development Plan   .111
Increasing the number of hours spent is an important need for it, as it is concerned with knowing the origins of words in the Arabic language, in addition to its connection to the different levels of the language, such as sound and meaning.

Course Description Form

Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

College of Education for Girls	Educational institution 1.
Department of Arabic LanguageScientific Sama	Scientific 2. Department/The Center
Islamic and Umayyad literature214 AIL	name/Course code 3.
Three hours For a full academic year	Available attendance 4. forms
year	the chapter/year 5.
96	Number of study 6. hours(kidney)
15-9-2024	Date this description was 7. prepared
Course objectives 8.	
Introducing issues and phenomena related to the literature of the early Islamic era and the literature of the Umayyad era, in addition to studying and analyzing literary texts (poetry, prose), introducing poets and writers of the two eras, and studying their literary works that enriched Arabic literature with various arts.	

Course outcomes, teaching, learning and assessment methods .9
Cognitive objectives   أ- A-1Familiarity with the issues of literature during the early Islamic era A2-Familiarity with the issues of the Umayyad era A3-Learn about the most important literary arts that emerged in the two eras A4-Learn about the development of literary arts, including poetry and prose. A5-Identify the phenomena that occurred in literature during that period of time
for- Course skill objectives for1-Reading and explaining poetic and prose texts and understanding the most important meanings of the poetic and prose words that appear in them for2 -Linguistically, textually, semantically and structurally, the ability to analyze these texts for3 --An attempt to draw an artistic imagination for the students to understand the writer's idea and the artistic image that he tries to express in his literary text.

for4-
Teaching and learning methods
Lecture and delivery method   - - Discussing the material with the students and reflecting on their ideas that enrich the scientific and literary material. - E-learning using platforms (meet-Zoom)
Evaluation methods
A- Tests for female students B- Discussions, research and reports on the scientific material C-Discussion sessions and a free hour D-Electronic tests
C-Emotional and value goals C1- Listening and discussing literary and linguistic issues by female students. C2- The ability to analyze Quranic, prose and poetic texts and attempt to fathom their depths and benefit from them in public and practical life.

C3- Instilling self-confidence in students to develop the spirit of confrontation and the ability to manage the classroom. C4- Ability to teach Arabic language in various ways.
Evaluation methods
-Tests for female students B- Discussions, research and reports on the scientific material C-Discussion sessions and a free hour D-Electronic tests
D-General and transferable skills(Other skills related to employability and personal development). D1-**A literary phenomenon is presented by a student and discussed with the rest of the students, and the most important ideas and perceptions of this issue are identified by them, in order to assess their ability to engage in dialogue, lead the class, and instill self-confidence in the student.**

			D2-		
			D3-		
			D4-		

| | Course structure   .112 | | | | |
Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
			Islam's position on poetry and poets	3	**1**
			The state of poetry in the early Islamic era	3	**2**
			The effect of the Qur'an on poetry	3	**3**
			Poets of the Islamic era_Hassan ibn Thabit	3	**4**
			The poet Abdullah bin Rawaha	3	**5**
			The poet Ka'b ibn Malik al-Ansari	3	**6**
			The poet Ka'b ibn Zuhair	3	**7**
			Al-Hutay'ah	3	**8**
			Old and advanced poetic purposes	3	**9**

			New poetic purposes	3	10
			Poetry of the Islamic conquests	3	11
			Poets of the Islamic conquests	3	12
			Prose in the era of early Islam	3	13
			Public speaking	3	14
			Messages	3	15
			Umayyad era	3	16
			Innovation in the purpose of praise	3	17
			Satire (antonyms)	3	18
			The contradictions of Jarir and Al-Farazdaq	3	19
			The contradictions of Jarir and Al-Akhtal	3	20
			Comparison between poets in terms of excellence in poetic purposes	3	21
			Spinning and its development in the Umayyad era	3	22

			Love poets in the Umayyad era	3	23
			The poet Jameel bin Ma'mar	3	24
			The poet Omar ibn Abi Rabi'a	3	25
			Prose in the Umayyad era	3	26
			Public speaking	3	27
			Messages	3	28
					29
					30
					31

infrastructure .10	
1- The Islamic Era by Dr. Ibtisam Marhoun Al-Saffar, 2- Lectures on Islamic and Umayyad Literature by Dr. In'am Daoud Saloum.	Required textbooks -1
The Islamic Era by Dr. Shawqi Dayf, Studies in Literature and Texts of the Islamic Era by Dr. Muhammad Abd al-Qadir Ahmad, Studies in Islamic Literature by Dr. Sami Makki al-Ani	Main -2 references(Sources)
	Recommended books and (1 references(Scientific journals, reports,.....)

The Comprehensive Library, Al-Wafqiya Library	Electronic references, (2 websites,.....

Curriculum Development Plan .11
Introducing a new group of poets from the Islamic and Umayyad eras and getting to know their lives and upbringing, such as: the poet Al-Ra'i Al-Numayri, who is considered one of the well-known poets and a poetic and artistic stature that contributed to adding a literary touch to literature in general and to his era in particular. Establishing a sound lab that contributes to improving students' reading, pronunciation, and recitation skills in order to encourage them to participate, discuss, express their opinions, and build their literary character.

Course Description Form

Review of the performance of higher education institutions (academic program review)

Course Description

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

College of Education for Girls	Educational institution .113
Department of Arabic Language poison Scientific	University .114 Department/Center
Rhetoric/212 AR	Course Name/Code .115

the language	Programs that include .116
Two hours per week for a full academic year	Available attendance .117 forms
year	semester/year .118
64	Number of study .119 hours(kidney)
3/2/2024	Date this description .120 was prepared

Course objectives .121

Teaching female students the methods and arts of Arabic rhetoric, sentence structures, and the changes that occur in them, in order to prepare successful teachers in the field of Arabic language and literature.

Learning outcomes, teaching and learning methods, and assessment .122

A- Knowledge and understanding

A1-To know eloquence and rhetoric.

A2-To know the science of semantics and its types.

A3-To understand semantics and its applications.

A4-To understand systems theory.

b- Subject-specific skills

B1-The ability to understand eloquence and its applications.

B2-The ability to understand rhetoric and its applications.

B3-Understanding semantics and its linguistic methods and presenting them in a linguistic way.
Teaching and learning methods
Lecture and application
Evaluation methods
Objective and applied tests
C- Thinking skills

A1-The ability to extract linguistic styles for rhetorical meanings.

A2-Knowing the meanings of linguistic styles and their rhetorical importance.

A3-Using semantics in literary and rhetorical writing.

A4- |
| Teaching and learning methods |
| Application to literary texts, both poetry and prose |
| Evaluation methods |
| Practical tests |
| D - General and transferable skills (other skills related to employability and personal development).

D1-Rhetorical understanding of linguistic styles.

D2-Language description of rhetorical connotations. |

D3-Analysis of literary texts, both poetry and prose.

D4-

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Test	Lectures	eloquence	Knowledge of eloquence	2	1
=	=	eloquence	Knowledge of eloquence	2	2
=	=	Rhetoric	Knowledge of rhetoric	2	3
=	=	semantics	Knowledge of semantics	2	4
=	=	Systems theory	Knowledge of systems theory	2	5
=	=	Criticism of the method	Knowledge of methodological criticism	2	6
=	=	the news	Knowing the news	2	7
=	=	creation, command	Knowledge of construction, command	2	8
=	=	Prohibition	Knowledge of prohibition	2	9
=	=	First exam	First exam	2	10
=	=	Interrogative	Knowledge of interrogation	2	11
=	=	Wish and call	Knowledge of wish and call	2	12

=	=	Advancement and delay	Knowledge of advancement and delay	2	13
=	=	Advancement and delay	Knowledge of advancement and delay	2	14
=	=	Second exam	Know the second exam	2	15
=	=	separation and connection	Knowing the separation and connection	2	16
=	=	separation and connection Second exam	Knowing the separation and connection Second exam	2	17
=	=	Mid-year holiday		2	18
=	=	Mid-year holiday		2	19
=	=	separation and connection	Knowing the separation and connection	2	20
=	=	The palace	Knowledge of the palace	2	21
=	=	The palace	Knowledge of the palace	2	22
=	=	The third exam	The third exam	2	23
=	=	Brevity	Knowledge of brevity	2	24
=	=	Brevity	=	2	25

=	=	Brevity	=	2	26
=	=	verbosity	Knowledge of prolixity	2	27
=	=	verbosity	=	2	28
=	=	equality	Knowledge of equality	2	29
=	=	Fourth exam	Fourth exam	2	30
=	=	General Applications	General Applications	2	31
=	=	General Applications	General Applications	2	32

infrastructure .124	
Rhetoric and Application, written by Dr. Ahmed Matloub and Dr. Kamel Hassan **- Al-Basir. Jewels of Eloquence, written by Sayyid Ahmad Al-Hashemi.**	Required readings: Basic Texts ▪ Course books ▪ Other ▪
Archaeological research: The referential disagreement in the terminology of semantics between rhetoricians and grammarians The formula of rhetorical deviation in the Holy Quran: a stylistic study The theory of systems between rhetoric, stylistics, and the miracle of the Qur'an	Special requirements (including, for example, workshops, periodicals, software, and websites)
	Social services (including, for example, guest lectures, vocational training, and field studies)

Acceptance .125	
100 female students	Prerequisites
	least number of students
	The largest number of students

Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

University of Baghdad / College of Education for Girls	Educational institution .13
Department of Arabic Language	Scientific .14 Department/The Center
Analysis of the Qur'anic text218 A QTA	name/Course code .15
2 hoursweeklyFor a full academic year	Available attendance .16 forms
year	the chapter/year .17
64	Number of study .18 hours(kidney)
3/12/2024	Date this description .19 was prepared
Course objectives .20	
Defining the nature of Quranic text analysis and methods of text -1 analysis.	
Defining the structure of the Qur'anic sentence and its components. -2	
Teaching students the mechanisms of text analysis, especially the -3 Qur'anic text.	

Qualifying female graduates capable of teaching Arabic at various 4- levels of linguistic study.

21. Course outcomes, teaching, learning and assessment methods
A-Cognitive objectives A1-Familiarity with the subject of Quranic text analysis. A2-Learn about text analysis methods. A3-Knowing the general principles of analyzing the Qur'anic text. A4- A5- A6-
for- Course skill objectives for1-The ability to analyze Quranic texts according to linguistic study methods. for2 -Interpretation of Quranic texts by referring to books of interpretation and books of Quranic meanings. for3 -Understanding the connotations of the Qur'anic text according to the theory of context and the study of meaning. for4-
Teaching and learning methods
Discussing the material with students and involving them in the lecture   - through mutual dialogue.

Evaluation methods
Test, lecture. ت-   Applied research. ث-
C-Emotional and value goals   C1-   C2-   C3-   C4-
Teaching and learning methods
Evaluation methods
D-General and transferable skills(Other skills related to employability and personal development).   D1-   D2-   D3-   D4-

Course structure .22					
Evaluation method	Teaching method	Unit name/Or the subject	Required learning outcomes	watches	week

Scientific test and research	a lecture				
Scientific test and research	a lecture		The concept of analysis in language and terminology	2	1
=	=		What is the analysis of the Qur'anic text?	2	2
=	=		Elements of the Qur'anic sentence structure	2	3
=	=		The text between heritage and modernity	2	4
=	=		Text analysis methods	2	5
=	=		General principles for analyzing the Qur'anic text	2	6
=	=		Analysis of Surah Yusuf (peace be upon him) from the verse 1-25	2	7
=	=		Analysis of Surah Yusuf (peace be upon him) from the verse 26-45	2	8

=	=		Analysis of Surah Yusuf (peace be upon him) from the verse 46–75	2	9
=	=		Analysis of Surah Yusuf (peace be upon him) from the verse 76–111	2	10
=	=		Analysis of Surah Maryam (peace be upon her) from the verse 1–20	2	11
=	=		Analysis of Surah Maryam (peace be upon her) from the verse 21–41	2	12
=	=		Analysis of Surah Maryam (peace be upon her) from the verse 42–62	2	13
=	=		Analysis of Surah Maryam (peace be upon her) from the verse 63–83	2	14
=	=		Analysis of Surah Maryam (peace be upon her) from the verse 84–98	2	15

infrastructure .23	
Various books on Quranic and linguistic studiesSuch as books of interpretation, language and grammar.	Required textbooks -3
	Main -4 references(Sources)
	Recommended books and (3 references(Scientific journals, reports,.....)
	Electronic references, (4 websites,.....

Curriculum Development Plan .24
The necessity of learning about textual analysis methods and trying to benefit from other sciences in analyzing the Qur'anic text.

Course Description

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

College of Education for Girls	Educational institution .126
Department of Arabic Language poison Scientific	University .127 Department/Center
Offers/221 A PR	Course Name/Code .128
Literature	Programs that include .129
Two hours per week for a full academic year	Available attendance .130 forms
year	semester/year .131
64	Number of study .132 hours(kidney)
3/2/2024	Date this description .133 was prepared

Course objectives .134
Study of the meters and rhymes of Arabic poetry

Learning outcomes, teaching and learning methods, and assessment .135
A- Knowledge and understanding A1-I know the meaning of offers and its terms. A2-I know the poetic meters and the difference between them. A3-To understand poetry and its meters. A4-To understand the rhyme and its meaning A5- A6-
b- Subject-specific skills B1-Correct reading of poetry according to the meter and poetic metre. B2-Knowing the poetic rhymes. B3-Knowing how to cut and return verses to poetic meters B4-
Teaching and learning methods
Lecture and application

Evaluation methods
Practical tests
C- Thinking skills A1-Hair cutting. A2-Knowledge of poetic meters. A3-Knowing the poetic rhymes. A4-
Teaching and learning methods
Lecture and application
Evaluation methods
Practical tests
D - General and transferable skills (other skills related to employability and personal development). D1-Correct reading of poetry. D2-Knowing the importance of poetic music. D3- D4-

Course structure .136					
Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Test	Lectures	Definition of offers and their terms	Definition of offers and their terminology	2	1
=	=	hair cutting	Knowing how to cut hair	2	2
=	=	Components of the metrical foot	Definition of the components of the metrical foot	2	3
=	=	Hazaj and its applications	Introduction to the Hazaj meter and its applications	2	4
=	=	Convergent and its applications	Definition of the convergent and its applications	2	5
=	=	Long and its applications	Definition of long and its applications	2	6
=	=	Rajaz and its applications	Definition of Rajaz and its applications	2	7
=	=	Al-Mutadārik and its applications	Definition of Mutadarik and its applications	2	8
=	=	The Simple and Its Applications	Definition of the simple and its applications	2	9

=	=	Fast and its applications	Definition of fast and its applications	2	10
=	=	Sand and its applications	Definition of sand and its applications	2	11
=	=	Light and its applications	Definition of light and its applications	2	12
=	=	The uprooted and its applications	Definition of the uprooted and its applications	2	13
=	=	The present tense and its applications	Definition of the present tense and its applications	2	14
=	=	Mid-year holiday	Mid-year holiday	2	15
=	=	Al-Mukhtasar and its applications	Definition of Al-Mukhtasar and its applications	2	16
=	=	Extension and its applications	Definition of extension and its applications	2	17
=	=	The theater and its applications	Definition of the theater and its applications	2	18
=	=	Al-Wafer and its applications	Definition of Wafir and its applications	2	19

=	=	The Complete and its Applications	Full definition and its applications	2	20
=	=	prosodic circles	Knowledge of prosodic circles	2	21
=	=	poetic necessity	Definition of poetic necessity	2	22
=	=	Free verse meters (activist poetry)	Definition of free verse meters (activist poetry)	2	23
=	=	Monometrical meters	Definition of monometrical meters	2	24
=	=	Binary meters	Definition of binary meters	2	25
=	=	Line diversity	Definition of line diversity	2	26
=	=	Rhyme, its definition and limits	Definition of rhyme, its definition and limits	2	27
=	=	Rhyming letters	Knowing the rhyming letters	2	28
=	=	Rhyme movements	Knowing the rhyme movements	2	29
=	=	Rhyme defects	Knowing the defects of rhyme	2	30
=	=	Rhyme titles	Knowing the rhyme titles	2	31

=	=	General review		2	32

infrastructure .137	
Introduction to the Study of Prosody and Rhyme / ➢ **Dr. Mohsen Ali Arabi** **The Art of Poetic Segmentation and Rhyme / Dr.** ➢ **Safaa Khalousi**	Required readings: ▪ Basic Texts ▪ Course books ▪ Other
	Special requirements (including, for example, workshops, periodicals, software, and websites)
	Social services (including, for example, guest lectures, vocational training, and field studies)

Acceptance .138	
100 female students	Prerequisites
	least number of students
	The largest number of students

Course Description Form

Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

College of Education for Girls	Educational institution .1
Department of Arabic Language	Scientific .2 Department/The Center
Old book material222A OB	name/Course code .3
Two hours for a full academic year	Available attendance .4 forms
year	the chapter/year .5
64	Number of study .6 hours(kidney)
20/10/2024	Date this description was .7 prepared
Course objectives .8	

Introducing students to the importance of ancient heritage books and the general knowledge they contain, as included in Al-Jahiz's books, and learning about the importance of the Arabic language and responding to the Shu'ubis, in addition to mentioning the achievements and glories of the Arabs.
Learn about the most prominent literary arts that have undergone development and innovation, and the various literary arts of stories, novels, and events.
Learn about the most prominent poets of Arabic literature from all eras up to the year 255 AH.
Learn about the most prominent prose arts and the development of writing arts and the development of their styles.

Course outcomes, teaching, learning and assessment methods 9.
A-Cognitive objectives

A1-Recognizing the importance of ancient literature

A2-Linking Abbasid literature to other eras and knowing the changes that occurred in poetry and prose

A3-Get to know the most prominent poets of the ages

A4-Getting to know the arts of prose and their development

A5-Identify the importance of Al-Jahiz's means of conveying the message by mentioning the meanings he included in words, gestures, writing, knots, and the accusative.

A6- |

for- Course skill objectives
for1-Familiarity with the importance of the era historically and artistically
for2-Enable students to read and analyze
for3-Linking Abbasid literature to other approaches and topics of rhetoric and analytical approach
for4-The ability to read prosody and prose correctly, and the ability to explain and investigate the knowledge of poetry, narratives and their authors
Teaching and learning methods
Lecture method
Relying on educational assignments, conducting research, and writing research papers related to the studied material, including sayings and proverbs. Developing the skill of presentation, analysis and educational discussion based on asking stimulating questions that serve the educational material
Evaluation methods
Discussion sessions Daily applications periodic tests

C-Emotional and value goals

C1-Love Arabic literature

C2-Developing the ability to explain, analyze, and present constructive ideas to serve the scientific material

C3-Familiarity with linguistic and grammatical rules when reading and writing

C4-Narrating the literary production of writers of all ages and linking them with ancient writers |
| Teaching and learning methods |
| Lecture and discussion |
| Evaluation methods |
| periodic tests

Daily tests

Writing research and reports related to the subject and analyzing texts |

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

D1-Teaching Arabic literature

D2-Research and investigation of writers and poets of all ages

D3-Developing literary and rhetorical skills, expression and composition styles

D4-Developing the ability to analyze literary texts, both poetry and prose

	Course structure .10				
Evaluation method	Teaching method	Unit name/Or the subject	Required learning outcomes	watches	week
Daily and periodic tests	Lecture and delivery	Sources for studying contemporary literature	Statement of the importance of the Abbasid era	3	1
=	=	Introduction to the life of Al-Jahiz	Getting to know the era of Al-Jahiz	3	2
=	=	A detailed study of the book	Getting to know the book Al-Bayan wa al-Tabyin	3	3

=	=	A detailed study of the book	Getting to know the book of animals	3	4
=	=	A detailed study of the book	Getting to know the book of misers	3	5
=	=	Study of the style of satire and the most important topics it presented	Learn about Al-Jahiz's writing style	3	6
=	=	Linking sayings to different literary eras, poetry and prose	Understanding the meanings of the statement of Al-Jahiz	3	7

infrastructure .11	
The Book of Ancient Literature: Al-Bayan wal-Tabyin	Required textbooks -1
The Book of Al-Bayan wa al-Tabyin, The Book of Animals, The Book of Misers, and the Epistles of Al-Jahiz, in addition to heritage books such as The Book of Songs and Dictations	Main -2 references(Sources)

Poetry collections, poetry and poets in the Abbasid era, Mustafa Al-Shakaa, Al-Mawrid magazine, Al-Aqlam magazine, Al-Majma' Al-Ilmi magazine	Recommended books and (1 references(Scientific journals, reports,.....)
Al-Aloka Library, Muhammad Saeed Al-Ghamdi Library, and the Comprehensive Library	Electronic references, (2 websites,.....

Curriculum Development Plan .12
Learn more about heritage books and find study material for Arabic prose, especially Abbasid literature, because it is the era of documentation and preservation of heritage.

Course Description Form

Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

Educational institution

Arabic	Scientific Department: .1
English language220 AEL	Course Name/Code .2
English language	Programs that include .3
One hour per week for a full academic year	Available attendance forms .4
annual	semester/year .5
30 hours	Number of study hours .6
2024	Date of preparation of this .7 description
Course objectives .8	
The aim of teaching the English language is to familiarize students with the rules of the English language by explaining the rules, clarifying the paragraphs, and solving the book's exercises.	

Course outcomes, teaching, learning and assessment methods .1

Cognitive objectives .1
A1. The importance of the English language
A2. Developing English speaking skills
A3. Knowing how to form and formulate sentences
Course skill objectives .2
B1. Developing students' ability to speak English
B2. Understanding the pieces and knowing their meanings
B3. Developing the ability to formulate sentences in the English langua;
Teaching and learning methods
Giving lectures
Evaluation methods
Written exam

C. Emotional and value goals A1. Ability to solve exercises A2. Oral conversations between students A3. Learning from exercises
Teaching and learning methods
Giving lectures
Evaluation methods
Written exam

D. General and transferable skills (other skills related to employability and personal development). D1. Continuous reading D2. Writing continuously

D3. Developing the linguistic aspect
D4. Use of EnglishAnd

Course structure .2					
Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Written exam	Giving the lecture	Getting to know you	Chapter one	1	1
Written exam	Giving lectures	The way to live	Chapter two	1	2-3
Written exam	Giving lectures	It all went wrong	Chapter three	1	4-5
Written exam	Giving lectures	Let's go shopping!	Chapter four	1	5-6-7
Written exam	Giving lectures	What do you want to do	Chapter five	1	8-9-10
Written exam	Giving lectures	Tell me! What's it like?	Chapter six	1	11-12-13
Written exam	Giving lectures	Fame	Chapter seven	1	13-19

Oral and written exam	Giving lectures	Review of all the lessons we have studied	Revision of the chapters	1	19-28

infrastructure .3	
I mentioned earlier	Required textbooks .1
Headway plus Pre-Intermediate Student's Book	Main References (Sources) .2
Developing listening and speaking skills/ conversations and communication book / every day conversation book /English conversation book	Recommended books and .1 references (scientific journals, reports, etc.)
DVD and CD of English Language n/ Cambridge Dictionary Online Courses on line/ English on line/ You Tube/ Google / listening and speaking skills	Electronic references, websites .2

13. Curriculum Development Plan

Course Description Form

Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

University of Baghdad	Educational institution .139
College of Education for Girls	Scientific Department / Center .140
computer223 A CS	Course Name/Code .141
hourweeklyFor a full academic year	Available attendance forms .142
annual	semester/year .143
30	Number of study hours (total) .144
2024-2024	Date this description was .145 prepared
Course objectives .146	
Completing what was studied in the first stage and learning about the application of tables, the application of presentations, and the application of printing as a model of applications used by computer users.	

Course outcomes, teaching, learning and assessment methods   .147

A- Cognitive objectives
A1- Enabling female students in the Arabic Language Department/second stage to use computer applications during their study stages.
A2-
A3-
A4-
A5-
A6-

B - Course specific skill objectives
B1 - Using the programExcel in dealing with tables
B2 - Using the programPower Point in preparing presentations
B3 - Use the programWord in preparing reports and research
B4-

Teaching and learning methods
Lecture by presentations and video

Evaluation methods
Tests

C- Emotional and value goals A1- Forming groups to share experiences gained in the field of computers A2- A3- A4-
Teaching and learning methods
e-meeting
Evaluation methods
Asking questions Discussion
D - General and transferable skills (other skills related to employability and personal development). D1-Preparing models of what was previously studied D2- D3- D4-

Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
		Course structure .148			
Tests	Lecture	Start and close Excel and get to know the program interface	Spreadsheet programExcel	1	1
Tests	Lecture	Worksheet components and cell navigation	Spreadsheet programExcel	1	2
Tests	Lecture	Enter data, fit column width to data, fill a range of cells	Spreadsheet programExcel	1	3
Tests	Lecture	Selection techniques, cell formatting, and worksheet management	Spreadsheet programExcel	1	4
Tests	Lecture	Mathematical formulas and rules for writing them, entering mathematical formulas	Spreadsheet programExcel	1	5
Tests	Lecture	Using built-in functions, calculate the sum professionally	Spreadsheet programExcel	1	6
Tests	Lecture	Using the functionIF	Spreadsheet programExcel	1	7
Tests	Lecture	Use lines and frames, add borders, fill cells	Spreadsheet programExcel	1	8

Tests	Lecture	Charts, Save File, Print	Spreadsheet programExcel	1	9
Tests	Lecture	Run the program and application interface, create a presentation	Presentation programPower Point	1	10
Tests	Lecture	Entering text into slides	Presentation programPower Point	1	11
Tests	Lecture	Insert, delete, and copy slides	Presentation programPower Point	1	12
Tests	Lecture	Add an image or audio to slides	Presentation programPower Point	1	13
Tests	Lecture	Change the appearance of slides, change the background color of slides	Presentation programPower Point	1	14
		exam		1	15
Tests	Lecture	Preset motion effects	Presentation programPower Point	1	16
Tests	Lecture	Save presentation, save slideshow	Presentation programPower Point	1	17
Tests	Lecture	Definition, operation and window of theWord	Printing programWord	1	18
Tests	Lecture	Tab bar, some important keys while typing	Printing programWord	1	19
Tests	Lecture	Create and save a document, close a file, and open a stock file.	Printing programWord	1	20

Tests	Lecture	Select, delete, replace, copy, and move text	Printing programWord	1	21
Tests	Lecture	Format text, copy and remove formatting, highlight text, change case	Printing programWord	1	22
Tests	Lecture	Alignment, bullets and numbering, adding borders and shading to text	Printing programWord	1	23
Tests	Lecture	Search and replace	Printing programWord	1	24
Tests	Lecture	Insert icon, header and footer	Printing programWord	1	25
Tests	Lecture	Page numbering, creating a table, inserting rows and columns	Printing programWord	1	26
Tests	Lecture	Select the table, change column width and row height, delete rows and columns	Printing programWord	1	27
Tests	Lecture	Page borders and shading	Printing programWord	1	28
Tests	Lecture	indent, ruler	Printing programWord	1	29
		exam		1	30
infrastructure .149					

BinderExcel, Power Point binder, Word binder	Required textbooks -7
	Main References (Sources) -8
	Recommended books and references (خ (scientific journals, reports, etc.)
YouTube channel	Electronic references, websites,..... (د

Curriculum Development Plan   .150
Adding e-learning platforms

Course Description Form

Review of the performance of higher education institutions (academic program review)

Course Description
This course description provides a concise summary of the main features of the course and the learning outcomes the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities.learningAvailable. It must be linked to the program description.

College of Education for Girls	Educational .151 institution
Department of Arabic Language poison Scientific	University .152 Department/Center
Developmental Psychology217AGP	Course .153 Name/Code
psychology	Programs .154 that include
Two hours per week for a full academic year	Available .155 attendance forms
year	semester/yea .156 r
64	Number of .157 study hours(kidney)
3/12/2024	Date this .158 description was prepared
Course objectives.159	
The student should become familiar with the basic principles of developmental psychology, including its	

definition, importance, aspects of its stages, research methodology, and the factors influencing it.
Learning outcomes, teaching and learning methods, and .160 assessment

A- Knowledge and understanding

A1-The student should learn about the meaning of childhood, its importance, and its basic natural and psychological needs.

A2-The student should understand the meaning of adolescence, the importance of studying it, and its relationship to childhood and adulthood.

A3-The student should become familiar with the processes of social, emotional, moral, cognitive, linguistic, mental and creative thinking development.

A4-

A5-

A6-

b- Subject-specific skills
B1-The student should be able to evaluate experimental research in terms of evaluation steps and elements.
B2-The student will be able to conduct laboratory experiments and studies in various fields of psychology.
B3 -
B4-

Teaching and learning methods
Lecture method.
• Relying on educational homework, which aims to gather the theoretical concepts of the lesson and the possibility of applying them in school.   • Use educational discussion (educational dialogue) which is based on exchanging ideas to reach the facts.   • Learning groups in preparation for the lesson topic.

Evaluation methods
Tests

C- Thinking skills
A1-Awareness of the meaning of psychological development, its importance, understanding its stages,

and the mental, cognitive, emotional, and social characteristics of each stage.

A2-The student acquires the ability to identify the goals of psychological development.

A3-Developing skills in growth care methods

A4- The student's ability to distinguish between the manifestations of each stage of development.

Teaching and learning methods
Lecture method. Relying on educational homework, which aims to • gather the theoretical concepts of the lesson and the possibility of applying them in school. Use educational discussion (educational dialogue) • which is based on exchanging ideas to reach the facts. Learning groups in preparation for the lesson topic. •
Evaluation methods
A- Educational applications. B- Discussion groups. C-Periodic tests
D - General and transferable skills (other skills related to employability and personal development). D1-Student mastery of the principles of growth. -

D2-The student distinguishes between the theories of - psychological development
D3-
D4-

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
		Course structure.161			
Test	The lecture	**Developmental Psychology Vocabulary**	**Knowledge of developmental psychology vocabulary**	2	1
=	=	**Introduction to Developmental Psychology**	**Knowledge of developmental psychology**	2	2
=	=	**Definition of developmental psychology and its objectives**	**Definition of developmental psychology and its objectives**	2	3
=	=	**The importance**	**Knowing the importance of**	2	4

		of studying growth	studying growth		
=	=	Meaning of growth	Knowing the meaning of growth	2	5
=	=	growth, maturity and development	Knowledge of growth, maturity and development	2	6
=	=	General principles and laws of growth and development	Knowing the general principles and laws of growth and development	2	7
=	=	General principles and laws of growth and	Knowing the general principles and laws of	2	8

		development	growth and development		
=	=	Stages of growth	Knowing the stages of growth	2	9
=	=	manifestations of growth	Knowing the manifestations of growth	2	10
=	=	Factors affecting growth	Knowing the factors affecting growth	2	11
=	=	heredity	Genetics knowledge	2	12
=	=	glands	Knowledge of glands	2	13
=	=	the environment	Environmental knowledge	2	14
=	=	food	Food knowledge	2	15

=	=	Other factors	Knowing other factors	2	16
=	=	Childhood	Childhood knowledge	2	17
=	=	Cradle and breastfeeding stage	Knowing the stage of infancy and breastfeeding	2	18
=	=	Growth requirements in infancy bone	Knowing the growth requirements of the bones during infancy	2	19
=	=	early childhood	Early childhood knowledge	2	20
=	=	Middle childhood	Middle childhood knowledge	2	21

=	=	late childhood	Late childhood knowledge	2	22
=	=	The role of social institutions in the socialization of children	Knowing the role of social institutions in the socialization of children	2	23
=	=	social development	Social Development Knowledge	2	24
=	=	family	Family knowledge	2	25
=	=	Peer group influence	Knowing the influence of peer group	2	26
=	=	the school	School knowledge	2	27

=	=	The impact of media on upbringing	Knowing the impact of media on upbringing	2	28
=	=	early adolescence	Early Adolescence	2	29
=	=	middle and late adolescence	Understanding middle and late adolescence	2	30
=	=	Some teenage problems	Knowing some teenage problems	2	31
=	=	General review of the material	General review of the material	2	32

infrastructure.162

	Required readings:
	Basic Texts ▪
	Course books ▪
	Other ▪

	Special requirements (including, for example, workshops, periodicals, software, and websites)
	Social services (including, for example, guest lectures, vocational training, and field studies)

Acceptance .163	
100 female students	Prerequisites
	least number of students
	The largest number of students

Course Description Form

Course Description

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

University of Baghdad / College of Education for Girls	Educational institution .1
Department of Arabic Language	Sectionscientific/ Center .2
216 ACTCurriculum and textbook	Course Name/Code .3
2 hoursweeklyFor a full academic year	Available attendance .4 forms
annual	semester/year .5
64 weeks	Number of study .6 hours(kidney)
2/28/2024	Date this description was .7 prepared

Course objectives: .8
Enabling the student to deal with the curriculum
Developing the student's capabilities in using the textbook
Developing the ability to use the textbook
Enabling the student to know the elements of the school curriculum
Developing the student's cognitive and performance skills
Developing the learner's procedural skills

OutputsThe decisionTeaching, learning and assessment methods .9

A-Cognitive objectives
A1-The learner should know the concept of the curriculum.
A2-The learner should distinguish between the concepts of traditional and modern curriculum.
A3-The learner compares the elements of the curriculum.
A4-To know the concept of the school book
A5-To list the steps of building a school book
A6-To determine the methods of organizing educational content

B - Course skill objectives
B1-The learner acquires the ability to organize educational content.
B2-The learner acquires the ability to plan, implement and evaluate the lesson.
B3 -The learner acquires the ability to deal with the educational situation
B4-The learner acquires knowledge of the procedural steps for evaluating the lesson.

Teaching and learning methods
E-teaching methods: programmed learning, correspondence learning
Conventional teaching methods: lecture method, discussion method
Self-learning methods: inquiry learning, cooperative learning

Evaluation methods
Achievement tests, observation form
C-Emotional and value goals A1-The learner receives the concept of the curriculum A2-To show a desire to apply the curriculum A3-That the curriculum content contributes to the development of society A4-To respond to modern educational philosophies
Teaching and learning methods
Evaluation methods

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

D1-The learner participates in developing society

D2-To familiarize the learner with the methods of curriculum construction

D3-The learner should be aware of the steps for implementing the curriculum.

D4- The learner identifies obstacles to curriculum development.

Course Description

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

College of Education for Girls	Educational institution 164.
Department of Arabic Language poison Scientific	University 165. Department/Center
Secondary education and educational supervision219 A SE	Course Name/Code 166.
psychology	Programs that include 167.
Two hours per week for a full academic year	Available attendance 168. forms
year	semester/year 169.
64	Number of study 170. hours(kidney)
3/10/2024	Date this description 171. was prepared
Course objectives 172.	
Actively participates in developing the school's general annual plan at 1. the beginning of each new academic year. Organizes the school schedule and designs any organizational 2. structures in the school.	

Distinguish between leadership styles and behaviors that are 3. appropriate to the situation.
Participates actively in the school decision-making process in a correct 4. manner.

173. Learning outcomes, teaching and learning methods, and assessment
A- Knowledge and understanding
A1-Distinguish between the concept of educational, teaching and school administration and the relationship between them.
A2-It defines the foundations and principles of educational management and supervision according to quality elements.
A3-Diagnoses the needs of individuals and determines the nature of their motives and what motivates them to work to satisfy their needs
b- Subject-specific skills
B1-Can scientifically predict student behavior
B2-Determine administrative and educational work.
B3-
B4-
Teaching and learning methods
• Lecture (dialogue and discussion)
- Dialogue method
Evaluation methods
Attendance and participation
costs
Midterm exam
Final exam

C- Thinking skills
A1-The student's ability to distinguish between administrative and technical work
A2-Developing the ability to analyze the study plan.
A3-
A4-

Teaching and learning methods
Lecture (dialogue and discussion) •
- Dialogue method

Evaluation methods
Attendance and participation costs Midterm exam Final exam

D - General and transferable skills (other skills related to employability and personal development).
D1-The student's ability to distinguish between administrative and technical work.
D2-Developing the ability to analyze the study plan
D4-

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Course structure .174					
Tests	Lecture	**The concept of educational administration**	**Knowing the concept of educational administration**	**2**	**1**
=	=	**Management development, its nature and importance**	**Knowing the development of management, its nature and importance**	**2**	**2**
=	=	**Elements of educational administration**	**Knowing the elements of educational administration**	**2**	**3**
=	=	**Management Theories - Classical Theories**	**Knowledge of management theories - classical theories**	**2**	**4**
=	=	**Characteristics and fields of educational administration**	**Knowing the characteristics and fields of educational administration**	**2**	**5**
=	=	**Educational Administration Planning Functions**	**Knowing the functions (tasks) of educational administration planning**	**2**	**6**
=	=	**Organization, Communication and Incentives in**	**Knowledge of organization, communication and incentives in**	**2**	**7**

		Educational Administration	educational administration		
=	=	School administration, its concept and objectives	Knowing the concept and objectives of school administration	2	8
=	=	School management patterns	Knowing school management patterns	2	9
=	=	School administration tasks and responsibilities	Knowing the tasks and responsibilities of school administration	2	10
=	=	Competencies required for a school principal	Knowing the competencies required for a school principal	2	11
=	=	School principal duties	Knowing the duties of the school principal	2	12
=	=	Skills required for a school principal	Knowing the skills that a school principal must have	2	13
=	=	Leadership	Driving knowledge	2	14
=	=	Leadership theories	Knowledge of leadership theories	2	15
=	=	Classroom management in the educational process	Knowledge of classroom management in the educational process	2	16

=	=	Definition of secondary education	Knowing the definition of secondary education	2	17
=	=	High school goals	Knowing the goals of the secondary stage	2	18
=	=	Organization of education at the secondary level	Knowledge of organizing education in secondary school	2	19
=	=	Educational innovations in secondary education	Knowledge of educational innovations in secondary education	2	20
=	=	Secondary school system in Iraq	Knowledge of the secondary school system in Iraq	2	21
=	=	Some experiences of countries around the world in secondary education	Knowing some of the experiences of countries around the world in secondary education	2	22
=	=	Characteristics of a secondary school teacher	Knowing the characteristics of a secondary school teacher	2	23
=	=	The concept of educational supervision	Knowing the concept of educational supervision	2	24
=	=	Objectives and functions of educational supervision	Knowing the goals and functions of educational supervision	2	25

=	=	Foundations of educational supervision	Knowing the basics of educational supervision	2	26
=	=	Types of educational supervision	Knowing the types of educational supervision	2	27
=	=	Corrective, authoritarian supervision	Knowledge of corrective and authoritarian supervision	2	28
=	=	Democratic and collective supervision	Knowledge of democratic and collective supervision	2	29
=	=	The development of the concept of supervision and its features	Knowing the development of the concept of supervision and its features	2	30
=	=	Supervision methods: individual, classroom, group	Knowledge of supervision methods: individual, classroom, and group	2	31
=	=	Supervisor Selection Specifications	Knowing the specifications for selecting a supervisor	2	32
infrastructure .175					

	Required readings: ▪ Basic Texts ▪ Course books ▪ Other
	Special requirements (including, for example, workshops, periodicals, software, and websites)
	Social services (including, for example, guest lectures, vocational training, and field studies)

Acceptance .176	
	Prerequisites
	least number of students
	The largest number of students

Course Description Form

Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

Educational institution .177	College of Education for Girls / University of Baghdad
Scientific Department / Center .178	Arabic
Course Name/Code .179	Physical education224 A SP
Available attendance forms .180	One-hour practical lectureweeklyFor a full academic year
semester/year .181	annual
Number of study hours (total) .182	15 hours
Date this description was prepared .183	22-2-2024
Course objectives: .184	

A-Understanding the role of educational institutions as educational institutions in society and understanding the sports environment locally and internationally
for-Sports Organization Management, Information Management, and Public Relations Skills
T-I understand the organizational skills required to direct and monitor the performance of employees in sports institutions.
Th-Recruiting employees according to their capabilities and skills to help them achieve the organization's goals.
C-Planning the financial aspects of sports suppliestoolsClothes and yards
H-Determine requirementsand procedures administrationOrganizing sports competitions

Course outcomes, teaching, learning and assessment methods .185
A- Cognitive objectives

A1- It defines the principles of physical education and its theoretical and applied methods in governmental and private sports institutions and educational institutions.

A2- Discusses the rules and foundations of planning sports facilities in sports and educational institutions and civil society institutions. |

A3- Explains the psychological and social aspects of athletes, which enables him to develop human resources in sports bodies and civil society institutions.

B - Course specific skill objectives

B1 - Managing and leading the sports practice environment

B2 - Taking appropriate measures to meet the requirements and needs of managing and organizing sports competitions, tournaments and festivals.

B3 - Dealing with crises in various sports organizations

B4- Participating in developing plans and rules for periodic evaluation and measurement of the activities of sports institutions.

-Providing the requirements of sports activity programs and plans in a manner that meets the needs of the beneficiaries of the organization's services.

Teaching and learning methods

-Providing students with the basics and topics related to knowledge and systems of learning

-Clarification and explanation of the study materials by the academic staff.

-Providing students with knowledge through Arabic sourcesAnd foreignFor school vocabulary.
-Asking students to visit the library to gain academic knowledge related to school vocabulary..
-Improve students' skills by visiting websites to gain additional knowledge of academic subjects..
Evaluation methods
-Daily tests with multiple-choice questions for academic subjects.
-Participation scores for difficult competition questions for students.
-Grading assigned homework.
-thinking skills
-Selects appropriate legal procedures for activities related to sports management..
-Chooses the appropriate plan for sports activities and programsinLight of the general strategy of the institution.
-Defines the administrative professional job requirements required by the business.inSports field.
-Choose the most appropriate sports media that contributesinImproving the institution's activity.

C- Emotional and value goals

A1-1- Description of the cognitive skills to be developed in the physical education lesson

A2- Teaching strategies used to develop these skills, such as feedback.

A3-Methods of assessing students' cognitive skills, such as kinesthetic and mechanical learning methods.

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

D1- Description of the interpersonal skills and ability to bear responsibility that need to be developed

D2- Teaching strategies used to develop these skills

D3-Methods for assessing students' interpersonal skills and ability to bear responsibility

D4-Description of the skills to be developed in the field

D5- Teaching strategies used to develop these skills

D6- Methods of assessing students' numerical and communication skills

Course structure :186

Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Grading homework Participate in	Providing students with the basics and topics	Physical fitness	discussion Principles of physical education and its theoretical and applied	Prin... 1 hour per week for each	week 1-5 Weeks

the lesson	related to sports		methods in sports institutions	depart ment	
//	//	Athletics	//	//	6-11
//	//	volleyball	//	//	12-16
//	//	basketball	//	//	17-21
//	//	Racket games	//	//	22-27
//	//	Scouting education	//	//	28-32

infrastructure .187	
Lieutenant in physical fitness, athletics, volleyball, basketball, racket sports and scouting education according to the university curriculum	Required textbooks -9
1- The required books and notebooks for the subject of physical education. 2-Books and references in physical education	Main References -10 (Sources)

Free e-books site on all sporting events	Recommended books and references (scientific journals, reports, etc.) (ذ
Physical education website Scientific Sports Journals Website Website of international sports federations for all games	Electronic references, websites,..... (ر

Curriculum Development Plan .188
1-Organizing seminars and periodic meetings between educational and pedagogical policy makers and university sports specialists and developing curricula together in order to create a dialogue between them with the aim of improving the overall process of determining the contents of training curricula.. 2-Building and strengthening a communication network between colleges and universities and finding a formula for constructive cooperation and real change for the sake of coordination and building trends of common interests.. 3-Including national goals and caring for students in curricula leads to balanced personal growth.(Mental, physical, emotional, spiritual, and moral)This, in turn, leads to the development of students' personalities

and the strengthening of their attitudes, solidarity, respect, understanding and goodwill towards others..

4-Paying attention to sports buildings and choosing locations with large areas that help create sports fields and playgrounds that help in conducting physical education lessons and extracurricular activities and not building...anyAn educational institution that lacks a gym and sports fields.And providing equipmentand toolsThe necessary sports to perform an effective physical education lesson.

Course Description Form

Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

University of Baghdad / College of Education for Girls	Educational institution .12
Arabic	Scientific .13 Department/The Center
Grammar331 AG	name/Course code .14
Three hours per week for a full academic year	Available attendance .15 forms
annual	the chapter/year .16
96	Number of study .17 hours(kidney)
2024-2024	Date this description .18 was prepared
Course objectives .19	
The student must have a good command of the Arabic language, both spoken and written.	
The student should become familiar with the ancient grammatical codes and be able to read and understand them.	
The student will learn about the role of ancient Arabs in establishing the theoretical foundations of Arabic grammar, and	

their role in the modern era in supporting that theory with what makes it more compatible with the times and its requirements.
Having the ability to appreciate the language of the Holy Quran and its linguistic miracles
Having the ability to appreciate the language of eloquent and lofty texts
Raising the student's linguistic culture and expanding his linguistic knowledge by examining eloquent examples, analyzing and parsing them.

Course outcomes, teaching, learning and assessment methods .20
A-Cognitive objectives

A1-The student should become familiar with the grammatical rules specific to this level.

A2-The student should become familiar with the grammatical opinions and disagreements between the ancients and between them and the moderns regarding some grammatical issues.

A3-

A4-

A5-

A6- |

for- Course skill objectives
for1-The student should be able to apply the rules he has learned in his written and spoken language.
for2 -The student should be able to identify grammatical errors in what he hears and reads and be able to correct them based on the grammatical rules he has learned at this level.
for3 -
for4-

Teaching and learning methods
Dialogue and discussion during the lecture, assignments required via the online class, homework.

Lecture, educational situation, brainstorming, written and oral exercises, discussion and dialogue, lectures published on the electronic class page, electronic communication via the electronic class, presentation of the study material during the lecture in the form of(WORD)and(POWER POINT)

Evaluation methods
Oral tests, electronic testsPeriodic(Weekly and(Monthly).

C-Emotional and value goals
C1-Instilling feelings of pride in the Arabic language as the national language.

C2-Promoting authentic Arab values through high-quality texts.   C3-   C4-
Teaching and learning methods
Evaluation methods
D-General and transferable skills(Other skills related to employability and personal development).   D1-   D2-   D3-   D4-

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Oral and written tests	induction Educational situation	**prepositions**	Definition of preposition	3	1
Oral and written tests	Lecture Discussion	**prepositions**	Definition of the meanings of lettersWhich only attracts the apparent	3	2
Oral tests and	Lecture induction brainstorming Training	**prepositions**	Definition of the meanings of lettersWhich drags the apparent and implicit nouns	3	3
Oral tests	induction brainstorming Training	**prepositions**	Definition of the meanings of lettersWhich drags the apparent and implicit nouns	3	4
Hard tests	induction	**prepositions**	Definition of the meanings of	3	5

Table title: Course structure .21

	brainstorming Discussion and dialogue		lettersWhich drags the apparent and implicit nouns		
Written and oral tests	Lecture induction brainstorming	**prepositions**	DefinitionBy deleting the preposition from the sentence. Applications on the topic	3	**6**
Oral tests	induction brainstorming Training	**Addition**	Definition in additionIts types (pure and impure) and applications	3	**7**
Oral tests	Lecture induction brainstorming and training	**Addition**	Find out what you needAdditionThe rule for the definite article and the lam to enter both parts of a word, and the acquisition of the definite		**8**

			and indefinite forms, and applications of all of that.		
Oral and written tests	Lecture, brainstorming, and exercises	**Addition**	Identifying the types of nouns in terms of attachment and non-attachmentAdditionWhat should be added to the pronoun?		**9**
Oral and written tests	Lecture brainstorming and training	**Addition**	NamesWhich must and may be added to sentences.	3	**10**
Oral and written tests	Lecture, brainstorming, and exercises	**Addition**	Learn about the rulesadditionBoth, both, and any	3	**11**
Oral and written tests and exercises	Lecture Discussion and dialogue	**Addition**	Learn the rulesadditionFor, with, before, after, and otherwise.	3	**12**

	induction				
Oral and written tests and exercises	Lecture and induction brainstorming	**Addition**	Learn the forms and rules of deletion for the noun and the noun it qualifies, and the rules of separating them.	3	**13**
Oral tests	Lecture Discussion brainstorming	**Addition**	Identify the typesNamesIn terms of concomitance and non-concomitanceAddition,Names which accompaniesAddition	3	**14**
Oral and written tests and exercises	Lecture, induction, and brainstorming	**Use of the infinitive and its noun**	Definition of source works	3	**15**
Oral and written tests	induction	**Active participle and intensive forms**	Knowing the active participle and the	3	**16**

	Education al situation		exaggerated forms		
Oral and written tests	Lecture Discussio n	**The use of the passive participle**	Knowing the passive participle	3	**17**
Oral tests and	Lecture induction brainstor ming Training	**The structures of active and passive parts and adjectives**	Definition of adjectives	3	**18**
Oral tests	induction brainstor ming Training	**astonishment**	Definition of exclamationIts formulas and conditions for formulating the exclamation verb, including whether the condition is met or not.	3	**19**
Hard tests	induction brainstor ming	**exclamation**	Learn the rules for separating the verb of astonishment from its object.	3	**20**

	Discussion and dialogue				
Written and oral tests	Lecture induction brainstorming	**Yes, no, and whatever is similar to them**	Knowing yes and no and what comes after them	3	**21**
Oral tests	induction brainstorming Training	**comparative**	Definition of comparative verbsAnd the conditions for its formulation	3	**22**
Oral tests	Lecture induction brainstorming and training	**comparative**	Conditions of the comparative (af'al) and its types.	3	**23**
Oral and written tests	Lecture, brainstorming, and exercises	**Adjective**	Get to knowAdjective Things in which the adjective is followed by its antecedent.	3	**24**

Oral and written tests	Lecture brainstorming and training	**Adjective**	Identify the adjective and its conditions.		**25**
Oral and written tests	Lecture, brainstorming, and exercises	**Adjective**	Learn about multiple adjectives, the disconnected adjective, and the rules of deletion.	3	**26**
Oral and written tests and exercises	Lecture Discussion and dialogue induction	**Affirmation**	Knowledge of affirmationVerbal and semanticand its tools	3	**27**
Oral and written tests and exercises	Lecture and induction brainstorming	**Affirmation**	Emphasis with both, both, and all, and emphasis of the indefinite noun	3	**28**
Oral tests	Lecture Discussion	**Affection (appositive)**	Get to knowExplanatory apposition	3	**29**

				3	
Oral and written tests and exercises	Lecture, induction, and brainstorming	**The substitute**	Learn about the substitute and its types		**30**
Oral and written tests	induction Educational situation	**The substitute**	Applications on the substitute		**31**
Written test			Exam		**32**

infrastructure .22	
Ibn Aqil's commentary on Ibn Malik's Alfiyya	Required textbooks -3
Comprehensive Grammar, Abbas Hassan. The book,Sibawayh. The Singer of the Intelligent from the Books of Grammar. Ibn Hisham al-Ansari. The whispers of the dawn. Al-Suyuti, Letter meanings:Pomegranate.	Main -4 references(Sources)

Meanings of Grammar (Part 1) Dr. Fadhel Al-Samarra'i.	
In Arabic Grammar: Rules and Application by Dr. Mahdi Al-Makhzoumi. In Arabic grammar, criticism and guidance by Al-Makhzoumi. A Concise Guide to Arabic Grammar: Abdul Hussein Hamad Curriculum in grammar and syntax:Muhammad al-Antaki Arabic grammar rules in light of the system theory:Sanaa Hamid Al-Bayati. Journal of the Iraqi and Egyptian Linguistic Academy	Recommended books and (3 references(Scientific journals, reports)
The Comprehensive Library, The Endowment Library, The Muhammad Saeed Rabi' Al-Ghanimi Library.	Electronic references, (4 websites,.....

Curriculum Development Plan .23
Re-arranging topics to suit the requirements of the logical sequence of ideas, and adopting the principles of functional grammar in terms of approved practical examples.

Course Description Form

Course Description

This course includes an understanding of the relationship between language and the individual and society, the relationship between language and speech, knowledge of the characteristics of the Arabic language, ancient and modern Arabic dialects, linguistic thought among Arabs, and an understanding of the means of developing the Arabic language.

University of Baghdad/College of Education for Girls	Educational institution 1.
Department of Arabic Language	Scientific 2. Department/The Center
Philology326ApH	name/Course code 3.
2 hoursweekly For a full academic year	Available attendance 4. forms
year	the chapter/year 5.
64	Number of study 6. hours(kidney)
19/1/2024	Date this description was 7. prepared
Course objectives 8.	
The student's awareness of the characteristics of Arabic and its richness in - terms of vocabulary and meaning.	

The student's knowledge of the history of Arabic and its various dialects.   -
To recognize the position of the Arabic language among world languages   - in general, and Semitic languages in particular.

Course outcomes, teaching, learning and assessment methods 9.
A-Cognitive objectives A1-Familiarity with Arabic sounds, articulation points and characteristics. A2-The student should know the theories of the origin of language. A3-The student should describe the Semitic language tree, including the Arabic language.
for- Course skill objectives for1-Summer training. for2-Scientific reports.
Teaching and learning methods
➢ Lectures. ➢ Classroom exercises and activities. ➢ Directing students to some websites to benefit from.
Evaluation methods
➢ Multiple choice. ➢ Correct information. ➢ semester examsAnd it endedAyaAnd activities.

C-Emotional and value goals
C1-Understanding the history of Arabic.
C2-Ability to analyze phonetics and syllables.
C3-Identify phonetic errors.

Teaching and learning methods
Research and discovery. ➤ Dialogue and discussion. ➤ Individual and group training. ➤ Homework and research. ➤

Evaluation methods
Active participation in the classroom is evidence of the student's ➤ commitment and responsibility.. Commitment to the deadline for submitting assignments and research. ➤ Midterm and final exams reflect commitment and knowledge and skill ➤ achievement..

D-General and transferable skills(Other skills related to employability and personal development).
D1-Providing continuous learning opportunities for students and motivating them to engage in scientific research. D2-Discussion and dialogue. D3-Students cooperate in group work.

Course structure .10

Evaluation method	Teaching method	Unit name/Or the subject	Required learning outcomes	watches	week
Test	Lecture	Philology and Linguistics	**Definition of linguistics**	2	1
Test	Lecture	The efforts of Arab scholars in linguistics	**Introducing the efforts of scholars**	2	2
Test	Lecture	The origin of the Arabic language	**Definition of the origin of languages**	2	3
Test	Lecture	The relationship of the Arabic language to the Semitic (Old Island) language group	Defining the relationship between the Arabic language and the Semitic languages	2	4
Test	Lecture	Characteristics of the Semitic (Insular) language group	**Definition of the characteristics of the Semitic language group**	2	5
Test	Lecture	Classical Arabic and its dialects	Introduction to Classical Arabic and its dialects	2	6

Test	Lecture	Characteristics of Modern Standard Arabic (common synonymy and antonymy)	Definition of the characteristics of classical Arabic	2	7
Test	Lecture	Means of growth (derivation, coinage, and Arabization)	**Knowledge of growth methods**	2	8
Test	Lecture	Syntax and its authenticity	Knowledge of grammar	2	9
Test	Lecture	The phonetic system of the Arabic language (sound points)	**Knowing the sound system**	2	10
Test	Lecture	Sound characteristics	**Knowing the characteristics of sounds**	2	11
Test	Lecture	Phonetic phenomena arising from the structure	Knowledge of acoustic phenomena	2	12

Test	Lecture	Arabic dictionary	Definition of the Arabic dictionary	2	13
Test	Lecture	Introduction, introduction and history	Introduction to the Arabic Dictionary	2	14
Test	Lecture	Dictionaries of meanings	Definition of dictionaries of meanings	2	15
Test	Lecture	Dictionaries of words	Knowledge of dictionaries	2	16
Test	Lecture	The Arabic Dictionary in the Modern Era	Definition of the Arabic dictionary	2	17
Test	Lecture	Arabic in the Modern Era (Words of Civilization, Translation and Arabization)	Introduction to Arabic in the modern era	2	18
Test	Lecture	Colloquial and classical Arabic	Knowledge of colloquial and classical Arabic	2	19
Test	Lecture	Facilitating writing and the	Knowledge of facilitating writing	2	20

		call to use Latin letters			
Test	Lecture	Research methods in language (descriptive, historical, comparative...)	Knowledge of research methods	2	21
Test	Lecture	Research methods in language	Knowledge of research methods	2	22
Test	Lecture	Branches of modern linguistics (phonology)	Knowledge of the branches of modern linguistics	2	23
Test	Lecture	Branches of modern linguistics (morphology)	Knowledge of the branches of modern linguistics	2	24
Test	Lecture	Branches of modern linguistics (phonology)	Knowledge of the branches of modern linguistics	2	25
Test	Lecture	Branches of modern linguistics (phonology)	Knowledge of the branches of modern linguistics	2	26

Test	Lecture	Renewing research in philology	Definition of research renewal	2	27
Test	Lecture	linguistic thinking	Knowledge of linguistic thinking	2	28
Test	Lecture	The remaining Arabic and its most famous dialects	Knowing the most famous Arabic dialects	2	29

infrastructure .11	
Arabic Linguistics and Its Characteristics, Emile Badi' Yaqoub	Required textbooks -1
Philology: Dr. Subhi Al-Saleh. • **Linguistics: Dr. AlYAbdul Wahid Wafi.** • **Linguistics: Dr. Ramadan Abdel Tawab.** • **Linguistics: Dr. Kased Yasser Al-Zaidi.** •	Main -2 references(Sources)
	Recommended books and (1 references(Scientific journals, reports,.....)
- Al-Warraq website. - The World Arabic Encyclopedia (Writing Skills Guide) on the World Wide Web. - Arabic language website. - Arabic language learning website.	Electronic references, (2 websites,.....

- Learn Arabic language website.And education.. Al-Faseeh Network for Arabic Sciences	

Curriculum Development Plan .12
▪ Consider preparing a simplified textbook that covers the course topics.   ▪ Refer students to the library to familiarize themselves with the course references and train them to retrieve information.   ▪ Try to link the practical exercises on the course to the Internet and refer students to its site.

Course Description Form

Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

College of Education for Girls	Educational institution .1
Department of Arabic Language	Scientific .2 Department/The Center
329 ALPHLexicon and Phonetics	name/Course code .3
Two hours per week for a full academic year	Available attendance forms

year	the chapter/year .4
64	Number of study .5 hours(kidney)
2024/2024	Date this description was .6 prepared
Course objectives .7	
Introducing students to the efforts of ancient Arab scholars in phonetic studies and how they were able to describe Arabic sounds with extreme precision despite not having the phonetic laboratories approved for studying sounds in other languages.	

Course outcomes, teaching, learning and assessment methods .8
A-Cognitive objectives
A1-Introduction to the history of phonetic studies among Arabs.
A2-Learn about the efforts of ancient Arab scholars in phonetic studies.
A3-Learn about the efforts of modern scholars in audio lessons.
A4-Knowing the characteristics of each sound and the effect of that on the word and its meaning.
A5-
A6-
for- Course skill objectives
for1-Knowing the fluent pronunciation of Arabic sounds and controlling their pronunciation.
for2 -Knowing the phonetic reasons that prevented some sounds from coming together in one word
for3 -Knowing the effect of these reasons on the existence of the phenomena of assimilation and substitution
for4-

Teaching and learning methods
Lecture and groups
Evaluation methods
Tests and reports
C-Emotional and value goals C1-Correct pronunciation of Arabic language sounds. C2-Correct reading of Arabic texts. C3- C4-
Teaching and learning methods
Lecture - Application
Evaluation methods
Theoretical tests (using essay questions, multiple-choice questions, and using pictures to ask questions)

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

D1-Correct pronunciation of Arabic sounds
D2-The ability to teach students the correct pronunciation mechanism
D3-Correcting pronunciation for people with disabilities
D4-Teaching the correct pronunciation of Arabic sounds to non-native speakers learning Arabic

Course structure .9					
Evaluation method	Teaching method	Unit name/Or the subject	Required learning outcomes	watches	week
Daily test	Lecture	Definition of sound, how it occurs in nature, and the difference between it and linguistic sound	Definition of sound, its nature and how it occurs	2	1
=	=	Definition of the speech apparatus, its components, and the role of each in pronouncing sounds	Definition of the speech apparatus	2	2
=	=	Definition of the terms sound and letter and how scholars differentiate between them	The difference between the terms sound and letter	2	3
=	=	Introduction to Al-Khalil's efforts in discovering the	Introduction to the first person to study	2	4

		linguistic sound and the method he followed in arranging the exits of Arabic sounds	sound (Al-Khalil bin Ahmed Al-Farahidi)(		
=	=	Introduction to Sibawayh, the student of Al-Khalil, his method of arranging sounds, and the linguists who learned from him	Introduction to the efforts of linguists who learned from Al-Khalil	2	5
=	=	Learn about the scholars of Tajweed, their efforts in phonetic studies, and the order they adopted to determine the points of articulation.	Introducing the efforts of Tajweed scholars in Arabic phonetic studies	2	6
=	=	Definition of Ibn Sina's description of the larynx, how the sound comes out, and the point of articulation for each of these sounds	Introducing the efforts of the physician Ibn Sina in the Arabic audio lesson	2	7
=	=	Learn about the order of sounds according to Ibrahim Anis, Kamal Bishr, Ahmed Mukhtar Omar, and other modern linguists.	Identifying the efforts of modern linguists in the study of Arabic phonetics	2	8

=	=	Definition of the quality of sound and the opinion of ancient and modern scholars on the qualities	Recognizing the characteristics of sounds	2	9
=	=	Definition of the two qualities of voice and whisper	=	2	10
=	=	Definition of the two qualities of severity and softness	=	2	11
=	=	Definition of the attributes of antithesis, openness, superiority and inferiority	=	2	12
=	=	Definition of the characteristics of whistling, spreading, vibration, repetition, and elongation	=	2	13
=	=	Theoretical test	First test	2	15
=	=	Theoretical test	Second test	2	16
-	-	-	Mid-year holiday	2	17
Daily test	Lecture	Introduction to linguistic works that preceded the compilation of the dictionary	Chapter Two / Dictionary: Definition of the dictionary and its origin	2	18

=	=	Introduction to the books of the strange words in the Qur'an, the languages of the Qur'an, and the Arabicized words in the Qur'an	=	2	19
=	=	Introduction to books describing animals, anecdotes, and books on singular, dual, and plural nouns	Definition of specialized dictionaries	2	20
=	=	Introduction to the Al-Ain dictionary, the mechanism it adopted to arrange words, and the dictionaries that followed its approach.	The first dictionary (the dictionary of the eye) and the school of permutations	2	21
=	=	Definition of the dictionary of Jamharat al-Lughah and the mechanism it adopted to arrange words and dictionaries that followed its approach	Introduction to the second school, the Mujamharat al-Lughah School	2	22
=	=	Introduction to the dictionary of Sahih and the mechanism it adopted to arrange words and the	Introduction to the third school: the Mu'jam Al-Sihah School	2	23

=	=	dictionaries that followed its approach			
=	=	Definition of the dictionary of the foundations of rhetoric and the mechanism it adopted to arrange words and the dictionaries that followed its approach	Introduction to the fourth school: the School of the Foundations of Rhetoric	2	24
=	=	Identifying the characteristics and shortcomings of the first and second schools through practical application	A study of the characteristics and defects of lexical schools	2	25
=	=	Identifying the characteristics and shortcomings of the third and fourth schools through practical application	=	2	26
=	=	Getting to know the dictionaries composed in the late nineteenth and early twentieth centuries	Introduction to modern lexical theory	2	27
=	=	Dictionaries of specialized terms	=	2	29
-	-	-	First test	2	30
-	-	-	The second test	2	31

-	Lecture	Review of the second semester materials	review	2	32

infrastructure .10	
Nothing	Required textbooks -1
• Linguistic Sounds - Ibrahim Anis • Phonetics - Kamal Bashar • Sibawayh's Book - Sibawayh • The Secret of the Arab Industry - Ibn Jinni • The Book of the Eye - Al-Khalil ibn Ahmad Al-Farahidi • The Arabic Dictionary: Its Origin and Development - Hussein Nassar	Main -2 references(Sources)
- Phonetic studies by Tajweed scholars-Ghanem Qaddouri Hamad - The Importance of Phonetics - Ghanem Qaddouri Hamad	Recommended books and (1 references(Scientific journals, reports,.....)
Al Noor Library websitewww.noor-book.com	Electronic references, (2 websites,.....

Curriculum Development Plan .11
Striving to develop the study of phonetics by demanding that the department be equipped with a special phonetic laboratory for the Arabic language.

Course Description Form

Course Description

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

College of Education for Girls	Educational institution .189
Department of Arabic Language	Section scientific/ .190 Center
The old book327A OB	Course Name/Code .191
Two hours per week for a full academic year	Available attendance .192 forms
year	semester/year .193
64	Number of study .194 hours(kidney)
26/9/2024	Date this description .195 was prepared
Course objectives .196	
Comprehension of the most important literary works in our authentic -1 Arab heritage, represented by thousands of original books and manuscripts that were verified in various sources and printed with great care.	
Showcasing the author's creative work or artwork to the readers. -2	

Introducing students to the most important sources of Arab heritage,   3- including authentic and generous books, and providing them with an understanding of the ideas and methods contained in these books.
To learn about the heritage that is the result of the creative civilization of   4- the past, on the one hand, and to absorb and assimilate it to form a solid foundation and a strong fabric upon which the new cultural structure in our civilizational environment is based, on the other hand.

OutputsThe decisionTeaching, learning and assessment methods   197.
A-Cognitive objectives

A1-The student should become familiar with books, heritage sources and major books.

A2-The student should be familiar with the stylistic characteristics of writing these books.

A3-The student should understand the importance of books and heritage sources rich in information and the cultural legacy of language and literature.

A4-To familiarize students with the most important social, political and cultural aspects and their impact on the authors of these sources in that era. |
| B - Course skill objectives

B1-The student reads the eloquent words in the literary texts of the authors.

B2-The student will understand the artistic and literary style through these works. |

B3-To analyze literary texts and understand their artistic and thematic content. B4-Preserving poetic and prose texts from our literary heritage.
Teaching and learning methods
Lecture, questions, answers, memorization and reading.
Evaluation methods
Essay and objective tests.
C-Emotional and value goals A1-Thinking and analytical skills. A2-The student creates a literary essay by reading literary texts. A3-The student should have an idea about the most important ancient critics and writers. A4-That the student reads correctly.
Teaching and learning methods

Memorize the lecture, read the texts and memorize them.
Evaluation methods
Essay and objective tests.
D - General skills andQualificationTransferable (other skills related to employability and personal development). D1-General culture through knowledge of the political, cultural and social life of the Abbasid era. D2-A knowledge base of texts and prose evidence that can help her in her work as a teacher. D3-The wisdom of the lessons learned from the poetic texts of that era.

Course structure .198					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Daily and monthly tests	Lectures	The Old Book	Arabic language teachers	2	Every week

Lectures on the Old Book / Dr. Janan Qahtan Farhan.	Required textbooks -11
Al-Kamil by Al-Mubarrad / The Book of Dictations / by Al-Qali.	Main References -12 (Sources)

The Book of Al-Bayan wal-Tabyin by Al-Jahiz / The Literature of the Writer by Ibn Qutaybah.	
Ain Shams Annals Journal/Egypt/Department of Arabic Language/Ain Shams University. Al-Mawrid Magazine/Iraq. Peer-reviewed scientific journals issued by educational institutions in Iraq.	Recommended books and references (scientific journals, reports, etc.) (ز)
Websites that deal with the Arabic language and all its literature.	Electronic references, websites,..... (س)

Curriculum Development Plan .199
Cooperation with Arabic language departments in Arab and international 1- universities. Concluding scientific cooperation agreements between Arabic language 2- departments in Iraq and corresponding departments in Arab and international educational institutions. Reducing the number of female students accepted into Arabic language 3- departments and adopting the student's GPA and desire as a basis for acceptance into Arabic language departments.

Course Description Form

Course Description

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

College of Education for Girls	Educational institution .200
Department of Arabic Language	Sectionscientific/ .201 Center
328 AAbLAbbasid literature	Course Name/Code .202
Three hours per week for a full academic year	Available attendance .203 forms
year	semester/year .204
96	Number of study .205 hours(kidney)
2024	Date this description .206 was prepared
Course objectives .207	
Understanding the history of Arabic literature in the Abbasid era, its -5 poetry and prose.	

6- To learn about the environment of poetry, poets and their poetic themes in that era.
7- The artistic features that distinguished the poetry of this era.
8- A study of prose and the new prose genres that emerged in this era as a result of political, social and cultural influences, and the importance of this type of literature in that era.
9- The most important topics that have been addressed in prose with ancient roots that have undergone changes according to the new era.

208. Teaching, learning and assessment methods The decision Outputs
A-Cognitive objectives A1-The student will learn about Abbasid literature, both poetry and prose. A2-The student will be able to identify the technical characteristics of poetry. A3-For the student to understand the importance of poetry and prose in that era (the Abbasid era). A4-Introducing students to the most important social, political and cultural aspects and their impact on literature in the Abbasid era.
B - Course skill objectives B1-The student reads the eloquent words in Abbasid poetry. B2-For the student to understand the artistic structure of the Abbasid poem.

B3-To analyze poetry and understand its artistic and thematic content.
B4-Preserving poetic and prose texts from our literary heritage.
Teaching and learning methods
Lecture, questions, answers, memorization and reading.
Evaluation methods
Essay and objective tests.
C-Emotional and value goals A1-Thinking and analytical skills. A2-The student will create a literary essay by analyzing poetic texts. A3-The student must have a poetic talent to write poetry through a stock of poetic texts. A4-That the student reads correctly.
Teaching and learning methods

Memorize the lecture, read the texts and memorize them.
Evaluation methods
Essay and objective tests.
D - General skills andQualificationTransferable (other skills related to employability and personal development). D1-General culture through knowledge of the political, cultural and social life of the Abbasid era. D2-A knowledge base of texts and prose evidence that can help her in her work as a teacher. D3-The wisdom of the lessons learned from the poetic texts of that era.

Course structure   .209

Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Daily and monthly tests	Lectures	Abbasid literature	Arabic language teachers	3	Every week

infrastructure .210	
The book of Arabic literature in the Abbasid era / Dr. Nazim Rashid. The Book of the First and Second Abbasid Era / Shawqi Dayf.	Required textbooks -13
In Abbasid literature / Muhammad Mahdi Al-Basir. Literary prose in the Abbasid era / Hussein Ali Al-Hindawi.	Main References -14 (Sources)

Ain Shams Annals Journal/Egypt/Department of Arabic Language/Ain Shams University. Al−Mawrid Magazine/Iraq. Peer−reviewed scientific journals issued by educational institutions in Iraq.	(ش) Recommended books and references (scientific journals, reports, etc.)
Websites that deal with the Arabic language and all its literature.	(ص) Electronic references, websites,.....

Curriculum Development Plan   .211
4- Cooperation with Arabic language departments in Arab and international universities.
5- Concluding scientific cooperation agreements between Arabic language departments in Iraq and corresponding departments in Arab and international educational institutions.
6- Reducing the number of female students accepted into Arabic language departments and adopting the student's GPA and desire as a basis for acceptance into Arabic language departments.

Course Description Form

Course Description

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

College of Education for Girls	Educational institution .212
Arabic	Sectionscientific/ .213 Center
Andalusian literature325 A nAL	Course Name/Code .214
2 hoursweeklyFor a full academic year	Available attendance .215 forms
annual	semester/year .216
64 annually	Number of study .217 hours(kidney)
	Date this description .218 was prepared

Course objectives .219

Introducing the student to the importance of Andalusia, its literature and arts.

To identify the most important Andalusian poems that were circulated by its pioneers and analyze their artistic features.

Outputs	The decision	Teaching, learning and assessment methods .220
A- Cognitive objectives.		
A1- To know Andalusian literature and its importance		
A2- To know the artistic and historical value of Andalusian literature.		
A3- To understand Andalusian poetry and its characteristics.		
A4- To understand prose and writing in the Andalusian era and the impact of the Andalusian region on literature.		
for-Skill objectives of the program:		
for1- The student's ability to formulate a correct expression free of errors.		
for2 -Enabling the student to use the most eloquent verbal construction in the sentence.		
for3 - Enabling the student to use the verbal construction that is most appropriate in terms of meaning.		
Teaching and learning methods		
The ability to understand literary texts and their relationship to Andalusian society.		

The impact of the Andalusian environment on Andalusian literature.
The artistic and objective value of Andalusian literature.
Social and political variables and their impact on Andalusian literature.

Evaluation methods

Daily test results.
Weekly test results.
- Results of the semester exams.
The results of the final exams for the first and second semesters that the student takes.

C- Emotional and value goals:
A1- Love of the Arabic language in the mother tongue.
A2- Love of the Arabic language through mastering the technical and objective analysis of the literary text.
A3- Deducing the impact of the environment on Andalusian literature.
A4- Discovering literary development throughout the Andalusian eras.

Teaching and learning methods

Question and answer
Solving practical applications.
Oral exams.
Written tests.

Evaluation methods

Daily test results.
- Results of oral and written tests.
The results of the student's ability to master solving applications.

D-General skillsandQualificationMovable(SkillsOther related to employability and development(Personal).
.D1-Possessing the cultural skill to know Andalusia and its literary, historical and geographical features.
D2-Possess the skill of speaking and writing sentences free of linguistic errors.
D3-Possessing the skill of correcting vocabulary for Arabic speakers.
D4-Possessing the skill of employing literary texts in teaching and its methods.

Course structure .221					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Question and Answer	Standard	Introduction to Andalusia	Introduction to Andalusia (its geographical and historical location)	2	the first
Question and Answer	Standard	Language in Andalusian society	Knowing the importance of language and its impact on Andalusian society	2	the second
Question and Answer	Standard	The poet Abdul Rahman Al-Dakhil	Introduction to Abd al-Rahman al-Dakhil	2	the third
Question and Answer	Standard	The poet Yahya ibn al-Hakam	Definition Yahya ibn al-Hakam	2	Fourth
Question and Answer	Standard	The poet Ibn Abd Rabbih	Introduction to Ibn Abd Rabbih	2	Fifth
Question and Answer	Standard	Poetry on the sticks of the	Knowledge of Andalusian poetry in the	2	Sixth

		sects and the Almoravids	era of the Taifas and Almoravids		
Question and Answer	Standard	Ibn Hazm al-Andalusi	Introduction to Ibn Hazm Al-Andalusi	2	Seventh
Question and Answer	Standard	Ibn Zaydoun and Wallada bint al-Mustakfi	Introduction to Ibn Zaydoun and Walada bint al-Mustakfi	2	The eighth
Question and Answer	Standard	Al-Mu'tamid ibn Abbad	Introduction to Al-Mu'tamid ibn Abbad	2	Ninth
Question and Answer	Standard	Poetry in the Almohad era	Knowledge of poetry in the Almohad era and its artistic characteristics	2	tenth
Question and Answer	Standard	Poetry in the era of the Banu al-Ahmar	Knowledge of poetry in the era of Banu al-Ahmar and its artistic characteristics	2	eleventh
Question and Answer	Standard	Poetry topics and characteristics	Knowledge of poetic themes in the era of the Almohads and Banu al-Ahmar	2	twelfth

Question and Answer	Standard	Al-Rasafi Valencia	Introduction to the Valencian Rusafi	2	thirteen th
Question and Answer	Standard	Ibn Zamrak	Introduction to Ibn Zamrak	2	fourteen th
Question and Answer	Standard	Poetry in the era of the emirate and the caliphate	Knowledge of prose in the era of the emirate and the caliphate	2	fifteenth
Question and Answer	Standard	Prose in the era of the Taifas and Almoravids	Prose in the era of the Taifas and Almoravids and its artistic characteristics	2	sixteent h
		Mid-year holiday		2	sevente enth
Question and Answer	Standard	Ibn Hazm al-Andalusi	Introduction to Ibn Hazm Al-Andalusi	2	eighteen th
Question and Answer	Standard	The art of Muwashahat	Introduction to the art of Muwashahat and its artistic characteristics	2	ninetee nth

Question and Answer	Standard	The art of opposition	Getting to know the art of opposition	2	Twenty
Question and Answer	Standard	Advanced Topics (Nature Poetry)	Introduction to advanced poetic themes in Andalusia	2	twenty-one
Question and Answer	Standard	Elegy poetry for cities and kingdoms	Introduction to the elegy of cities and Mamluks and its importance in Andalusia	2	twenty-second
Question and Answer	Standard	Poetry of alienation and longing	Definition of poetry of alienation and nostalgia and its artistic characteristics	2	twenty-third
Question and Answer	Standard	Ibn Khafajah	Introduction to Ibn Khafajah	2	twenty-fourth
Question and Answer	Standard	Ibn Khafajah	Introduction to Ibn Khafajah	2	twenty-fifth

Question and Answer	Standard	Ports of influence	Introduction to the influence of European literature	2	twenty-sixth
Question and Answer	Standard	The impact of the story of Hayy ibn Yaqzan	Knowing the impact of the story of Hayy ibn Yaqzan	2	twenty-seventh
Question and Answer	Oral	review	review	2	twenty-eighth
Question and Answer	Oral	review	a test	2	twenty-ninth
Question and Answer	Editorial	exam	Exams	2	thirty

infrastructure .222	
History of Arabic Literature in Andalusia, Shawqi Dayf, Dar Al-Maaref, 2007	Required textbooks -15
History of Andalusian Literature, Ihsan Abbas, Dar Al-Shorouk, 1997.	Main References -16 (Sources)
Methodological and educational books on Andalusian literature.	Recommended books (ض) and references (scientific journals, reports, etc.)

Online library sites that provide copies of electronic books	Electronic references, websites,..... (ط

Curriculum Development Plan .223

Course Description

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

College of Education for Girls	Educational institution .224
Department of Arabic Language poison Scientific	University .225 Department/Center
330AOLC ancient Arabic criticism	Course Name/Code .226
Literature	Programs that include .227
Three hours per week for a full academic year	Available attendance .228 forms
year	semester/year .229
96	Number of study .230 hours(kidney)
3/9/2024	Date this description .231 was prepared
Course objectives .232	
Reviewing the historical development of ancient Arabic criticism from its roots to its most comprehensive, integrative, and profound stages, in addition to understanding the critical terms and issues in ancient criticism books, both theoretical and applied, until the end of the seventh century AH.	

Learning outcomes, teaching and learning methods, and assessment .233

A- Knowledge and understanding
A1-To know the meaning and importance of literary criticism
A2-To know the old monetary issues among the Arabs
A3-To understand the Arab critical view of the Arabic poem
A4-To understand the critical approaches and issues in the eras of ancient Arabic literature
A5-
A6-
b- Subject-specific skills
B1-The ability to distinguish between literary and critical issues
B2- The ability to analyze literary texts in light of ancient critical theory
B3 -Knowledge of the Arabic poetry column and its applications to Arabic literary texts
B4-
Teaching and learning methods
Lecture
Evaluation methods
Objective, essay, and analytical tests
C- Thinking skills
A1-Distinguishing between literary texts in light of Arab critical theory
A2-Literary text analysis

A3-Getting to know the figures of ancient Arab criticism and their critical approaches A4-
Teaching and learning methods
Lecture, linking and balancing
Evaluation methods
Objective tests
D - General and transferable skills (other skills related to employability and personal development). D1-Educational addition through knowledge of ancient criticism D2-Professional addition through the use of ancient critical texts in teaching D3- D4-

Course structure   .234

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Test	Lectures	**Definition of the material**		2	1
=	=	**Introduction to the meaning of criticism**	Definition of the meaning of criticism	2	2
=	=	**The emergence of Arab criticism**	The meaning of the beginnings of Arabic criticism and its history	2	3
=	=	**The impact of the novel**	Definition of the impact of the novel	2	4
=	=	**The impact of the novel and blogging on the critical movement**	Understanding the impact of the novel and writing on the Arab critical movement	2	5
=	=	**The wording and meaning according to Ibn Qutaybah**	Definition of the word and meaning according to Ibn Qutaybah	2	6
=	=	**pronunciation and meaning**	Definition of the word and meaning according to Arab critics	2	7
=	=	**Pronunciation and meaning according to Al-Jahiz**	Knowing the pronunciation and meaning according to Al-Jahiz	2	8

=	=	**Poetic plagiarism**	Defining the issue of poetic plagiarism and its importance in criticism	2	9
=	=	**The Umayyad method of balancing**	Knowing Al-Amidi's method of balancing	2	10
=	=	**The conflict between the old and the modern in Al-Jahiz**	Defining the issue of the conflict between the old and the modern in Al-Jahiz	2	11
=	=	**According to Ibn Qutaybah**	Defining the issue of the conflict between the old and the new according to Ibn Qutaybah	2	12
=	=	**Poetry column**	Knowledge of the poetic column among Arab critics	2	13
=	=	**According to Al-Umawi and Al-Jarhani**	Knowledge of the poetic column according to Al-Umayyad and Al-Jurjani	2	14
=	=	**The issue of rhetoric in Ibn al-Mu'tazz**	Definition of the issue of rhetoric according to Ibn al-Mu'tazz	2	15
=	=	**exam**	a test	2	16
=	=	**spring break**		2	17
=	=	**Systems theory**	Introduction to systems theory and its impact	2	18

=	=	**By Abdul Qahir Al-Jarhani**	Understanding the theory of systems according to Abdul Qahir Al-Jurjani	2	**19**
=	=	**Ibn Tabataba al-Alawi**	And according to Ibn Tabataba Al-Alawi	2	**20**
=	=	**Ibn Rashid al-Qarawani**	Definition of Ibn Rushd al-Qayrawani and his critical efforts	2	**21**
=	=	**Rules of poetry**	Knowing the rules of poetry	2	**22**
=	=	**Ibn Rashid al-Qarawani and his rulings on poetry and poets**	Introduction to Ibn Rasheeq al-Qayrawani and his critical views	2	**23**
=	=	**Poetry criticism**	Definition of poetry criticism	2	**24**
=	=	**Qudamah ibn Ja'far, poetry criticism, and his influence on Greek criticism**	Knowing the impact of Greek criticism on Qudamah ibn Ja'far	2	**25**
=	=	**Hazem Al-Qartajy and his writing**	Introduction to Hazem Al-Qartajji	2	**26**
=	=	**Curricula of Belgados writers**	Introduction to Kinan, the curriculum of the eloquent and the lamp of the men of letters	2	**27**

=	=	**Ibn Khaldun and his vision**	Getting to know Ibn Khaldun and his views	2	**28**
=	=	**In literature and criticism**	Knowledge of literature and criticism	2	**29**
=	=	**Review the article**	Applications	2	**30**
=	=	**Review the article**	review	2	**31**
=	=	**exam**	a test	2	**32**

infrastructure .235

➢ **Lectures on the History of Arab Criticism** **Dr. Ibtisam Al-Saffar Dr. Nasser Halawi** ➢ **History of Arabic Criticism / Dr. Muhammad** **Zaghloul Salam** ➢ **Critical studies in Arabic literature** ➢ **Dr. Mahmoud Al-Jader** ➢ **Critical Theory among Arabs / Dr. Hind Hussein** **Taha** **History of Literary Criticism among the Arabs / Dr. Ihsan** **Abbas**	Required readings: ▪ Basic Texts ▪ Course books ▪ Other
Enrichment research - Methodological Criticism among Arabs / Dr. Muhammad Mandour - Philosophical Trends in Literary Criticism in the Abbasid Era / Dr. Saeed Adnan - Issues of ancient Arabic criticism and its figures / Dr. Ahmed Ali Dahman	Special requirements (including, for example, workshops, periodicals, software, and websites)

	Social services (including, for example, guest lectures, vocational training, and field studies)

Acceptance .236	
100 female students	Prerequisites
	least number of students
	The largest number of students

Course Description Form

Review of the performance of higher education institutions (academic program review)

Course Description

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

College of Education for Girls	Educational institution .237
Department of Arabic Language poison Scientific	University .238 Department/Center
335ALRMResearch Methodology and Library	Course Name/Code .239
Literature	Programs that include .240
Two hours per week for a full academic year	Available attendance .241 forms
year	semester/year .242
64	Number of study .243 hours(kidney)
2024/9/17	Date this description .244 was prepared
Course objectives .245	
Encourage students to read −1	

Developing students' ability to rely on themselves to gain knowledge and obtain information from books −2 and references.
Discovering the student's talent −1
Preparing mental food to build the human being −3
Enabling the student to write a sound scientific research
View the most important publications in various specializations
Learn about the importance of textual investigation and developing scientific plans that serve scientific research.

Learning outcomes, teaching and learning methods, and assessment 246.
A- Knowledge and understanding
A1-To know the meaning of the library
A2-To know the meaning of research
A3-To understand the importance of the library for general culture
A4-To understand the importance of research and its implementation
A5-
A6-
b- Subject-specific skills
B1-Ability to write scientific research
B2-Ability to test the research topic

B3-Ability to use the library B4-Ability to infer and analyze
Teaching and learning methods
Lecture and application
Evaluation methods
Tests and writing research reports (applied aspect)
C- Thinking skillsHe sees A1-Student's ability to test and research topic A2-The ability to make appropriate judgments on topics A3-Distinguishing between books and the skill of choosing the appropriate ones A4-Connect, Discover, and Analyze
Teaching and learning methods
Application (writing research)
Evaluation methods
Tests
D - General and transferable skills (other skills related to employability and personal development). D1-Ability to understand and test D2-The ability to connect, infer, and discover

D3-Ability to test and discriminate between subjects

D4-Library use and importance

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Test	Lectures	**The library and its importance**	Introduction to the library and its importance	2	1
=	=	**Introduction to the research methodology, ancient and modern**	Knowledge of the research methodology, old and modern	2	2
=	=	**The most important books on scientific research methodology**	Introduction to the most important books that deal with the scientific research method	2	3
=	=	**The concept of the scientific method**	Knowledge of the scientific method	2	4
=	=	**Characteristics of scientific research**	Definition of scientific research characteristics	2	5
=	=	**Select the topic**	Knowing how to test the topic	2	6
=	=	**Plan concept**	How to develop a research plan	2	7
=	=	**Plan applications**	Applications on how to make a plan	2	8
=	=	**The concept of investigation**	Knowing the concept of investigation	2	9

=	=	**The importance of investigation**	Defining the importance of investigation	2	10
=	=	**The most important sources in the investigation**	Knowing the most important sources in the investigation	2	11
=	=	**The importance of collecting material from sources and references**	Defining the importance of collecting material from sources and references	2	12
=	=	**How to get a book from the library**	Ability to get writing from the library	2	13
=	=	**The electronic library and its importance**	Introduction to the electronic library and its importance a test	2	14
=	=	**exam**	Applications	2	15
=	=	**Applications**	review	2	16
=	=	**review**		2	17
=	=	**spring break**		2	18
=	=	**Chapter 1 Review**	review	2	19
=	=	**The concept of indexes**	Knowing the concept of indexes and how to arrange them	2	20
=	=	**The concept of the modern library**	Defining the concept of the modern library	2	21

=	=	**The importance of Arabic calligraphy**	Knowing the importance of Arabic calligraphy	2	**22**
=	=	**Developing students' literary talents**	How to develop students' literary talents through writing	2	**23**
=	=	**Conduct scientific research**	Applications	2	**24**
=	=	**Knowing the most important sources in language and literature**	Introduction to the most important sources in the Arabic language	2	**25**
=	=	review	Applications	2	**26**
=	=	exam	a test	2	**27**
=	=	**Knowing the history of Arab libraries**	Introduction to Arabic Libraries in Language and Literature	2	**28**
=	=	**The importance of science and knowledge**	Knowing the importance of science and knowledge	2	**29**
=	=	**Developing university students' taste by listening to literary talents**	How to develop a student's taste by listening to literary talents	2	**30**
=	=	**Office applications**	Applications	2	**31**

		Reading what was written from the students' research	Reading and discussing students' research	2	32
=	=				
		review	Applications		33

infrastructure .248	
➢ Library Sami Makki and Abdel Wahab Mohammed-Baghdad - 1979 ➢ Arabic Library: Dr. Azza Hassan-Beirut 1970 ➢ Scientific research methods and approaches-Dr. Wajih Mahjoub Baghdad 1993 ➢ Literary Research Methodology, Ali Jawad Al-Tahir, Baghdad 1983 ➢ Research and Library-Dr. Nouri Hamoudi Al-Qaisi Baghdad 1987 Dr. Hatem Saleh Al-Damen ➢ Glimpses into the Library, Research and Resources / Muhammad Ajaj Al-Khatib / Beirut 1982 ➢ Scientific research methods-Abdul Rahman Badawi-Egypt / 1963 ➢ Scientific Planning for Literary Research Methodology and Textual Verification - Rashid Abdul Rahman-Baghdad 1987 ➢ Literary and linguistic sources in the Arab heritage-Ezz El-Din Ismail-Beirut 1975.	Required readings: ▪ Basic Texts ▪ Course books ▪ Other
-Library and Research/Team of Specialists -Scientific and Educational Research Between Theory and Practice / Hassan Shehata -A Brief Introduction to Research Methods / Asim Muhammad Al-Araji	Special requirements (including, for example, workshops, periodicals, software, and websites)
	Social services (including, for example, guest lectures, vocational training, and field studies)

Acceptance .249

100 female students	Prerequisites
	least number of students
	The largest number of students

Course Description Form

Review of the performance of higher education institutions ((academic program review))

Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

Educational institution **University of Baghdad / College of Education for Girls / Al-Jadriya**	
Scientific Department: .1	**Arabic Language, Third Stage**
Course Name/Code .2	General English333A EL
Programs that include .3	English language

One hour per week	**Available attendance forms** .4
annual	**semester/year** .5
30 hours	**Number of study hours** .6
January 2024	**Date of preparation of this** .7 **description**
Course objectives .8	
The purpose of teaching English for the third year is to train students in the language skills necessary to use English at the third level for students in the Arabic Language Department, enabling them to write a simple report on a scientific or general subject in English. This training aims to enable students to use the language effectively for academic communication and to search for scientific resources using technology.	

Page 6

Course outcomes, teaching, learning and assessment methods .1
Cognitive objectives .أ **A1. Knowledge and understanding to develop students' language skills** **A2. Identifying the changes occurring in designs, techniques and technological methods of scientific research.**
Program skill objectives.ب B1. Better understanding and use of information B2. Making decisions and solving problems

B3. Interacting as groups or with the teacher B4. Conclusion
Teaching and learning methods
Traditional method/delivering lectures via e-learning platforms Individual participation in presenting information via Google Meet or Zoom
Evaluation methods
The electronic exam is conducted through the available educational methods, such as solving questions via Google Form, sending recorded presentations, or the oral exam via electronic communication. Solo Project**Via electronic submission**
C. Emotional and value goals A1. Better understanding and use of information**Available online and ways to make the best use of it** A2. Making decisionsand problem solving A3. Interaction in linking similar situations to real life A4. Conclusion
Teaching and learning methods
the explanationThe verbose andTraining in language exercises, training in using e-learning programs and benefiting from different platforms, and learning through communication with the professor and colleagues on the same trip.
Evaluation methods
Oral exam via the electronic platform, periodic electronic exams via the Google application form, etc.

D. General and transferable skills (other skills related to employability and personal development).
D1. Communicate and speak using English**In research, communication and use of software and global learning platforms**
D2. Listen to the English language continuously in order to develop the linguistic aspect and pronunciation correctly.
D3. Writing continuously
D4. Continuous reading

13. Curriculum Development Plan
Encouraging female students to participate and learn about the latest •developments in the field of e-learning and education by attending learning workshops available at the college, university, and around the world, and attending English language activities to develop their language skills.**.**

Additional resources for ongoing training
http://www.bbc.co.uk/learningenglish/ -1
https://learningenglish.voanews.com/a/lets-learn-english-lesson- -2 one/3111026.html

Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes the student is expected to achieve,

demonstrating whether he or she has made the most of the opportunities.learningAvailable. It must be linked to the program description.

College of Education for Girls	Educational institution .250
Department of Arabic Language poison Scientific	University .251 Department/Center
Methods of teaching Arabic language334 A MTAL	Course Name/Code .252
psychology	Programs that include .253
Two hours per week for a full academic year	Available attendance .254 forms
year	semester/year .255
64	Number of study .256 hours(kidney)
3/12/2024	Date this description .257 was prepared
Course objectives .258	
Identify the nature of the curriculum, its pillars and elements. .1 Analytical study of the foundations on which the curriculum is based and .2 the factors influencing it. Understanding the role of curriculum elements in the quality of education .3 and studying the relationship between them. Understanding the concept of educational experiences, analyzing their .4 aspects, trends, and levels, and studying their relationship to the curriculum. Providing the student with the knowledge and skills necessary to analyze .5 curricula.	

Learning outcomes, teaching and learning methods, and assessment   259.
A- Knowledge and understanding   **A1-Learn about the nature of the curriculum, its pillars and elements**   **A2- Providing the student with the knowledge and skills necessary to analyze curricula inIraq**   **A3-**   **A4-**   **A5-**   **A6-**
b- Subject-specific skills   **B1- Informing students about modern methods**   **B2-Analysis of curriculum elements**   **B3 -Develop annual and daily plans**   **B4-**
Teaching and learning methods
Use educational discussion (educational dialogue) which is based on exchanging ideas to reach the facts.   The method of delivery.
Evaluation methods
A- Educational applications. B- Discussion groups. C- Periodic tests

C- Thinking skills
A1-Awareness of the meaning of psychological development and its importance in school curricula A2-The student acquires the ability to know the objectives of curricula and teaching methods. A3- Developing skills in setting general and specific objectives for the lesson A4-

Teaching and learning methods
Use educational discussion (educational dialogue) which is based on exchanging ideas to reach the facts. The method of delivery.

Evaluation methods
A- Educational applications. B- Discussion groups. C- Periodic tests

D - General and transferable skills (other skills related to employability and personal development).
D1-Realizing the role of curriculum elements in the quality of education and studying the relationship between them D2-Understanding the concept of educational experiences, analyzing their aspects, trends, and levels, and studying their relationship to the curriculum D3-

D4-

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Course structure .260					
Test	Lectures	Introduction to the concept of curriculum	Knowing the concept of curriculum	2	1
=	=	traditional approach	Knowledge of the traditional approach	2	2
=	=	Modern approach	Knowledge of the modern approach	2	3
=	=	Curriculum theories	Knowledge of curriculum theories	2	4
=	=	Foundations of curriculum development	Knowing the foundations of curriculum construction	2	5
=	=	The position of educational philosophies on the curriculum	Knowing the position of educational philosophies on the curriculum	2	6
=	=	Separate subjects curriculum	Knowledge of the separate subjects curriculum	2	7
=	=	Interconnected Materials Approach	Knowledge of the interconnected materials approach	2	8
=	=	Broad Fields Approach	Knowledge of the broad field approach	2	9

=	=	Activity method	Knowing the activity method	2	10
=	=	Project approach	Knowledge of project methodology	2	11
=	=	Unit curriculum	Knowing the unit curriculum	2	12
=	=	Curriculum components	Knowing the components of the curriculum	2	13
=	=	Curriculum evaluation	Knowing the curriculum evaluation	2	14
=	=	Curriculum development	Curriculum development knowledge	2	15
=	=	Mid-year holiday	Know the mid-year holiday	2	16
=	=	Mid-year holiday	Know the mid-year holiday	2	17
=	=	textbook	Textbook knowledge	2	18
=	=	Lesson planning	Lesson planning knowledge	2	19
=	=	Arabic language teaching methods	Knowledge of Arabic language teaching methods	2	20
=	=	Standard Grammar Teaching Methods	Knowledge of (standard) grammar teaching methods	2	21
=	=	inductive method	Knowledge of the inductive method	2	22

=	=	Problem solving method	Knowing how to solve problems	2	23
=	=	Text method	Knowing the way of the text	2	24
=	=	Dictation teaching methods	Knowing the methods of teaching dictation	2	25
=	=	Spelling problems	Identify spelling problems	2	26
=	=	Methods of teaching literary texts	Knowledge of methods of teaching literary texts	2	27
=	=	Teaching the history of literature	Knowledge of teaching literary history	2	28
=	=	Teaching criticism	Knowledge of teaching criticism	2	29
=	=	Teaching rhetoric	Knowledge of teaching rhetoric	2	30
=	=	Teaching reading and studying	Knowledge of teaching reading and studying	2	31
=	=	Teaching expression	Knowledge of teaching expression	2	32

infrastructure .261

	Required readings: ▪ Basic Texts ▪ Course books ▪ Other

Enrichment research Grammar and its teaching methods from the first century AH to the fourth century AH / Dr. Sundus Abdul Qadir / Dr. Muthanna Alwan Al-Jashmi - Applications of educational behavioral objectives in some Quranic surahs / Dr. Udayd Abdul Ahmed Zaki The impact of probing and branching questions on the achievement of fifth-grade literary students in the subject of rhetoric / Dr. Rahim Ali Saleh	Special requirements (including, for example, workshops, periodicals, software, and websites)
	Social services (including, for example, guest lectures, vocational training, and field studies)

Acceptance .262	
100 female students	Prerequisites
	least number of students
	The largest number of students

Course Description

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

College of Education for Girls	Educational institution .263
Department of Arabic Language poison Scientific	University .264 Department/Center
Psychological counseling and educational guidance332AEL	Course Name/Code .265
psychology	Programs that include .266
Two hours per week for a full academic year	Available attendance .267 forms
year	semester/year .268

64	Number of study 269. hours(kidney)
3/12/2024	Date this description 270. was prepared
Course objectives 271.	

Learning outcomes, teaching and learning methods, and assessment   272.
A- Knowledge and understanding
A1-
A2-
A3-
A4-
A5-
A6-

b- Subject-specific skills
B1-
B2-
B3 -
B4-
Teaching and learning methods
Evaluation methods
C- Thinking skills
A1-
A2-
A3-
A4-

Teaching and learning methods
Evaluation methods
D - General and transferable skills (other skills related to employability and personal development). D1- D2- D3- D4-

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Test	Lectures	Guidance, meaning of guidance, origin and development of guidance, its goals and principles	Understanding guidance, the meaning of guidance, the origin and development of guidance, its goals and principles	2	1
=	=	=	=	2	2
=	=	=	=	2	3
=	=	The relationship between guidance and other sciences	Knowing the relationship between guidance and other sciences	2	4
=	=	Guidance areas, guidance methods	Knowledge of guidance areas and guidance methods	2	5
=	=	General Guidance Principles	Knowing the basics of general guidance	2	6
=	=	General Guidance Principles	Knowing the basics of general guidance	2	7

Course structure .273

=	=	Philosophical and social foundations	Knowledge of philosophical and social foundations	2	8
=	=	Moral and religious foundations	Knowledge of moral and religious foundations	2	9
=	=	Psychological foundations	Knowing the psychological foundations	2	10
=	=	Counseling theories, psychoanalytic theory, behaviorism	Knowledge of counseling theories, psychoanalytic theory, behaviorism	2	11
=	=	Existential and humanistic theories	Knowledge of existential and humanistic theories	2	12
=	=	Information needed for guidance	Knowing the information needed for guidance	2	13
=	=	Types of information gathering	Knowing the types of information gathering	2	14
=	=	School guidance and counseling, the counselor, his	Knowledge of school guidance and counseling, the counselor, his	2	15

		duties and preparation	duties and preparation		
=	=	Educational counselor's duties	Knowing the educational guide's duties		16
=	=	Parent-teacher field / the need for guidance programs in school	Parents and teachers know the need for guidance programs in schools.	2	17
=	=	The meaning of mental health and its relationship, the goals of a normal and abnormal person, and the features of secret family behavior	Knowing the meaning of mental health and its relationship, the goals of a normal and abnormal person, and the features of secret family behavior	2	18
=	=	Psychological crises, their causes and sources	Knowing psychological crises, their causes and sources	2	19
=	=	Psychological crises, their causes and sources	Knowing psychological crises, their causes and sources	2	20

=	=	Defense mechanisms	Knowledge of defense mechanisms	2	21
=	=	Defense mechanisms	Knowledge of defense mechanisms	2	22
=	=	Defense mechanisms	Knowledge of defense mechanisms	2	23
=	=	Defense mechanisms	Knowledge of defense mechanisms	2	24
=	=	Compatibility, types of compatibility, characteristics of a compatible person	Knowing compatibility, types of compatibility, characteristics of a compatible person	2	25
=	=	Compatibility, types of compatibility, characteristics of a compatible person	Knowing compatibility, types of compatibility, characteristics of a compatible person	2	26
=	=	Meaning of mental health / mental health and homosexuality	Meaning of mental health / mental health and homosexuality	2	27
=	=	Life is a process of compatibility, needs and	Life knowledge is a process of compatibility,	2	28

		compatibility, the child and his compatibility	needs and compatibility, the child and his compatibility		
=	=	Compatibility issues	Identify compatibility issues	2	29
=	=	Dynamic factors in the compatibility process, personality compatibility indicators	Knowing the dynamic factors in the compatibility process, personality compatibility indicators	2	30
=	=	Adaptation methods, normal and abnormal adaptation	Knowing the methods of compatibility, normal and abnormal compatibility	2	31
=	=	The difference between mental illness and mental illness	Knowing the difference between mental illness and psychological illness	2	32
infrastructure .274					
	Required readings: Basic Texts ▪ Course books ▪ Other ▪				

	Special requirements (including, for example, workshops, periodicals, software, and websites)
	Social services (including, for example, guest lectures, vocational training, and field studies)

Acceptance .275	
100 female students	Prerequisites
	least number of students
	The largest number of students

Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the program description.

Educational institution	
Scientific Department: .1	Department of Arabic Language
Course Name/Code: .2	Educational techniques and educational technology336A ETET
Programs that include: .3	
Available attendance forms .4	Two hours per week for a full academic year
Semester/Year: .5	annual
Number of study hours .6	64
Date of preparation of this .7 **description**	23/9/2024
Course objectives: .8	

Introducing students to different teaching techniques 1-
Providing students with the skills and methods necessary for 2-
successful teaching using educational techniques and
educational technology, which increases educational outcomes
in general.
2- Linking theory and practice in the field of teaching and
applying the skills, experiences and theoretical knowledge that
the student has learned in techniques in the field of
implementation.
3- Developing positive attitudes of female students towards
educational techniques and educational technology.
4- Building self-confidence and overcoming fears when facing
practical life problems.
5- Providing students with the importance of educational
technology concepts and their controls.
6- Explaining the importance of educational technologies and
educational technology, clarifying the idea of adopting lifelong
education and sustainable (continuous) education, and
highlighting modern ideas and innovations in educational
technologies and educational technology.

Cognitive objectives **.أ**
A1. Identify educational technologies, their importance, controls, and
the need for them.
A2. Identifying different educational methods, techniques and
technologies and realizing their important role in the teaching and
learning processes.
A3. Understanding educational technology, its objectives, types and
importance.
A4. Providing instructions and regulations for the use of educational
technologies and educational technology.
A5. Acquire the skill of using various educational techniques and
applying educational technology.
A7.

Course skill objectives .ب
B1. Developing and using scientific thinking skills B2. Developing practical thinking skills and applying them on the ground. B3. Developing students' skills in using various educational tools and techniques during the teaching and learning process. B4. Developing a positive attitude towards educational techniques and educational technology and providing them with the necessary skills for this.

Teaching and learning methods
1- Lecture method, guided discussion, and classroom discussion 2- Modern teaching methods, such as brainstorming, guided interactive discussion, and cooperative learning. 3- Modern teaching strategies, such as cooperative learning and active learning 4- Microlearning methods 5- E-learning methods

Evaluation methods
1. Monthly written tests 2. Oral tests 3. Reports 4. Midterm exams
C. Emotional and value goals A1. Creating a positive attitude for the student towards the teaching profession. A2. Valuing the ethics of the teaching profession and its sanctity in building a good individual in society. A3. Creating a positive attitude among students towards using educational techniques and educational technology in the teaching and learning process. A4. Respecting values, customs and traditions and benefiting from them by taking what develops the individual and makes him an effective producer in society. A5- Respecting and necessity of interactive, cooperative group work

A6- Assessing the student's responsibility for the work assigned to her and its completion.
Teaching and learning methods
Different teaching methods: practical lecture, free and guided **.1** discussion, brainstorming, effective guided questioning, different types of e-learning methods.
Evaluation methods: written and oral tests, report writing **.1**

D. General and transferable skills (other skills related to employability and personal development).
D1- Ability to work individually
D2-Working in collaborative groups
D3--Take responsibility for the work assigned to her and complete it.
D4. Skills in using various educational tools
D5- Students' use of the Internet to search for educational techniques and teaching technology in the Arabic Language Department
D6- Using technological techniques to acquire skills related to the subject and what is related to their specialization and its application.

Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
	H		Course structure		
Oral and written tests	Lecture, presentation, interrogation e-learning	A historical overview of educational technologies	To get to knowA historical overview of educational technologies	2	1
=	=	The concept of educational technologies	=	2	2
=	=	Concepts related to educational technologies	=	2	3
=	=	(Educational technologies, educational technology)	=	2	4
=	=	Factors affecting the choice of educational method	To get to knowThe benefits and educational purposes achieved	2	5

			by educational means		
=	=	Characteristics of educational media and obstacles to the use of educational media	=	2	6
=	=	Psychological foundations for using educational technologies	To get to knowPsychological foundations for using educational technologies	2	7
=	=	Behavioral and cognitive theories, their models and design	=	2	8
=	=	The concept of communication, its theories and models	To get to knowThe relationship between the use of educational technologies	2	9
=	=	In terms of systems and their types	=	2	10
=	=	According to the senses	To get to knowClassification of educational technologies	2	11

=	=	According to experience	=	2	12
=	=	Educational boards and their types Projected Materials: Transparencies	To get to knowNon-optical materials and their practical applications	2	13
=	=	slide projector, overhead projector,	=	2	14
=	=	multimedia projector	=	2	15
=	=	semester examthe first	First semester exam	2	16
=	=	Educational Phone, Language Lab	To get to knowAudio educational techniques and their applications	2	17
=	=	School radio	=	2	18
=	=	Models, models, specimens	To get to knowSensory educational technologies and their applications	2	19
=	=	Pictures and posters, educational games and simulations, educational television	=	2	20

=	=	Terms of Use, Stages of Use	To get to knowGood educational technology standards	2	21
=	=	Educational computer and computer program preparation	To get to knowModern trends in educational techniques and educational technology	2	22
=	=	E-learning, synchronous, and asynchronous learning	=	2	23
=	=	The difference between e-learning and traditional education	=	2	24
=	=	Smart School, Virtual Classrooms	To get to knowIn the virtual learning environment	2	25
=	=	Video conferencing, e-book	=	2	26
=	=	Its fields and selection criteria	To get to knowActivities	2	27
=	=	Its goals and types	=	2	28

=	=	Curricular and extracurricular activities	=	2	29
=	=+ Brainstorming	verbal activities	=	2	30
=	=	Nonverbal activities	=	2	31
=	=	Second semester exam	Second semester exam	2	32

13. Curriculum Development Plan
The necessity of using educational technology laboratories so that students 1- can become familiar with the devices in reality and train themselves to use them. **It is necessary for female students to apply modern technologies in reality 2- and practically in college so that they are prepared to use them correctly in the future, as theoretical knowledge is not enough and this requires the presence of modern technical devices.**

Course Description Form

Course Description

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

College of Education for Girls	Educational institution .276
Arabic	Sectionscientific/ .277 Center
437 Grammar	Course Name/Code .278
Three hoursweeklyFor a full academic year	Available attendance .279 forms
annual	semester/year .280
96	Number of study .281 hours(kidney)
10/15/2024	Date this description .282 was prepared
Course objectives .283	
Introducing students to Arabic grammar and its rules according to the curriculum vocabulary below.	
It helps the student understand the rules of correct speech without any grammatical errors or mistakes in writing and expression.	
Strengthens pride in the national language, the language of the Holy Qur'an, and reveals the unique advantages of the language.And maintain it	

<table>
<tr><td colspan="2">284. Teaching, learning and assessment methods | The decision | Outputs</td></tr>
<tr><td colspan="2">A-Cognitive objectives

A1- The student is enthusiastic about using and speaking classical Arabic in social life.

A2- He is keen to reject foreign vocabulary that is foreign to the Arabic language.

A3- Familiarity with the linguistic and grammatical rules of the Arabic language.

A4- Understanding the common linguistic and literary expression methods in the Arabic language.

A5-

A6-</td></tr>
<tr><td colspan="2">B - Course skill objectives

B1-Knows the chapters of grammar such as: the indeclinable noun, the parsing of the present tense verb, the number...

B2 - Knows the grammatical methods: the vocative and its methods, specialization, enticement and warning...

B3 - Explain the types of Arabic sentences in the Arabic language, their divisions and their parsing.</td></tr>
</table>

B4-
Teaching and learning methods
Lecture method - Adopting an educational assignment that seeks to consolidate the theoretical concepts of the lesson and the possibility of applying them in school. - Use discussion, educational dialogue, and exchange of ideas to arrive at the facts. - Scientific seminarsThe seminar (seminar)
Evaluation methods
Tests Questions Daily Activity Online Test Tests (objective, essay and analytical questions). A- Scientific applications. B- Discussion sessions C- Periodic tests

C-Emotional and value goals
A1- Encouraging the student to think scientifically through questions, dialogue, and exchange of ideas.
A2- Preparing the student for the application phase at school by giving a lecture in the classroom.
A3-
A4-

Teaching and learning methods
Lecture method-recitation. Relying on educational assignments that seek to consolidate the theoretical concepts of the lesson and the possibility of applying them in school. .)seminar Electronic class glass room

Evaluation methods
أ_

| Scientific applications. -ب

B- Discussion sessions |

C- Periodic tests

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

D1- Maintain the integrity of the Arabic language and provide state institutions with Arabic language specialists.

D2- Employing linguistic and grammatical knowledge to serve the educational process.

D3- Linking grammar to practical life and general functionality that develops the student's personality by linking grammar and morphology to the student's daily life affairs.

D4-

Course structure .285					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Test	Lecture	Door of the call	**Call recognition**	3	1
Test	Lecture	Continuation of the call	**Learn about vocative extensions**	3	2
=	=	Specialization	**Learn about the specialty**	3	3
=	=	Applications of calling and specialization		3	4
=	=	thetemptationAnd the warning	**Recognizing temptation and warning**	3	5
=	=	Verb names	**Learn the names of the animals**	3	6
=	=	Continuation of verb names		3	7
=	=	indeclinable noun	**Recognizing indeclinable nouns**	3	8
=	=	Parsing of the present tense verb: (nominative and accusative)	**Luxury on the present tense verb: its accusative and jussive**	3	9

=	=	Jazm of the present tense verb	**Recognizing the jussive mood**	3	**10**
=	=	Conditional tools		3	**11**
=	=	Chapter (If, if not, and if not)	**Learn about the tools attached to the condition**	3	**12**
=	=	Number section	**Getting to know the number door**	3	**13**
=	=	Applications on the topic of numbers		3	**14**
=	=	General Applications		3	**15**
=	=	Mid-year holiday		3	**16**
=	=			3	**17**
=	=	Sentence and its parts		3	**18**
=	=	Sentences that have no syntactic position and those that have no syntactic position	Learn about sentence types and their parsing.	3	**19**

=	=	Sentence parsing		3	20
=	=	Application and viewing		3	21
=	=	=		3	22
=	=	=		3	23
=	=	=		3	24
=	=	=		3	25
=	=	=		3	26
=	=	applicationatGrammarianAnd		3	27
=	=	Grammar applications		3	28
=	=	Grammatical applications		3	29
=	=	Grammar applications		3	30
=	=	Tests		3	31
=	=	a test		3	32

infrastructure .286	
Ibn Aqil's Explanation, Part Four. **Sentence parsing, Fakhr al-Din Qabawa.**	Required textbooks -17

Grammar applications.	
Explanations of Ibn Malik's Alfiyyah **Comprehensive Grammar by Abbas Hassan** **The Ocean Book by Al-Antaki**	Main References -18 (Sources)
Journals specialized in Arabic linguistics. **Classical Arabic testimonies from the era of martyrdom**	Recommended books and (ظ references (scientific journals, reports, etc.)
Websites, blogs and electronic pages specialized in Arabic language sciences. Communication via the electronic class	Electronic references, (ع websites,.....

Curriculum Development Plan   .287
Students' participation in the department's cultural and scientific activities.

Course Description Form

Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

College of Education for Girls	Educational institution .1
Department of Arabic Language	Scientific .2 Department/The Center
441APomlModern literature poetry	name/Course code .3
2 hours	Available attendance .4 forms
year	the chapter/year .5
64	Number of study .6 hours(kidney)
1/10/2024	Date this description was .7 prepared
Course objectives .8	
1- Study the history and development of poetry	

2- Identifying modern poets
3- Study of different poetic environments
4- Knowledge of the creative arts and poetic themes of modern poets.

Course outcomes, teaching, learning and assessment methods 9.
A-Cognitive objectives
A1-Knowing the reasons for the European Renaissance of poetry
A2-Knowing the stages of development of modern literature
A3-Knowing the role of scientific movements in the poetic renaissance
A4-Statement on the role of poets in renewing modern Arabic poetry
for- Course skill objectives
for1- Knowledge of literary movements in the modern era
for2 - Study of the concept of literature in the modern era
for3- Knowing the literary sources that help in understanding the poetic renaissance

for4-The role of poets in the modern era in studying and developing literature
Teaching and learning methods
Lecture and e-learning
Evaluation methods
Written and oral tests
C-Emotional and value goals C1-Developing the ability to perform technical analysis C2-The ability to memorize literary texts C3-Study of literature and its issues C4-Knowledge of the development and renaissance in Arabic literature
Teaching and learning methods
Lecture and e-learning, video lectures, linksPDF

Evaluation methods
Written and oral tests, online articles
D-General and transferable skills(Other skills related to employability and personal development). D1-Help in knowing the stages of literary and creative development D2-Developing the educational and teaching process

Course structure .10					
Evaluation method	Teaching method	Unit name/Or the subject	Required learning outcomes	watches	week
The tests	Lecture	Factors and components of the modern Arab Renaissance	Knowing the factors of the literary renaissance	2	1
=	=	vacation		2	2

=	=	Translation and printing	Understand the importance of translation and printing in the literary renaissance	2	3
=	=	Press and the Orientalist Movement	The importance and role of journalism and the Orientalist movement in the development of Arabic literature	2	4
=	=	Mahmoud Sami Al-Baroudi	Mahmoud Sami Al-Baroudi	2	5
=	=	Ancient and modern poetic purposes	Knowing the poetic purposes	2	6
=	=	Ahmed Shawqi	Introduction to Ahmed Shawqi	2	7
=	=	=	=	2	8
=	=	=	=	2	9
=	=	His old and new poetry	Knowing his old and new poetry	2	10
=	=	=	=	2	11
=	=	midterm exam	a test	2	12

=	=	Jamil Sidqi al-Zahawi	Introduction to Jamil Sidqi al-Zahawi	2	13
=	=	Marouf Al-Rusafi	Introduction to Ma'ruf al-Rusafi	2	14
=	=	=	=	2	15
=	=	=	=	2	16
=	=	review	Applications	2	17
=	=	=	=	2	18
=	=	vacation		2	19
=	=	vacation	=	2	20
=	=	Diwan group	Introduction to the Diwan group	2	21
=	=	=	=	2	22
=	=	Abdul Rahman Shukry	Introduction to Abdel Rahman Shukry	2	23
=	=	Diaspora group	Introduction to the expatriate community	2	24
=	=	Apollo group	Apollo group knowledge	2	25
=	=	=	=	2	26
=	=	Ahmed Zaki Abu Shadi	Introduction to Ahmed Zaki Abu Shadi	2	27

=	=	Free verse and Nazik al-Malaika	Definition of free verse	2	28
=	=	=	=	2	29

infrastructure .11	
Modern Arabic Literature, a Study of its Poetry and Prose	Required textbooks -1
Poetry collections of poets	Main -2 references(Sources)
All books dealing with modern poetic arts	Recommended books and (1 references(Scientific journals, reports,.....)
Literary magazine websites, Saeed Yaqtin's website, Aloka network, websites of local and Arab universities	Electronic references, (2 websites,.....

Curriculum Development Plan .12
Providing the curriculum with new topics that are compatible with e- -1 learning
Familiarity with all the latest developments in the field of learning and -2 teaching strategies
Comparing the curriculum with the courses of similar departments in -3 other universities
A periodic review of scientific research and studies related to the subject -4 of modern literature/poetry

Course Description Form

Review of the performance of higher education institutions (academic program review)

Course Description

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

College of Education for Girls	Educational institution .1

Department of Arabic Language poison Scientific	University .2 Department/Center
440APrML Modern Literature / Prose	Course Name/Code .3
Literature	Programs that include .4
Two hours per week for a full academic year	Available attendance .5 forms
year	semester/year .6
64	Number of study .7 hours(kidney)
15/9/2024	Date this description was .8 prepared

Course objectives .9
To know the meaning of prose in Arabic literature

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

A- Knowledge and understanding
A1-To know the meaning of prose in Arabic literature
A2-To know prose and develop in modern literature
A3-To understand the foundations of the emergence of modern literary genres in modern prose
A4-To understand the narrative and its importance
A5-
A6-
b- Subject-specific skills
B1-Analytical capabilities
B2-social culture
B3 -Abilities, exploratory and discriminatory
B4-
Teaching and learning methods
Lecture and application on literary texts: novels, stories, and plays.
Evaluation methods
Objective, essay, and applied tests
C- Thinking skills
A1-The ability to distinguish between types of modern prose
A2--The ability to understand the development of prose and the conditions of new genres

A3-Linking the social and cultural aspects in modern prose A4-
Teaching and learning methods
Lecture, study and reading of prose texts
Evaluation methods
Analytical tests
D - General and transferable skills (other skills related to employability and personal development). D1-Cultural (knowledge of non-poetic literary genres such as theatre, short stories and novels) D2-Professional (knowledge of the use of these types in technical and linguistic analysis in teaching) D3- D4-

Course Description Form

Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating

whether the student has made the most of the available learning opportunities. It must be linked to the program description.	

University of Baghdad/College of Education for Girls	Educational institution .1
Arabic	Scientific .2 Department/The Center
Practical education((View and apply)445A AP	name/Course code .3
Three hours per week for a full academic year	Available attendance .4 forms
annual	the chapter/year .5
(30)My watch(15)My working hours	Number of study .6 hours(kidney)
February/2024	Date this description was .7 prepared
Course objectives .8	
-Providing the student/The teacher has functional information that makes it easier for him to understand the meaning of practical education, its importance, objectives, types, and its place in teacher preparation curricula.	
-Student assistance/The teacher clarifies and consolidates the theoretical principles in education, psychology, and the academic and cultural courses he teaches at the college and puts them to the test through practical education to judge their suitability to practical reality.	
-Student assistance/The teacher learns his educational role gradually from the observation stage to the individual application stage and to the collective application stage.	

-Providing the student trainee with general directions and instructions regarding the various roles of the teacher and the tasks assigned to them within the school.

Course outcomes, teaching, learning and assessment methods 9.

A-Cognitive objectives

A1-Developing the professional characteristics of the applying student and providing him with new social qualities through his involvement in practical reality..

A2-Utilize all the knowledge and skills he has learned during his studies and apply them in real life..

A3-Giving the student the opportunity to view models of experienced teachers and benefit from their methods of dealing with students and lessons by watching their classes..

for- Course skill objectives

for1-Informing the student about the actual curricula in schools related to his specialization, so that he can form a clear idea about them..

for2 -Building a positive idea for the student about the teaching profession and getting rid of any negative ideas related to it.

Teaching and learning methods

Lecture/Discussion/brainstorming

Evaluation methods
tribal calendar/Formative assessment
C-Affective and value-based goals C1-Developing problem-solving skills using correct educational and psychological methods and techniques so that the future teacher can deal with all the problems he may face in the future when dealing with students.. C2-Eliminating any fears, anxiety, or tension that may accompany anyone who is about to engage in the teaching process in the future.
Teaching and learning methods
Discussion/brainstorming
Evaluation methods
tribal calendar/Formative assessment
D-General and transferable skills(Other skills related to employability and personal development). D1-Mastering the teacher's personal characteristics in the classroom D2-Ability to lead and control a study group D3-Being able to link the vocabulary of the new material to practical reality and previous experiences D4-Employing modern visual aids and technology to deliver the educational material to the learner.

Course structure .10					
Evaluation method	Teaching method	Unit name/Or the subject	Required learning outcomes	watches	week
formative	Lecture	The concept of practical education, its importance, objectives, and foundations	Know the concept of practical education	2 Theoretical 1 Practical	1
formative	Discussion	Ethics of the teaching profession, characteristics and duties of a good teacher	Understanding the ethics of the teaching profession	2 Theoretical 1 Practical	2
formative	Lecture	Academic and professional teaching skills and their practical application	to get to knowTeaching skills	2 Theoretical 1 Practical	3
formative	Discussion	Academic and professional teaching skills and their practical application	Teaching Skills Analysis	2 Theoretical 1 Practical	4
formative	brainstorming	Academic and professional teaching skills and their practical application	Teaching skills installation	2 Theoretical 1 Practical	5
formative	Lecture	Practical applications for preparing a teaching plan	to get to knowLesson plan	2 Theoretical 1 Practical	6

forma tive	Discus sion	Practical applications for preparing a teaching plan	Lesson plan application	2 Theoretical 1 Practical	7
forma tive	brains tormi ng	Practical applications for preparing a teaching plan	Lesson plan analysis	2 Theoretical 1 Practical	8
forma tive	Lecture	Classroom observation(Viewing Form, Viewing Basics)And instructions for group application	to get to knowClassro om observation	2 Theoretical 1 Practical	9
forma tive	Discus sion	Classroom observation(Viewing Form, Viewing Basics)And instructions for group application	Classroom viewing application	2 Theoretical 1 Practical	10
forma tive	Discus sion	Classroom observation(Viewing Form, Viewing Basics)And instructions for group application	Classroom observation calendar	2 Theoretical 1 Practical	11
forma tive	Discus sion	Microteaching	to get to know	2 Theoretical 1 Practical	12
forma tive	Discus sion	Microteaching	Microteachin g application	2 Theoretical 1 Practical	13
forma tive	brains tormi ng	Microteaching	Microteachin g analysis	2 Theoretical 1 Practical	14
forma tive	brains tormi ng	Microteaching	Microteachin g installation	2 Theoretical 1 Practical	15

forma tive	Discus sion	Group application(Discussing students' reports on the application)	Application Calendar	3	16

infrastructure .11	
Lectures	Required textbooks -1
A Brief Introduction to Teaching Methods/Salem Attia Abu Zaid/2013 Teacher in teaching methods/Badr bin Mohammed Al-Mubarak/ 2015 Preparing and qualifying teachers: educational and psychological foundations/Zakaria Ismail/2009	Main -2 references(Sources)
Journal of the Center for Educational and Psychological Research Journal of the College of Education for Girls/University of Baghdad Journal of the College of Basic Education/Al-Mustansiriya University	Recommended books and (1 references(Scientific journals, reports,.....)
Websites specialized in educational and psychological sciences	Electronic references, (2 websites,.....

Curriculum Development Plan .12

-Updating vocabulary to suit the spirit of the times

-Adoption of modern electronic programs and devices

-Adoption of modern electronic sources and libraries

-Employing social media to enhance optimal use by female students

Course Description Form

Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.**;**

University of Baghdad / College of Education for Girls	Educational institution .1

Arabic	Scientific Department / .2 Center
Measurement and Evaluation**439 A ME**	Course Name/Code .3
Two hours per week for an academic year	Available attendance forms .4
annual	semester/year .5
64 hours	Number of study hours .6 (total)
18/9/2024	Date this description was .7 prepared

Course objectives .8

Course objectives -1
Providing students with the following concepts: measurement, evaluation, test   -1 map, achievement tests, and statistical analysis.
Honesty, reliability, assessment scales, academic progress card

Providing students with information about: the historical origins of -2 measurement and evaluation, the relationship between measurement and evaluation, and their importance.

And its types, the test map, its importance, fields and weights, types of achievement tests, statistical achievement of items

Experimental

Specifications of a good test, how to interpret test results, types of test assessment methods, steps for constructing a test

Course outcomes, teaching, learning and assessment methods 10.
A- Cognitive objectives
A1-To gain an overview of measurement and evaluation as it has evolved over the ages.
A2-Understand the concepts of measurement, evaluation, testing, and the relationship between them
A3-Identify educational objectives in terms of their importance and clarity.
A4-Knowing the types of achievement tests, their features and formulation
A5-Learn the specifications of a good test
A6- Knowing how to analyze test paragraphs
B - Course specific skill objectives.
B1-Developing the student's capabilities towards mastering the skill of measuring and evaluating the learner
B2-Developing the student's skill in choosing models of measurements, tests and evaluation methods
B3-Acquire skills in using statistical methods
Teaching and learning methods
Interactive e-lecture

Evaluation methods
Objective and essay tests
C- Emotional and value-based goals A1-Analysis C2- Conclusion
Teaching and learning methods
Interactive electronic lecture   -
Evaluation methods
Descriptive homework monthly exams
D - General and transferable skills (other skills related to employability and personal development). D1- Teaching D2- Educational guidance D3- D4-

week	watches	Required learning outcomes	Unit name/topic	Teaching method	Evaluation method
(2)1-2	4	**The student learns:**	**Calendar Overview**	**AFor a lecture**	**Testing and Achievement**
(2) 3-4	4	**The student learns:**	**Characteristics and types of psychological measurement**	**AFor a lecture**	**Testing and Achievement**
(4)5-8	8	**The student learns:**	**Test assessment methods**	**AFor a lecture**	**Testing and Achievement**
(3) 9-11	6	**The student learns:**	**Achievement tests**	**AFor a lecture**	**Testing and Achievement**
(6)12-17	12	**The student learns:**	**Test specifications and interpretation of results**	**AFor a lecture**	**Testing and Achievement**
(3)18-20	6	**The student learns:**	**Test construction steps**	**AFor a lecture**	**Testing and Achievement**
(2)21-22	4	**The student learns:**	**Test map**	**AFor a lecture**	**Testing and Achievement**
(3)23-25	6	**The student learns:**	**Statistical analysis of the test**	**AFor a lecture**	**Testing and Achievement**
(3)26-28	6	**The student learns:**	**Interpretation of test results**	**AFor a lecture**	**Testing and Achievement**

Course structure 11.

infrastructure 12.

Course books	1- Required textbooks
Measurement and Evaluation in the Educational Process / Ahmed Suleiman Awda

Psychological and Educational Measurement / Salah El-Din Mahmoud Allam | 2- Main references (sources) |
| Journal of Educational Sciences / Center for Educational and Psychological Research

Journal of Psychological Sciences / Center for Educational Studies | A- Recommended books and references (scientific journals, reports, etc.) |
| https://ktbby.com/

www.hnafs.com | B - Electronic references, websites... |

| Curriculum Development Plan   .13
:Assigning students to prepare reports and field research to identify the most prominent developments, changes, and problems to include them in the course content. |
|---|

Course Description

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

College of Education for Girls	Educational institution .9
Department of Arabic LanguageScientific Sama	University .10 Department/Center
Language applications443 ALn	Course Name/Code .11
the language	Programs that include .12
Two hours per week for a full academic year	Available attendance .13 forms
year	semester/year .14

52 hours (52, not 64, because 12 hours are lost due to the application for fourth-year high school students)	Number of study .15 hours(kidney)
9/5/2024	Date this description .16 was prepared
Course objectives: .17 The student should know how to apply the linguistic knowledge she has learned in previous years, and be able to distinguish between the levels of the linguistic system when analyzing the Arabic sentence, in terms of sound, morphology, syntax, rhetoric, semantics, and writing.	

Learning outcomes, teaching and learning methods, and assessment .18
A- Knowledge and understanding
A1-The student knows the concept of linguistic applications in general. A2-Distinguish between the levels of the linguistic system accurately. A3-Recognizes spaces in which some levels of the linguistic system share common ground. A4- A5- A6-

b- Subject-specific skills
B1-analytical abilities
B2-General linguistic culture
B3-discriminating abilities between linguistic knowledge
B4-Proficiency in applying linguistic knowledge to texts.

Teaching and learning methods
Lecture   - Discussion and dialogue   -

Evaluation methods
Objective tests -أ Essay tests C- Oral presentation -ب

C- Thinking skills
A1- The ability to write correctly, free from spelling and grammatical errors.   A2- Linking the levels of the language system in writing and speaking.   A3-The possibility of subjecting the Arabic sentence to linguistic analysis leading to its comprehension.   A4-

D -General and transferable skills (other skills related to employability and personal development).
D1-- Analyze texts containing multiple linguistic identifiers.

D2— The morphological and grammatical topics are extracted from some verses of the Holy Quran.

D3- Distinguish between the types of words morphologically and the positions of words grammatically in some classical texts.

D4-Determines the correct spelling of words when writing.

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
			Course structure .19		
		Levels of the linguistic system	Knowing the phonetic level and the morphological level	2	1
		=	Knowing the grammatical level and the rhetorical level	2	2
		=	Knowing the semantic level and the written level	2	3
		Written level	Writing the hamza at the beginning of the word (connection and separation)	2	4
		=	Writing the middle hamza	2	5
		=	Writing the extreme hamza	2	6
		=	Writing the letters Dhad and Tha	2	7
		=	Writing the closed taa and the extended taa	2	8
		=	Writing the shortened alif and the extended alif	2	9
		=	Study of grammar in language and terminology	2	10

			Grammatical terms mentioned in the definition of parsing	2	11
		=	The concept of the inflected and the uninflected	2	12
		=	Apparent, estimated, and local parsing	2	13
		=	The concept of the factor in Arabic grammar	2	14
		Morphological level	Some morphological concepts	2	15
		reading skill	Reading poems by Ahmed Shawqi	2	16
		=	=	2	17
			Schools are closed due to the application	2	18
			=	2	19
			=	2	20
			=	2	21
			=	2	22
			=	2	23
		Grammatical level	Parsing of the Basmala	2	24

		Reading exercise	Surah Tabarak	2	25
		Morphology, syntax and semantics	The first verse of Surat Al-Mulk	2	26
		=	The second verse of Surah Tabarak	2	27
		=	The third verse of Surat Al-Mulk	2	28
		=	The fourth verse of Surat Al-Mulk	2	29
		=	The fifth verse of Surat Al-Mulk	2	30
			General language discussions	2	31
			=	2	32

infrastructure .20	
	Required readings: ▪ Basic Texts ▪ Course books ▪ Other
	Special requirements (including, for example, workshops, periodicals, software, and websites)
	Social services (including, for example, guest lectures,

vocational training, and field studies)	

Acceptance .21	
	Prerequisites
	least number of students
	The largest number of students

Course Description Form

Course Description

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

Educational institution .22	College of Education for Girls
Sectionscientific/ .23 Center	Arabic
Course Name/Code .24	Linguistics444 AL
Available attendance .25 forms	2 hoursweeklyFor a full academic year
semester/year .26	year
Number of study .27 hours(kidney)	64
Date this description .28 was prepared	**12/15/2024**
Course objectives .29	
Information Students on Vocabulary science the language Hadith and its branches	

OutputsThe decisionTeaching, learning and assessment methods .30
A-Cognitive objectives A1-Review of modern linguistic theories A2-Linking and analyzing different linguistic levels and knowing their impact on linguistic meanings A3- A4- A5- A6-
B - Course skill objectives B1-Knowledge of modern linguistic theories B2 Linking and analyzing different language levels

B3 -
B4-

Teaching and learning methods

A AFor a lectureOn the Meet program, research papers, scientific videos

Evaluation methods

TestsObjectivity and essayism

C-Emotional and value goals
A1- Defining the role of language and its development throughout history -
C2. Knowing the value of modern linguistic approaches and their applications.

C3Identifying language levels
A4-

Teaching and learning methods
AFor a lectureOn the Meet program, research papers, scientific videos

Evaluation methods
TestsObjectivity and essayism

D - General skills andQualificationTransferable (other skills related to employability and personal development). D1-Knowledge of modern theories in linguistics - D2. Knowledge of applied linguistics approaches.

D3. Identify linguistic, historical and comparative approaches.

D4-

Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
			Course structure .31		
Test	Lectures	Definition of matter		2	1
=	=	Foundational terms of jurisprudence the language	Knowing the terms of jurisprudence the language	=	2
=	=	sciencethe language	Definition of linguistics	=	3
=	=	Philology	Philological definition	=	4
=	=	Branches of linguistics	Knowledge of the branches of linguistics	=	5
=	=	Theoretical Saniyat	Knowledge of theoretical sciences	=	6
=	=	Applied Linguistics	Introduction to linguistics Applied	=	7

=	=	History of linguistics And its development	Knowing the date of the lesson Linguistics and its development	=	8
=	=	Basic terms of jurisprudence Language and linguistics	Definition of terms Foundational in Philology Linguistics	=	9
=	=	Philology	Knowing the meaning of philology	=	10
=	=	Branches of Linguistics /A- theoretical linguistics	Knowledge of linguistics Theory	=	11
=	=	b Applied Linguistics	Learn about linguistics Applied	=	12

=	=	History of linguistics And its development	Knowing the date of the lesson Linguistics and its development	=	13
=	=	Trends in linguistic research	Definition of research trends Linguistic	=	14
=	=	A historical trend - And the comparison	Knowing the historical trend And the comparison	=	15
=	=	Firstly : Origins, concepts, Media	Definition of origin and concepts and the media	=	16
=	=	Second: The historical approach Comparative studies	Knowledge of the historical method	=	17

		Modern (Dr. Ramadan Abdel The Repentant, Mahmoud Hegazy Dr. Rashid Al-Abidi, Prof. Dr. Ne'ma Rahim Al-Azzawi	The comparative approach in Comparative studies		
=	=	B direction - Descriptive	Definition of descriptive approach	=	18
=	=	First: the circumstances of upbringing, Ferdinand de Sussero	Definition of circumstances of upbringing	=	19
=	=	A Level - Morphological	Knowing the morphological level	=	20
=	=	C Syntactic level	Knowing the syntactic level	=	21

=	=	D semantic level	Level definition semantic	=	22
=	=	linguistic research	Definition of research trends Linguistic research trends	=	23
=	=	T direction - historical Comparative:	Definition of trend Historical and comparative T direction - historical Comparative:	=	24
=	=	Firstly : Origin	Knowledge of origin	=	25
=	=	Concepts	knowledgeConcepts	=	26
=	=	Media	Media knowledge	=	27
=	=	Second: The historical approach	Introduction to the curriculum historical	=	28

		Comparative studies Modern (Dr. Ramadan Abdel The Repentant, Mahmoud Hegazy Dr. Rashid Al-Abidi, Prof. Dr. Ne'ma Rahim Al-Azzawi			
=	=	Th direction - Descriptive	Definition of descriptive approach	=	29
=	=	First: the circumstances of upbringing, Ferdinand de Sussero	Knowing the circumstances of upbringing	=	30
=	=	Modernists and Functionalism Ahmed Al-Mutawakkil, Nihad	Knowledge of the Hadith scholars and functional	=	31

		The razor			
=	=	Exam review	a test	=	32

infrastructure .32	
Principles of Linguistics Dr. Ahmed Mohamed Qaddour Introduction to Linguistics and Linguistic Research Methods by Dr. Ramadan Abdel Tawab lecturerRaT in Linguistics Dr. Fawzi Al-Shaib Lessons in General Linguistics by De Saussure	Required textbooks -19
Language and Problems of Knowledge Chomsky Fundamental Issues in Linguistics Dr. Mazen Al-Waer	Main References -20 (Sources)
The book is by Sibawayh, and in general linguistics, by Abd al-Sabur Shahin, and chapters in the jurisprudence of language by Ramadan Abd al-Tawab.	Recommended books and (غ references (scientific journals, reports, etc.)
Articles and library sitesPDF	Electronic references, (ف websites,.....

Curriculum Development Plan .33

Increasing the number of linguistics hours is a major need, as it is concerned with understanding the linguistic levels of the Arabic language, in addition to its connection to modern linguistic theories.

Course Description

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

College of Education for Girls	Educational institution .34
Department of Arabic Language poison Scientific	University .35 Department/Center
Literary applications /442 ALt	Course Name/Code .36
Literature	Programs that include .37
Two hours per week for a full academic year	Available attendance .38 forms
year	semester/year .39
64	Number of study .40 hours(kidney)
15/9/2024	Date this description .41 was prepared
Course objectives .42	

Learning outcomes, teaching and learning methods, and assessment .43
A- Knowledge and understanding A1- A2- A3- A4- A5- A6-
b- Subject-specific skills B1- B2- B3 - B4-

Teaching and learning methods
Evaluation methods
C- Thinking skills

A1-

A2-

A3-

A4- |
| Teaching and learning methods |
| |

Evaluation methods

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

D1-

D2-

44. Course structure

D3-

D4-

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week

45. infrastructure

| Sources

Convex mirrors

-In literary criticism/ Salah Fadl

- In Literary Theory / A Group of Authors | Required readings:

Basic Texts ▪
Course books ▪
Other ▪ |
|---|---|
| Enrichment research

-In the Structure of Literary Myth / Dr. Abdul Redha Ali

The structure of Al-Sayyab's poem / Hassan Nazim

-Cinematic Poetic Text/ Dr. Athir Muhammad Shihab | Special requirements (including, for example, workshops, periodicals, software, and websites) |
| | Social services (including, for example, guest lectures, vocational training, and field studies) |

Acceptance .46	
100 female students	Prerequisites
	least number of students
	The largest number of students

Course Description

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

College of Education for Girls	Educational institution .47
Department of Arabic Language poison Scientific	University .48 Department/Center
Modern literary criticism438AMLC	Course Name/Code .49
Literature	Programs that include .50
Two hours per week for a full academic year	Available attendance .51 forms

year	semester/year .52
64	Number of study .53 hours(kidney)
3/2/2024	Date this description .54 was prepared
Course objectives .55	
Definition of some critical terms, concepts and theories Presentation of the laws of literary genres and classes. Developing the student's aesthetic sense Encourage students to read high-quality literary and critical texts. Embracing the critical and literary talents that some students possess	

Learning outcomes, teaching and learning methods, and assessment .56

A- Knowledge and understanding
A1-To know the meaning of criticism and its methodological tools
A2-To know the methodological critical approaches and movements
A3-To understand the creative text and its types
A4-To understand critical studies and modern literary genres
A5-
A6-
b- Subject-specific skills
B1-Text analysis
B2-Judgment and deduction on methodological critical approaches
B3 -Critical culture
B4-
Teaching and learning methods
Lecture
Evaluation methods
Objective and essay tests
C- Thinking skills
A1-Judgment and deduction skill
A2-Systematic thinking through modern critical approaches
A3-

A4-
Teaching and learning methods
Lecture and review of modern books
Evaluation methods
Tests
D - General and transferable skills (other skills related to employability and personal development). D1--Literary and critical culture D2-Ability to test and hire D3- D4-

Course structure .57					
Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Test	Lectures	**Definition of the material**		2	1
=	=	Identify and discuss the meanings of common critical terms. In modern criticism of art, literature, beauty	Defining monetary terms such as fanla, camel, and bear	2	2
=	=	Elements of literary work: emotion, imagination, idea, style.	Knowing the elements of literary work: emotion, imagination, idea, and style	2	3
=	=	Applied study (elements of literary work)	Definition of the elements of literary work	2	4
=	=	The relationship between literature and society	Defining the relationship between bears and society	2	5
=	=	Art for Art's sake theory	Knowing the theory of art for art's sake	2	6
=	=	Art theory for society	Knowledge of art theory for society	2	7

=	=	Literary schools	Introduction to literary schools	2	**8**
=	=	Classic	Classical knowledge	2	**9**
=	=	Romanticism	Knowing Romanticism	2	**10**
=	=	Realism (critical realism, socialist realism).	Knowing realism and its types	2	**11**
=	=	symbolism	Knowing the symbolism	2	**12**
=	=	Surrealism	Surrealism knowledge	2	**13**
=	=	Critical Theory: The Meaning, Importance, and Nature of Criticism	Definition of critical theory, its importance and nature	2	**14**
=	=	The critic and his abilities	Critic's knowledge and abilities	2	**15**
=	=	Literary genre theory	Knowledge of the theory of literary genres	2	**16**
=	=	The difference between poetry and prose	Knowing the difference between poetry and prose	2	**17**
=	=	Types of poetry: epic, lyric, theatrical Educational	Definition of the types of epic, lyrical, theatrical, and didactic poetry	2	**18**
=	=	Prose and its types: the story	Definition of prose and its types: the story	2	**19**

=	=	History of the story, tale, short story, short story	Introduction to the history of stories, tales, short stories, and novellas	2	20
=	=	Applied studies in properties	Applied study	2	21
=	=	The play: History of the play, its elements: plot, conflict, characters, dialogue.	Introduction to the play and its artistic elements	2	22
=	=	Types of plays: comedy, melodrama, epic theatre, applied studies of the play.	Knowing the types of plays	2	23
=	=	Article: its elements, types, applied study.	Knowing the article, its elements and types	2	24
=	=	Critical approaches	Knowledge of critical approaches	2	25
=	=	Impressionist approach	Knowledge of the Impressionist Method	2	26
=	=	Historical approach	Knowledge of the historical method	2	27
=	=	Social approach	Knowledge of the social approach	2	28
=	=	Psychological approach	Knowledge of the psychological approach	2	29
=	=	review	review	2	30

=	=	review	=	2	**31**
=	=	exam	a test	2	**32**

infrastructure .58	
Modern Literary Criticism Muhammad Ghanimi Hilal. Introduction to Modern Criticism by Rose Gharib. Dictionary of literary terms by Magdy Wahba. A guide by literary critic Saad Al-Bazie and Megan Al-Ruwaili. In the theory of literature Shukri Aziz Madi ➢ Applied Analytical Criticism Dr. Adnan Khaled Abdullah	Required readings: ▪ Basic Texts ▪ Course books ▪ Other
What is literary genre? / Jean-Marie Schaeffer / Translated by Ghassan Al-Sayed The development of novel formulation tools from realism to modernity / Ibrahim Fathi -Cognitive structure and the relationship between the text and the world / Kamal Abu Dbeib	Special requirements (including, for example, workshops, periodicals, software, and websites)
	Social services (including, for example, guest lectures, vocational training, and field studies)

Acceptance .59	
100 female students	Prerequisites

	least number of students
	The largest number of students

Course Description

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

College of Education for Girls	Educational institution .60
Department of Arabic Languagepoison Scientific	University .61 Department/Center
Graduation research447A EL	Course Name/Code .62
Preparing a graduation research	Programs that include .63
Two hours per week for a full academic year	Available attendance .64 forms
year	semester/year .65
64	Number of study .66 hours(kidney)
3/2/2024	Date this description .67 was prepared

Course objectives 68.

Learning outcomes, teaching and learning methods, and assessment 69.
A- Knowledge and understanding A1- A2- A3- A4- A5- A6-
b- Subject-specific skills B1- B2-

B3 -
B4-
Teaching and learning methods
Evaluation methods
C- Thinking skills A1- A2- A3- A4-
Teaching and learning methods

Evaluation methods
D - General and transferable skills (other skills related to employability and personal development).
D1-
D2-
D3-
D4-

Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week

<table>
<tr><td colspan="2" align="center">Course structure .70</td></tr>
</table>

infrastructure .71	
	Required readings: ▪ Basic Texts ▪ Course books ▪ Other
	Special requirements (including, for example, workshops, periodicals, software, and websites)
	Social services (including, for example, guest lectures, vocational training, and field studies)

Acceptance .72	
100 female students	Prerequisites
	least number of students
	The largest number of students