

**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**

## **Introduction:**

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.



## Concepts and terminology:

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

**Course Description:** Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

**Program Vision:** An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

**Program Mission:** Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

**Program Objectives:** They 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 (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

**Teaching and learning strategies:** They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

## Academic Program Description Form

University Name: .. Wasit.....

Faculty/Institute: ... Literature..

Scientific Department: .. Arabic.....

Academic or Professional Program Name.. Bachelor's.....

Final Certificate Name: Bachelor's degree in Arabic Language.

Academic System: Annual + quarterly

Description Preparation Date: 2024\2\17

File Completion Date: 2024/2/13

Signature:

Head of Department Name:

Prof. Dr. Falih Khudair Shani

Date:

Prof. Dr. Waleed Ahmed Jebur Al-Khafaji  
Associate Dean for Academic Affairs  
and Postgraduates

Signature:

Scientific Associate Name:

Prof. Dr. Walid Abd Jabr

Date: 21/7/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 23/7/2024

Signature:

د. مروة عبد فهد  
شعبة ضمان الجودة

Prof. Saad Dahis Naser  
(PhD)  
Dean of the College of Arts

Approval of the Dean

### **1. Program Vision**

The Arabic Language Department aims to achieve the goals of university education and scientific excellence in line with the directions of the Iraqi state, as well as studying Arabic language and literature from an integrated scientific perspective by taking into account the standards of quality, understanding and mastery at the bachelor's stage.

### **2. Program Mission**

Enhancing the intellectual, cultural and educational level of students by developing their linguistic, intellectual and research skills to meet the requirements of the labor market and providing distinguished graduates and researchers to serve the community and preparing researchers capable of keeping pace with scientific progress through solid scientific research and serving the community through language and communication between different cultures in order to keep pace with the latest developments of the times

### **3. Program Objectives**

Developing students' linguistic and communication skills through the latest technical means.

- Providing students with comprehensive knowledge of the Arabic language and its literature.
- Conducting theoretical, experimental and comparative research in the field of Arabic language and literature.
- Refine students' critical and creative thinking skills.
- Studying applications of modern technology in the Arabic language and modern linguistics.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization

Encouraging critical understanding of the thought and cultures of the Arabic-speaking world and opening channels of dialogue with Arabic-speaking nations

- Preparing specialized staff in the Arabic language and literature.
- Preparing well-qualified personnel to work as linguistic proofreaders in state departments

#### 4. Program Accreditation

Does the program have program accreditation? From which side?

Both

#### 5. Other external influences

Is there a sponsor for the program?

#### 6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	44	96		
College Requirements	Yes			
Department Requirements	Yes			
Summer Training	Nothing			
Other				

\* This can include notes whether the course is basic or optional.

#### 7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
/2024–2023			theoretical	practical
The first stage		Grammar	3	
The first stage		Exchange	2	
The first stage		Pre-Islami literature	3	
The first stage		Rhetori (semantics)	2	
The first stage		language skills	2	
The first stage		Qur'anic sciences and interpretation methods	2	
The first stage		English	1	

The first stage		the computer	1	
The first stage		human rights	1	
The second phase		Grammar and application	3	
The second phase		Islamic and Umayyad literature	3	
The second phase		Old book	2	
The second phase		Interpretation methods	2	
The second phase		Philosophy and Logic	2	
The second phase		Rhetoric (al-Bayan and al-Badi')	3	
The second phase		Prosody and rhyme	2	
The second phase		English	2	
The second phase		Exchange	2	
The second phase		Calculators	1	
The second phase		The Arabic dictionary	2	
third level		Grammar and application	3	
third level		Ancient literary criticism	2	
third level		linguistics	3	
third level		Andalusian literature	3	
third level		Abbasid literature	3	
third level		Literature of late ages	2	
third level		Analysis of the Quranic and literary text	2	
third level		Old book	2	



Fourth stage chapter 1		Grammar 7	3	
Fourth stage chapter 1		Modern poetry 1	2	
Fourth stage chapter 1		Modern prose 1	2	
Fourth stage chapter 1		Modern criticism (objective approaches)	2	
Fourth stage chapter 1		Comparative literature	3	
Fourth stage chapter 1		Philology	2	
Fourth stage chapter 1		Grammar schools	3	
Fourth stage chapter 1		Semantics	2	
Fourth stage chapter 2		Grammar 8	3	
Fourth stage chapter 2		Modern poetry	2	
Fourth stage chapter 2		Modern prose	2	
Fourth stage chapter 2		Literary criticism (textual curricula)	2	
Fourth stage chapter 2		Phonetics	2	
Fourth stage chapter 2		Literary doctrines	2	
Fourth stage chapter 2		Quranic expression	2	
Fourth stage chapter 2		Democratic search	2	

--	--	--	--	--

## 8. Expected learning outcomes of the program

### Knowledge

Knowing the different methods that develop the student's linguistic knowledge	<p>Training the student to write different literary texts to improve his writing skills.</p> <p>Training students to write articles and letters in Arabic.</p> <p>Acquiring the skills of writing and speaking about Arabic literature at its various stages</p> <p>Introducing the student to analyzing and criticizing literary texts</p>
-------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Skills

The student gets to know the theoretical material given to him and is given more examples and models	<p>Developing the student's ability to conduct correct linguistic dialogue</p> <p>To commit to studying literature and literary texts</p>
The student must show full interest in his systematic studies	Developing the student's ability to understand the language

### Ethics

Developing the student's ability to dialogue and discuss.	The student interacted with his colleagues in clarifying linguistic relationships
Developing the student's ability to work on performing assignments and submitting them on the scheduled date.	Developing the student's ability to work on performing assignments and submitting them on the scheduled date

## 9. Teaching and Learning Strategies

Deliverance – discussion – live interrogation

Self-regulated learning – teaching methods include the use of educational technology (data show) or electronic platforms

## 10. Evaluation methods

Written and essay tests, with the teacher observing the learner's activity by adopting methods (introductory evaluation – formative evaluation – final evaluation), represented by semester and final examinations.

## 11. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Mr. Dr . Saad Dahes Nasser	Arabic Language	Modern literature			*	
Mr. Dr. Muhammad Taqi John Ali	Arabic Language	Abbasid literature			*	
Prof. Dr. Falih Khudair Shani	Arabic Language	Exchange			*	
Mr. Dr. Alaa Abdel Naeem	Arabic Language	Grammar and linguistics			*	
Mr. Dr. Aseel is tired and fired	Arabic Language	indication			*	
Mr. Dr. Saeed Salman Jabr	Arabic Language	Grammar			*	
Mr. Dr. Shaker Ajeel Sahi	Arabic Language	Modern literature			*	
Mr. Dr. Ahmed Abdullah Daher	Arabic Language	Grammar			*	

Mr. Dr. Asaad Abbas Kazem	Arabic Language	linguistics			*	
Mr. Dr. Abbas Ismail Silan	Arabic Language	Text science			*	
Mr. Dr. Haider Jassim Jaber	Arabic Language	Grammar			*	
A.M.D. Muzaffar Abd Rumi	Arabic Language	linguistics			*	
A.M.D. Musa Jaafar Fadel	Arabic Language	Abbasid literature			*	
A.M.D. Sawsan Abdel Hassan Ajeel	Arabic Language	Exchange			*	
A.M.D. Amal Hassan Taher	Arabic Language	Pre-Islamic literature			*	
A.M.D. Ahmed Kazem Salman	Arabic Language	Modern literature			*	
A.M.D. Iyad Kamer Karam	Arabic Language	Pre-Islamic literature			*	
A.M.D. Muhammad Hassan Abbas	Arabic Language	Modern literature			*	
A.M.D. Muhammad Reda Abdel Sattar Muhammad	Arabic Language	Modern literary criticism			*	

## Professional Development

### Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

### **Professional development of faculty members**

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

### **12. Acceptance Criterion**

**(Setting regulations related to enrollment in the college or institute, whether central admission or others)**

### **13. The most important sources of information about the program**

Increasing the desire of various institutions in Wasit Governorate to open up to the department.

2. The desire of the competent institutions to share the department and its outputs in literary and research work.
3. The possibility of expanding the field of training and holding specialized courses in the field of Arabic language and literature.
4. Working in research centers and graduate institutes.
5. Work in cultural strategic planning in local and international institutions.
6. Work in the Ministry of Foreign Affairs, the Diplomatic Corps, and international and regional organizations.

#### 14. Program Development Plan

Motivating the student to use audio and visual means for the purpose of developing his skills in the Arabic language.

Developing skills by taking advantage of websites and other contemporary and modern means.

Motivating the student to memorize as many words as possible in Arabic so that he has a sufficient store of words that will help him express what he wants in Arabic.

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

Motivating the student to memorize as many Arabic words and poetic and prose texts as possible and to know their meanings so that his stock of words is sufficient and helpful in expressing what he wants.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
The first stage		Grammar	Basic	*	*	*	*	*	*	*	*	*	*	*	*
The first stage		Exchange	Basic												
The first stage		Pre-Islamic literature	Basic												
The first stage		Rhetoric	Basic												
The first stage		language skills	Basic												
The first stage		Quran Sciences	Basic												
The second phase		Grammar	Basic												
The second phase		Exchange	Basic												
The second phase		Rhetoric	Basic												
The second phase		Islamic literature	Basic												

The second phase		Old book	Basic												
The second phase		The Arabic dictionary	Basic												
The second phase		Prosody and rhyme	Basic												
The second phase		Interpretation methods	Basic												
third level		Grammar	Basic												
third level		Abbasid literature	Basic												
third level		Andalusian literature	Basic												
third level		Old book	Basic												
third level		Ancient literary criticism	Basic												
third level		Analysis of the Quranic text	Basic												
third level		linguistics	Basic												
third level		Literature of late ages	Basic												



The fourth stage		Grammar	Basic												
The fourth stage		Modern poetry	Basic												
The fourth stage		Modern prose	Basic												
The fourth stage		Modern literary criticism	Basic												
The fourth stage		Literary doctrines	Basic												
The fourth stage		phonetics	Basic												
The fourth stage		Quranic expression	Basic												
The fourth stage		Philology	Basic												

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

1. Course Name: English language					
2. Course Code: The second phase					
3. Semester / Year: 2023– 2024					
4. Description Preparation Date: 2023\10\19					
5. Available Attendance Forms: Official (regular) working hours					
6. Number of Credit Hours (Total) Number of units (2) in the stage					
7. Course administrator's name (mention all, if more than one name)					
Name: M. M. Muhammad Atta Salman					
Email: matta@uowasit.edu.iq					
8. Course Objectives					
<b>Course Objectives</b>		The goal of the program is to enable students to understand and analyze philosophical texts and ideas in a deeper and broader way. This includes enhancing their English reading and writing skills, expanding their vocabulary and their ability to express their ideas clearly and concisely. Teaching also aims to develop English listening and speaking skills to enable students to participate in philosophical discussions with their colleagues and professors fluently. Learning the English language is an essential tool for philosophy students to benefit from the resources and research available in English and thus develop their abilities in their field of study.			
9. Teaching and Learning Strategies					
<b>Strategy</b>		Adopting methods of lecture, presentation, discussion, dialog brainstorming, and others.			
10. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

<b>1</b>	<b>2</b>	Knowledge of the theoretical aspects of the subject	Grammar Everyday English (Making Conversation) Vocabulary (Parts of speech)	Theoretical and practical application	Daily and oral test
<b>2</b>	<b>2</b>	Knowledge of the theoretical aspects of the subject	Everyday English	Theoretical and practical application	Daily and oral test
<b>3</b>	<b>2</b>	Knowledge of the theoretical aspects of the subject	Speaking (Information gap, Discussion, Role play) Listening Writing (Informal Letter)	Theoretical and practical application	Daily and oral test
<b>4</b>	<b>2</b>	Knowledge of the theoretical aspects of the subject	Vocabulary (Describing countries, Collocation Daily life) Reading	Theoretical and practical application	Daily and oral test
<b>5</b>	<b>2</b>	Knowledge of the theoretical aspects of the subject	Speaking (Information gap, Exchanging information) Writing (Linking words, Describing a person)	Theoretical and practical application	Daily and oral test
<b>6</b>	<b>2</b>	Knowledge of the theoretical aspects of the subject	Grammar (Past tenses) Vocabulary (Irregular verbs, Noun, verbs, and adjectives, Making negatives)	Theoretical and practical application	Daily and oral test
<b>7</b>	<b>2</b>	Knowledge of the theoretical aspects of the subject	Everyday English (Time expressions, At, on, in) Reading	Theoretical and practical application	Daily and oral test
<b>8</b>	<b>2</b>	Knowledge of the theoretical aspects of the subject	Speaking (Telling stories) Listening	Theoretical and practical application	Daily and oral test
<b>9</b>	<b>2</b>	Knowledge of the theoretical aspects of the subject	Grammar (Quantity, Articles) Vocabulary	Theoretical and practical application	Daily and oral test
<b>10</b>	<b>2</b>	Knowledge of the theoretical aspects of the subject	Speaking Listening Writing (Filling in forms)	Theoretical and practical application	Daily and oral test
<b>11</b>	<b>2</b>	Knowledge of the theoretical aspects of the subject	Grammar (Verb patterns-1, Future intentions)	Theoretical and practical application	Daily and oral test
<b>12</b>	<b>2</b>	Knowledge of the theoretical aspects of the subject	Reading	Theoretical and practical application	Daily and oral test
<b>13</b>	<b>2</b>	Knowledge of the theoretical aspects of the subject	Speaking (What are your plans and ambitions? Being a teenager) Listening	Theoretical and practical application	Daily and oral test
<b>14</b>	<b>2</b>	Knowledge of the theoretical aspects of the subject	General review	Theoretical and practical application	Daily and oral test
<b>15</b>	<b>2</b>	Knowledge of the theoretical aspects of the subject	General review	Theoretical and practical application	Daily and oral test

16	2	Knowledge of the theoretical aspects of the subject	Grammar (What's it like?, Comparative and superlative adjectives)	Theoretical and practical application	Daily and oral test
17	2	Knowledge of the theoretical aspects of the subject	Vocabulary (Talking about cities, Money, Synonyms and antonyms)	Theoretical and practical application	Daily and oral test
18	2	Knowledge of the theoretical aspects of the subject	Everyday English (Directions)	Theoretical and practical application	Daily and oral test
19	2	Knowledge of the theoretical aspects of the subject	Reading	Theoretical and practical application	Daily and oral test
20	2	Knowledge of the theoretical aspects of the subject	Writing	Theoretical and practical application	Daily and oral test
21	2	Knowledge of the theoretical aspects of the subject	Everyday English Reading	Theoretical and practical application	Daily and oral test
22	2	Knowledge of the theoretical aspects of the subject	Reading (people, the main communicators'- the many ways we communicate)	Theoretical and practical application	Daily and oral test
23	2	Knowledge of the theoretical aspects of the subject	Reading	Theoretical and practical application	Daily and oral test
24	2	Knowledge of the theoretical aspects of the subject	Writing (Linking words, Writing a story 1)	Theoretical and practical application	Daily and oral test
25	2	Knowledge of the theoretical aspects of the subject	Vocabulary Everyday English (How do you feel?)	Theoretical and practical application	Daily and oral test
26	2	Knowledge of the theoretical aspects of the subject	Everyday English Reading	Theoretical and practical application	Daily and oral test
27	2	Knowledge of the theoretical aspects of the subject	Everyday English Reading	Theoretical and practical application	Daily and oral test
28	2	Knowledge of the theoretical aspects of the subject	Everyday English Reading	Theoretical and practical application	Daily and oral test
29	2	Knowledge of the theoretical aspects of the subject	<u>General review</u>	Theoretical and practical application	Daily and oral test

## 11. Course Evaluation

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

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Headway
Main references (sources)	Various sources with a specialization orientation

Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

### Course Description Form

13.	Course Name: Exchange
14.	Course Code:
15.	Semester / Year: the second
16.	Description Preparation Date: 2024\2\13
17.	Available Attendance Forms: My presence
18.	Number of Credit Hours (Total) / Number of Units (Total) 2 hours a week
19.	Course administrator's name (mention all, if more than one name)
Name: Prof. Dr. Sawsan Abdel Hassan Ajeel Email: Shezam@uowasit	
20.	Course Objectives
<b>Course Objectives</b>	Introducing the student to the basics of morphology Enabling the student to understand words terminology.
21.	Teaching and Learning Strategies
<b>Strategy</b>	Method of presentation, live interrogation, problem solving and discussion

- Teaching methods include the use of educational technology (datashow) or electronic platforms  
Encouraging students to self-learn

## 22. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Teaching the student the basics of morphology	Conjugation of nouns Definition of noun in language and terminology	theoretical	General questions and discussion
2	2	Teaching the student the basics of morphology	Noun in terms of structure Trilateral, quadrilateral and quintilateral nouns Abstract and augmented	theoretical	General questions and discussion
3	2	Teaching the student the basics of morphology	Noun in terms of type/ masculine and feminine noun	theoretical	General questions and discussion
4	2	Teaching the student the basics of morphology	Full and derived noun	theoretical	General questions and discussion
5	2	Teaching the student the basics of morphology	Proper and quasi-proper noun	theoretical	General questions and discussion
6	2	Teaching the student the basics of morphology	6The shortened noun - its definition - its dual Plural of the shortened noun - its sections	theoretical	General questions and discussion
7	2	Teaching the student the basics of morphology	The defective noun - its definition - its dual Plural - its sections	theoretical	General questions and discussion
8	2	Teaching the student the basics of morphology	The extended noun - its definition - its dual Plural - its sections	theoretical	General questions and discussion
9	2	Teaching the student the basics of morphology	9- Type of the extended hamza - shortening the extended - lengthening the shortened	theoretical	General questions and discussion
10	2	Teaching the student the basics of morphology	Dual	theoretical	General questions and discussion
11	2	Teaching the student the basics of morphology	Sound feminine plural	theoretical	General questions and discussion
12	2	Teaching the student the basics of morphology	Sound masculine plural	theoretical	General questions and discussion
13	2	Teaching the student the basics of morphology	Broken plural - its definition - its forms	theoretical	General questions and discussion
14	2	Teaching the student the basics of morphology	Plural of paucity	theoretical	General questions and discussion
15	2	Teaching the student the basics of morphology	Plural of abundance	theoretical	General questions and discussion

16	2	Teaching the student the basics of morphology	Plural of abundance	theoretical	General questions and discussion
17	2	Teaching the student the basics of morphology	Genre noun and collective noun and collective gender noun	theoretical	General questions and discussion
18	2	Teaching the student the basics of morphology	Diminutive - its definition - its forms - its purposes	theoretical	General questions and discussion
19	2	Teaching the student the basics of morphology	Diminutive of the trilateral noun - diminutive of the quadrilateral noun	theoretical	General questions and discussion
20	2	Teaching the student the basics of morphology	Diminutive of the quintilateral noun - diminutive of the tarkheebi	theoretical	General questions and discussion
21	2	Teaching the student the basics of morphology	Ratio - its definition - its sections	theoretical	General questions and discussion
22	2	Teaching the student the basics of morphology	Types of ratios - Standard ratio - Ratio Al-Sama'i	theoretical	General questions and discussion
23	2	Teaching the student the basics of morphology	Appendices: I'laal and its types	theoretical	General questions and discussion
24	2	Teaching the student the basics of morphology	Types of I'laal/ I'laal by conversion	theoretical	General questions and discussion
25	2	Teaching the student the basics of morphology	I'laal by deletion	theoretical	General questions and discussion
26	2	Teaching the student the basics of morphology	I'laal by transfer	theoretical	General questions and discussion
27	2	Teaching the student the basics of morphology	Substitution and its types	theoretical	General questions and discussion
28	2	Teaching the student the basics of morphology	Idgham and its types	theoretical	General questions and discussion
29	2	Teaching the student the basics of morphology	General applications	theoretical	General questions and discussion
30	2	Teaching the student the basics of morphology	Conjugation of nouns Definition of noun in language and terminology	theoretical	General questions and discussion

### 23. Course Evaluation

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

### 24. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Shaza Al-Aref in the Art of Morphology
Main references (sources)	Al-Muhadhdhab in the Science of Morphology

Recommended books and references (scientific journals, reports...)	Periodicals and Websites
Electronic References, Websites	Al-Ghamdi Electronic Library

Asst. Prof. Dr. Susan Abdul Hassan Ajil / Subject Professor

### Course Description Form

25.	Course Name: Review of the performance of higher educational institutions ((academic program review This course description provides 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 programme description. University of Wasit, College of Arts, Department of Arabic Language
26.	Course Code: Computer – Second Stage
27.	Semester / Year:2024\2023
28.	Description Preparation Date:2023\10\21
29.	Available Attendance Forms: My presence
30.	Number of Credit Hours (Total) / Number of Units (Total) (2) hours per week



31. Course administrator's name (mention all, if more than one name)					
Name:					
Email:					
32. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> <li>- Teaching the basics of computers and their components.</li> <li>- Developing the student's ability to learn the basics of computers and the techniques used in computer programs.</li> <li>- Learning to manage operating systems for various programs.</li> <li>- Learning to use electronic operating systems</li> <li>- Learning to use computer security and software licenses</li> </ul>			
33. Teaching and Learning Strategies					
Strategy		<p>A- Knowledge and understanding</p> <p>1- Identify the basics of the electronic computer.</p> <p>2- Inform the student about information security.</p> <p>3- Identify viruses and methods of treating them.</p> <p>B- Subject-specific skills</p> <p>B1- Skill in using operating systems.</p> <p>B2- Identify the parts of the computer.</p>			
34. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1	2	Referred to in the previous axis, each according to the content	Computer Basic	Blackboard - Data Show	Written tests and practical application
2	2	Referred to in the previous axis, each according to the content	Computer Phase	Blackboard - Data Show	Written tests and practical application
3	2	Referred to in the previous axis, each according to the content		Blackboard - Data Show	Written tests and practical application
4	2	Referred to in the previous axis, each according to the content	Information Secu	Blackboard - Data Show	Written tests and practical application
5	2	Referred to in the previous axis, each according to the content	Types of Electro Hacking	Blackboard - Data Show	Written tests and practical application
6	2	Referred to in the previous axis, each according to the content	Dealing with Electronic Hacki	Blackboard - Data Show	Written tests and practical application
7	2	Referred to in the previous axis, each according to the content	Electronic Hacki Programs	Blackboard - Data Show	Written tests and practical application
8	2	Referred to in the previous axis, each according to the content	Viruses	Blackboard - Data Show	Written tests and practical application
9	2	Referred to in the previous axis, each according to the content	Methods of Deal with Viruses	Blackboard - Data Show	Written tests and practical application
10	2	Referred to in the previous axis, each according to the content	Computer Netwo	Blackboard - Data Show	Written tests and practical application
11	2	Referred to in the previous axis, each according to the content	Benefits of Comp Networks	Blackboard - Data Show	Written tests and practical application
12	2	Referred to in the previous axis, each according to the content	Internet	Blackboard - Data Show	Written tests and practical application
13	2	Referred to in the previous axis, each according to the content	Email	Blackboard - Data Show	Written tests and practical application
14	2	Referred to in the previous axis, each according to the content	Cameras	Blackboard - Data Show	Written tests and practical application
15	2	Referred to in the previous axis, each according to the content	First Course Exa	Blackboard - Data Show	Written tests and practical application
16	2	Referred to in the previous axis, each according to the content	Software	Blackboard - Data Show	Written tests and practical application
17	2	Referred to in the previous axis, each according to the content	Computer Secur and Software Licenses	Blackboard - Data Show	Written tests and practical application
18	2	Referred to in the previous axis, each according to the content	Internet Ethics	Blackboard - Data Show	Written tests and practical application
19	2	Referred to in the previous axis, each according to the content	Internet Ethics	Blackboard - Data Show	Written tests and practical application
20	2	Referred to in the previous axis, each according to the content	Operating System	Blackboard - Data Show	Written tests and practical application

21	2	Referred to in the previous axis, each according to the content	Operating System	Blackboard - Data Show	Written tests and practical application
22	2	Referred to in the previous axis, each according to the content	Operating System	Blackboard - Data Show	Written tests and practical application
23	2	Referred to in the previous axis, each according to the content	Operating Systems	Blackboard - Data Show	Written tests and practical application
24	2	Referred to in the previous axis, each according to the content	Advanced Internet Uses	Blackboard - Data Show	Written tests and practical application
25	2	Referred to in the previous axis, each according to the content	Electronic Library	Blackboard - Data Show	Written tests and practical application
26	2	Referred to in the previous axis, each according to the content	Computer Uses Specialization	Blackboard - Data Show	Written tests and practical application
27	2	Referred to in the previous axis, each according to the content	Word Processing	Blackboard - Data Show	Written tests and practical application
28	2	Referred to in the previous axis, each according to the content	Word Processing	Blackboard - Data Show	Written tests and practical application
29	2	Referred to in the previous axis, each according to the content	Word Processing	Blackboard - Data Show	Written tests and practical application
30	2	Referred to in the previous axis, each according to the content	Second Course Ex	Blackboard - Data Show	Written tests and practical application

### 35. Course Evaluation

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

### 36. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Course books
Main references (sources)	Periodicals and websites
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

## Course Description Form

37.	Course Name: The Arabic dictionary				
38.	Course Code:				
39.	Semester / Year: the second				
40.	Description Preparation Date: 2023\9\1				
41.	Available Attendance Forms: My presence				
42.	Number of Credit Hours (Total) / Number of Units (Total) 2 hours a week				
43.	Course administrator's name (mention all, if more than one name)				
Name: Prof. Dr. Asaad Abbas Kazim Email: aalmiah@uowasit.edu.iq					
44.	Course Objectives				
<b>Course Objectives</b>		<ul style="list-style-type: none"> <li>- Providing learners with knowledge of the Arabic dictionary.</li> <li>- Identifying the basic concepts in the Arabic dictionary.</li> <li>- Broad definition of the terms and concepts of the Arabic dictionary.</li> <li>- Deep definition of the lexical schools, their characteristics, sources, advantages and disadvantages.</li> <li>- Defining the dictionaries of each school and explaining the method of organizing each dictionary.</li> <li>- Helping students on how to extract the linguistic material from each dictionary.</li> <li>- Practicing students by assigning them external duties and applying them to the dictionaries</li> </ul>			
45.	Teaching and Learning Strategies				
<b>Strategy</b>					
46. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

1	2		The concept of the Arabic dictionary and its origin	theoretical	General questions and discussion
2	2		The definition of the dictionary in language and terminology and the stages of lexical notation	theoretical	General questions and discussion
3	2		Dictionaries of words and dictionaries of meanings	theoretical	General questions and discussion
4	2		Lexical schools	theoretical	General questions and discussion
5	2		First: Al-Ain School	theoretical	General questions and discussion
6	2		Dictionaries that followed the Al-Ain School. (Al-Bare', Al-Tahdheeb, Al-Muheet, Al-Muhkam)	theoretical	General questions and discussion
7	2		Second: Al-Jahmara School	theoretical	General questions and discussion
8	2		Dictionaries that followed the Al-Jahmara School. (Al-Miqyas, Al-Mujmal)	theoretical	General questions and discussion
9	2		Third: Al-Sihah School	theoretical	General questions and discussion
10	2		Dictionaries that followed the Al-Sihah School. (Al-Abab, Al-Lisan, Al-Qamoos Al-Muheet, Al-Taj)	theoretical	General questions and discussion
11	2		Fourth: Asas Al-Balagha School	theoretical	General questions and discussion
12	2		Dictionaries that followed the Asas School. (Muheet Al Muheet. Al Misbah Al Munir. Al Wasit)	theoretical	General questions and discussion
13	2		Dictionaries of meanings	theoretical	General questions and discussion
14	2		(For the strange words of the compiler and the written and specialized words)	theoretical	General questions and discussion
15	2		Specialized dictionaries. (Strange. Strange Hadith. Scientific term. Definitions)	theoretical	General questions and discussion
16	2		Helpful sources (Arabic dictionary. Hussein Nassar. Lexical schools. Reminder in Arabic dictionaries)	theoretical	General questions and discussion
17	2			theoretical	General questions and discussion

18	2			theoretical	General questions and discussion
19	2			theoretical	General questions and discussion
20	2			theoretical	General questions and discussion
21	2			theoretical	General questions and discussion
22	2			theoretical	General questions and discussion
23	2			theoretical	General questions and discussion
24	2			theoretical	General questions and discussion
25	2			theoretical	General questions and discussion
26	2			theoretical	General questions and discussion
27	2			theoretical	General questions and discussion
28	2			theoretical	General questions and discussion
29	2			theoretical	General questions and discussion
30	2			theoretical	General questions and discussion

#### 47. Course Evaluation

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

#### 48. Learning and Teaching Resources

Required textbooks (curricular books any)	
Main references (sources)	Arabic Dictionary. Hussein Nassar Lexical Schools (Their Origins, Development, and Curricula). Salah Rawi The Reminder in Arabic Dictionaries. Muhammad Ali Sultani Arabic Dictionaries: An Analytical Study: Abdul Samee Muhammad Ahmad Dictionaries of the Different Lexical Schools.
Recommended books and references (scientific journals, reports...)	Periodicals and websites

## Course Description Form

49.	Course Name: Grammar
50.	Course Code:
51.	Semester / Year: Fourth
52.	Description Preparation Date: 2023\9\1
53.	Available Attendance Forms: My presence
54.	Number of Credit Hours (Total) / Number of Units (Total) 3 hours per week
55.	Course administrator's name (mention all, if more than one name)
Name: Prof. Dr. Ahmed Abdullah Zaher Email: athaher@uowasit.edu.iq	
56.	Course Objectives
<b>Course Objectives</b>	1- Understanding the grammatical rule and trying to apply it to different linguistic models. 2- Developing the linguistic taste of students. 3- Explaining the foundations and principles that were relied upon in deriving grammatical rules.
57.	Teaching and Learning Strategies
<b>Strategy</b>	1- Explaining the scientific material to the students in detail. 2- Participating students in understanding the Arabic grammar 3- Discussing and discussing vocabulary related to the topic

## 58. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3		Chapter of prepositions	theoretical	General questions and discussion
2	3		Chapter of prepositions	theoretical	General questions and discussion
3	3		Chapter of prepositions/ Application models	theoretical	General questions and discussion
4	3		Chapter of prepositions/ Application models	theoretical	General questions and discussion
5	3		Chapter of addition	theoretical	General questions and discussion
6	3		Chapter of addition	theoretical	General questions and discussion
7	3		Chapter of addition/ Application models	theoretical	General questions and discussion
8	3		Address to the speaker's Ya	theoretical	General questions and discussion
9	3		Address to the speaker's Ya/ Application models	theoretical	General questions and discussion
10	3		Active participle and its function	theoretical	General questions and discussion
11	3		Active participle and its function	theoretical	General questions and discussion
12	3		Active participle and its function/ Application models	theoretical	General questions and discussion
13	3		Passive participle and its function/ Application models	theoretical	General questions and discussion
14	3		Passive participle and its function	theoretical	General questions and discussion
15	3		Exaggeration forms and their function	theoretical	General questions and discussion
16	3		Exaggeration forms and their function/ Application models	theoretical	General questions and discussion
17	3		Comparative af'al and its function	theoretical	General questions and discussion
18	3		Comparative af'al and its function/ Application models	theoretical	General questions and discussion



19	3		Chapter of exclamation	theoretical	General questions and discussion
20	3		Chapter of exclamation/ Application models	theoretical	General questions and discussion
21	3		Dependents and their sections	theoretical	General questions and discussion
22	3		Adjective and its rules	theoretical	General questions and discussion
23	3		Explanatory conjunction	theoretical	General questions and discussion
24	3		Comparative conjunction/ Application models	theoretical	General questions and discussion
25	3		Conjunctive conjunction	theoretical	General questions and discussion
26	3		Conjunctive conjunction/ Application models	theoretical	General questions and discussion
27	3		Emphasis and its sections	theoretical	General questions and discussion
28	3		Emphasis and its sections/ Application models	theoretical	General questions and discussion
29	3		Badal and its rules	theoretical	General questions and discussion
30	3		Badal and its rules/ Application models	theoretical	General questions and discussion

## 59. Course Evaluation

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

## 60. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	1- Explanation of Ibn Aqil / Ibn Aqil. 2- Comprehensive Grammar / Dr. Abbas Hassan. 3- Grammatical Application / Dr. Abdo Al-Rajhi.
Recommended books and references (scientific journals, reports...)	Periodicals and websites
Electronic References, Websites	Al-Ghamdi Electronic Library

## Course Description Form

61.	Course Name: Old Arabic criticism				
62.	Course Code:				
63.	Semester / Year: Third				
64.	Description Preparation Date: 2023\10\19				
65.	Available Attendance Forms: My presence				
66.	Number of Credit Hours (Total) / Number of Units (Total) 2 hours a week				
67.	Course administrator's name (mention all, if more than one name)				
Name: A.M.D. Iyad Kamar Karam Email: aqumer@uowasit.edu.iq					
68.	Course Objectives				
Course Objectives	Introducing the student to the basics of ancient Arabic criticism. Enabling the student to be able to conduct critical and intellectual analysis. Introducing the student to the types of literary and critical texts and how to reflect on them and their authors. Urging the student to memorize critical texts and how to benefit from them in future				
69.	Teaching and Learning Strategies				
Strategy	- Method of presentation, live questioning, problem solving and discussion - Including teaching methods using educational technology (data show) or electronic platforms Encouraging students to learn independently				
70. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Teaching the student correct critical thinking	An introductory introduction to ancient Arabic criticism and its sources	theoretical	General questions and discussion

2	2	Teaching the student correct critical thinking	Ancient Arabic criticism in the pre-Islamic era	theoretical	General questions and discussion
3	2	Teaching the student correct critical thinking	Ancient Arabic criticism in the early Islamic era	theoretical	General questions and discussion
4	2	Teaching the student correct critical thinking	Ancient Arabic criticism in the first and second centuries	theoretical	General questions and discussion
5	2	Teaching the student correct critical thinking	The theory of classes, the most prominent poets, and Ibn Salam al-Jumahi	theoretical	General questions and discussion
6	2	Teaching the student correct critical thinking	The foundations and standards he adopted with an analysis of the theory	theoretical	General questions and discussion
7	2	Teaching the student correct critical thinking	The problem of word and meaning in the thought of al-Jahiz	theoretical	General questions and discussion
8	2	Teaching the student correct critical thinking	The issue of the ancient and modern conflict in Ibn Qutaybah	theoretical	General questions and discussion
9	2	Teaching the student correct critical thinking	The theory of rhetoric in Ibn al-Mu'tazz and an analysis of terminology	theoretical	General questions and discussion
10	2	Teaching the student correct critical thinking	How did Ibn Tabataba stand on the ordeal of modern poets and address it?	theoretical	General questions and discussion
11	2	Teaching the student correct critical thinking	The Greek Philosophical Influence in the Book of Criticism of Poetry by Qudamah ibn Jaafar	theoretical	General questions and discussion
12	2	Teaching the student correct critical thinking	The Balance between the Tayyis in Al-Amidi	theoretical	General questions and discussion
13	2	Teaching the student correct critical thinking	Analysis of the Book	theoretical	General questions and discussion
14	2	Teaching the student correct critical thinking	Poetic Plagiarisms in Al-Qadi Al-Jurjani	theoretical	General questions and discussion
15	2	Teaching the student correct critical thinking	Analysis and Control of Critical Terms in Al-Qadi Al-Jurjani	theoretical	General questions and discussion
16	2	Teaching the student correct critical thinking	The Theory of the Poetry Column in Al-Marzouqi	theoretical	General questions and discussion
17	2	Teaching the student correct critical thinking	The Rhetorical and Critical Approach in Al-Marzouqi	theoretical	General questions and discussion
18	2	Teaching the student correct critical thinking	Abdul-Qaher Al-Jurjani and the Theory of Systems	theoretical	General questions and discussion
19	2	Teaching the student correct critical thinking	A detailed analysis of the theory	theoretical	General questions and discussion
20	2	Teaching the student correct critical thinking	The applied analytical approach in the book of Dalil al-I'jaz	theoretical	General questions and discussion

21	2	Teaching the student correct critical thinking	The integrated theory of poetry according to Ibn Rasheeq al-Qayrawani	theoretical	General questions and discussion
22	2	Teaching the student correct critical thinking	The critical vision and control of critical terms according to al-Qayrawani	theoretical	General questions and discussion
23	2	Teaching the student correct critical thinking	Poetry and criticism according to Hazem al-Qartajani	theoretical	General questions and discussion
24	2	Teaching the student correct critical thinking	A critical analysis of the book Minhaj al-Balagh and Siraj al-Udaba	theoretical	General questions and discussion
25	2	Teaching the student correct critical thinking	Ibn Khaldun and his critical views	theoretical	General questions and discussion
26	2	Teaching the student correct critical thinking	-Requiring students to write research papers on critical vocabulary	theoretical	General questions and discussion
27	2	Teaching the student correct critical thinking	Teaching students how to critically analyze literary texts	theoretical	General questions and discussion
28	2	Teaching the student correct critical thinking	Addressing the problem of critical terms and trying to control them	theoretical	General questions and discussion
29	2	Teaching the student correct critical thinking	A comprehensive review of the curriculum and the materials studied	theoretical	General questions and discussion
30	2	Teaching the student correct critical thinking	Conducting oral tests to show the extent of students' understanding of the material, their comprehension, and their readiness for the final exam	theoretical	General questions and discussion

## 71. Course Evaluation

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

## 72. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Lectures on the History of Criticism among the Arabs: Ibtisam Marhoun Al-Saffar, and Dr. Nasser Halawi.
Main references (sources)	History of Literary Criticism among the Arabs / Dr. II Abbas. And History of Criticism among the Arabs / Dr. T Ahmed Ibrahim
Recommended books and references (scientific journals, reports...)	Various periodicals and websites.
Electronic References, Websites	The Comprehensive Library and Al-Ghamdi Electronic Library

# Course Description Form

73.	Course Name: linguistics				
74.	Course Code:				
75.	Semester / Year: Third				
76.	Description Preparation Date:2023\10 19				
77.	Available Attendance Forms: My presence				
78.	Number of Credit Hours (Total) / Number of Units (Total) 3 hours per week				
79.	Course administrator's name (mention all, if more than one name)				
Name: A.M.D. Muzaffar Abdul Rumi Email: mroomy@uowasit.edu.iq					
80.	Course Objectives				
<b>Course Objectives</b>		1- Understand and comprehend the subject of linguistics. 2- Understand and know what other nations have done in studying language in general and what the Arabs did after that. 3- Know the differences in linguistic terms: jurisprudence of language, general language, and linguistics.			
81.	Teaching and Learning Strategies				
<b>Strategy</b>		1- Explaining the scientific material to the students in detail. 2- Involving the students in preparing for the lecture. 3- Discussion and dialogue about vocabulary related to the topic			
82. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

[illegible]

### 83. Course Evaluation

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

### 84. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

85. Course Name: Review of the performance of higher educational institutions ((academic program review This course description provides 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 programme description. University of Wasit, College of Arts, Department of Arabic Language

86. Course Code: Computer – Second Stage

87. Semester / Year:2024\2023

88. Description Preparation Date:2023\10\21

89.Available Attendance Forms: My presence

90. Number of Credit Hours (Total) / Number of Units (Total) (2) hours per week					
91. Course administrator's name (mention all, if more than one name)					
Name: Email:					
92. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> <li>- Teaching the basics of computers and their components.</li> <li>- Developing the student's ability to learn the basics of computers and the techniques used in computer programs.</li> <li>- Learning to manage operating systems for various programs.</li> <li>- Learning to use electronic operating systems</li> <li>- Learning to use computer security and software licenses</li> </ul>			
93. Teaching and Learning Strategies					
Strategy		<p>A- Knowledge and understanding</p> <p>1- Identify the basics of the electronic computer.</p> <p>2- Inform the student about information security.</p> <p>3- Identify viruses and methods of treating them.</p> <p>B- Subject-specific skills</p> <p>B1- Skill in using operating systems.</p> <p>B2- Identify the parts of the computer.</p>			
94. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method



1	2	Referred to in the previous axis, each according to the content	Computer Basic	Blackboard - Data Show	Written tests and practical application
2	2	Referred to in the previous axis, each according to the content	Computer Phase	Blackboard - Data Show	Written tests and practical application
3	2	Referred to in the previous axis, each according to the content		Blackboard - Data Show	Written tests and practical application
4	2	Referred to in the previous axis, each according to the content	Information Secu	Blackboard - Data Show	Written tests and practical application
5	2	Referred to in the previous axis, each according to the content	Types of Electro Hacking	Blackboard - Data Show	Written tests and practical application
6	2	Referred to in the previous axis, each according to the content	Dealing with Electronic Hacki	Blackboard - Data Show	Written tests and practical application
7	2	Referred to in the previous axis, each according to the content	Electronic Hacki Programs	Blackboard - Data Show	Written tests and practical application
8	2	Referred to in the previous axis, each according to the content	Viruses	Blackboard - Data Show	Written tests and practical application
9	2	Referred to in the previous axis, each according to the content	Methods of Deal with Viruses	Blackboard - Data Show	Written tests and practical application
10	2	Referred to in the previous axis, each according to the content	Computer Netwo	Blackboard - Data Show	Written tests and practical application
11	2	Referred to in the previous axis, each according to the content	Benefits of Comp Networks	Blackboard - Data Show	Written tests and practical application
12	2	Referred to in the previous axis, each according to the content	Internet	Blackboard - Data Show	Written tests and practical application
13	2	Referred to in the previous axis, each according to the content	Email	Blackboard - Data Show	Written tests and practical application
14	2	Referred to in the previous axis, each according to the content	Cameras	Blackboard - Data Show	Written tests and practical application
15	2	Referred to in the previous axis, each according to the content	First Course Exa	Blackboard - Data Show	Written tests and practical application
16	2	Referred to in the previous axis, each according to the content	Software	Blackboard - Data Show	Written tests and practical application
17	2	Referred to in the previous axis, each according to the content	Computer Secur and Software Licenses	Blackboard - Data Show	Written tests and practical application
18	2	Referred to in the previous axis, each according to the content	Internet Ethics	Blackboard - Data Show	Written tests and practical application
19	2	Referred to in the previous axis, each according to the content	Internet Ethics	Blackboard - Data Show	Written tests and practical application
20	2	Referred to in the previous axis, each according to the content	Operating System	Blackboard - Data Show	Written tests and practical application

21	2	Referred to in the previous axis, each according to the content	Operating System	Blackboard - Data Show	Written tests and practical application
22	2	Referred to in the previous axis, each according to the content	Operating System	Blackboard - Data Show	Written tests and practical application
23	2	Referred to in the previous axis, each according to the content	Operating Systems	Blackboard - Data Show	Written tests and practical application
24	2	Referred to in the previous axis, each according to the content	Advanced Internet Uses	Blackboard - Data Show	Written tests and practical application
25	2	Referred to in the previous axis, each according to the content	Electronic Library	Blackboard - Data Show	Written tests and practical application
26	2	Referred to in the previous axis, each according to the content	Computer Uses Specialization	Blackboard - Data Show	Written tests and practical application
27	2	Referred to in the previous axis, each according to the content	Word Processing	Blackboard - Data Show	Written tests and practical application
28	2	Referred to in the previous axis, each according to the content	Word Processing	Blackboard - Data Show	Written tests and practical application
29	2	Referred to in the previous axis, each according to the content	Word Processing	Blackboard - Data Show	Written tests and practical application
30	2	Referred to in the previous axis, each according to the content	Second Course Ex	Blackboard - Data Show	Written tests and practical application

#### 95. Course Evaluation

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

#### 96. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Course books
Main references (sources)	Periodicals and websites
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

## Course Description Form

97.	Course Name: The Arabic dictionary				
98.	Course Code:				
99.	Semester / Year: the second				
100.	Description Preparation Date: 2023\9\1				
101.	Available Attendance Forms: My presence				
102.	Number of Credit Hours (Total) / Number of Units (Total) 2 hours a week				
103.	Course administrator's name (mention all, if more than one name)				
Name: Prof. Dr. Asaad Abbas Kazim Email: aalmiah@uowasit.edu.iq					
104.	Course Objectives				
<b>Course Objectives</b>		<ul style="list-style-type: none"> <li>- Providing learners with knowledge of the Arabic dictionary.</li> <li>- Identifying the basic concepts in the Arabic dictionary.</li> <li>- Broad definition of the terms and concepts of the Arabic dictionary.</li> <li>- Deep definition of the lexical schools, their characteristics, sources, advantages and disadvantages.</li> <li>- Defining the dictionaries of each school and explaining the method of organizing each dictionary.</li> <li>- Helping students on how to extract the linguistic material from each dictionary.</li> <li>- Practicing students by assigning them external duties and applying them to the dictionaries</li> </ul>			
105.	Teaching and Learning Strategies				
<b>Strategy</b>					
106.	Course Structure				
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

1	2		The concept of the Arabic dictionary and its origin	theoretical	General questions and discussion
2	2		The definition of the dictionary in language and terminology and the stages of lexical notation	theoretical	General questions and discussion
3	2		Dictionaries of words and dictionaries of meanings	theoretical	General questions and discussion
4	2		Lexical schools	theoretical	General questions and discussion
5	2		First: Al-Ain School	theoretical	General questions and discussion
6	2		Dictionaries that followed the Al-Ain School. (Al-Bare', Al-Tahdheeb, Al-Muheet, Al-Muhkam)	theoretical	General questions and discussion
7	2		Second: Al-Jahmara School	theoretical	General questions and discussion
8	2		Dictionaries that followed the Al-Jahmara School. (Al-Miqyas, Al-Mujmal)	theoretical	General questions and discussion
9	2		Third: Al-Sihah School	theoretical	General questions and discussion
10	2		Dictionaries that followed the Al-Sihah School. (Al-Abab, Al-Lisan, Al-Qamoos Al-Muheet, Al-Taj)	theoretical	General questions and discussion
11	2		Fourth: Asas Al-Balagha School	theoretical	General questions and discussion
12	2		Dictionaries that followed the Asas School. (Muheet Al Muheet. Al Misbah Al Munir. Al Wasit)	theoretical	General questions and discussion
13	2		Dictionaries of meanings	theoretical	General questions and discussion
14	2		(For the strange words of the compiler and the written and specialized words)	theoretical	General questions and discussion
15	2		Specialized dictionaries. (Strange. Strange Hadith. Scientific term. Definitions)	theoretical	General questions and discussion
16	2		Helpful sources (Arabic dictionary. Hussein Nassar. Lexical schools. Reminder in Arabic dictionaries)	theoretical	General questions and discussion
17	2			theoretical	General questions and discussion

18	2			theoretical	General questions and discussion
19	2			theoretical	General questions and discussion
20	2			theoretical	General questions and discussion
21	2			theoretical	General questions and discussion
22	2			theoretical	General questions and discussion
23	2			theoretical	General questions and discussion
24	2			theoretical	General questions and discussion
25	2			theoretical	General questions and discussion
26	2			theoretical	General questions and discussion
27	2			theoretical	General questions and discussion
28	2			theoretical	General questions and discussion
29	2			theoretical	General questions and discussion
30	2			theoretical	General questions and discussion

#### 107. Course Evaluation

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

#### 108. Learning and Teaching Resources

Required textbooks (curricular books any)	
Main references (sources)	Arabic Dictionary. Hussein Nassar Lexical Schools (Their Origins, Development, and Curricula). Salah Rawi The Reminder in Arabic Dictionaries. Muhammad Ali Sultani Arabic Dictionaries: An Analytical Study: Abdul Samee Muhammad Ahmad Dictionaries of the Different Lexical Schools.
Recommended books and references (scientific journals, reports...)	Periodicals and websites

## Course Description Form

109.	Course Name: Grammar
110.	Course Code:
111.	Semester / Year: Fourth
112.	Description Preparation Date: 2023\9\1
113.	Available Attendance Forms: My presence
114.	Number of Credit Hours (Total) / Number of Units (Total) 3 hours per week
115.	Course administrator's name (mention all, if more than one name)
Name: Prof. Dr. Ahmed Abdullah Zaher Email: athaher@uowasit.edu.iq	
116.	Course Objectives
<b>Course Objectives</b>	1- Understanding the grammatical rule and trying to apply it to different linguistic models. 2- Developing the linguistic taste of students. 3- Explaining the foundations and principles that were relied upon in deriving grammatical rules.
117.	Teaching and Learning Strategies
<b>Strategy</b>	1- Explaining the scientific material to the students in detail. 2- Participating students in understanding the Arabic grammar 3- Discussing and discussing vocabulary related to the topic

## 118. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3		Chapter of prepositions	theoretical	General questions and discussion
2	3		Chapter of prepositions	theoretical	General questions and discussion
3	3		Chapter of prepositions/ Application models	theoretical	General questions and discussion
4	3		Chapter of prepositions/ Application models	theoretical	General questions and discussion
5	3		Chapter of addition	theoretical	General questions and discussion
6	3		Chapter of addition	theoretical	General questions and discussion
7	3		Chapter of addition/ Application models	theoretical	General questions and discussion
8	3		Address to the speaker's Ya	theoretical	General questions and discussion
9	3		Address to the speaker's Ya/ Application models	theoretical	General questions and discussion
10	3		Active participle and its function	theoretical	General questions and discussion
11	3		Active participle and its function	theoretical	General questions and discussion
12	3		Active participle and its function/ Application models	theoretical	General questions and discussion
13	3		Passive participle and its function/ Application models	theoretical	General questions and discussion
14	3		Passive participle and its function	theoretical	General questions and discussion
15	3		Exaggeration forms and their function	theoretical	General questions and discussion
16	3		Exaggeration forms and their function/ Application models	theoretical	General questions and discussion
17	3		Comparative af'al and its function	theoretical	General questions and discussion
18	3		Comparative af'al and its function/ Application models	theoretical	General questions and discussion

19	3		Chapter of exclamation	theoretical	General questions and discussion
20	3		Chapter of exclamation/ Application models	theoretical	General questions and discussion
21	3		Dependents and their sections	theoretical	General questions and discussion
22	3		Adjective and its rules	theoretical	General questions and discussion
23	3		Explanatory conjunction	theoretical	General questions and discussion
24	3		Comparative conjunction/ Application models	theoretical	General questions and discussion
25	3		Conjunctive conjunction	theoretical	General questions and discussion
26	3		Conjunctive conjunction/ Application models	theoretical	General questions and discussion
27	3		Emphasis and its sections	theoretical	General questions and discussion
28	3		Emphasis and its sections/ Application models	theoretical	General questions and discussion
29	3		Badal and its rules	theoretical	General questions and discussion
30	3		Badal and its rules/ Application models	theoretical	General questions and discussion

### 119. Course Evaluation

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

### 120. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	1- Explanation of Ibn Aqil / Ibn Aqil. 2- Comprehensive Grammar / Dr. Abbas Hassan. 3- Grammatical Application / Dr. Abdo Al-Rajhi.
Recommended books and references (scientific journals, reports...)	Periodicals and websites
Electronic References, Websites	Al-Ghamdi Electronic Library



## Course Description Form

121.	Course Name: Old Arabic criticism				
122.	Course Code:				
123.	Semester / Year: Third				
124.	Description Preparation Date: 2023\10\19				
125.	Available Attendance Forms: My presence				
126.	Number of Credit Hours (Total) / Number of Units (Total) 2 hours a week				
127.	Course administrator's name (mention all, if more than one name)				
Name: A.M.D. Iyad Kamar Karam Email: aqumer@uowasit.edu.iq					
128.	Course Objectives				
Course Objectives		Introducing the student to the basics of ancient Arabic criticism. Enabling the student to be able to conduct critical and intellectual analysis. Introducing the student to the types of literary and critical texts and how to reflect on them and their authors. Urging the student to memorize critical texts and how to benefit from them in future			
129.	Teaching and Learning Strategies				
Strategy		- Method of presentation, live questioning, problem solving and discussion - Including teaching methods using educational technology (data show) or electronic platforms Encouraging students to learn independently			
130.	Course Structure				
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Teaching the student correct critical thinking	An introductory introduction to ancient	theoretical	General questions and

			Arabic criticism and its sources		discussion
2	2	Teaching the student correct critical thinking	Ancient Arabic criticism in the pre-Islamic era	theoretical	General questions and discussion
3	2	Teaching the student correct critical thinking	Ancient Arabic criticism in the early Islamic era	theoretical	General questions and discussion
4	2	Teaching the student correct critical thinking	Ancient Arabic criticism in the first and second centuries	theoretical	General questions and discussion
5	2	Teaching the student correct critical thinking	The theory of classes, the most prominent poets, and Ibn Salam al-Jumahi	theoretical	General questions and discussion
6	2	Teaching the student correct critical thinking	The foundations and standards he adopted with an analysis of the theory	theoretical	General questions and discussion
7	2	Teaching the student correct critical thinking	The problem of word and meaning in the thought of al-Jahiz	theoretical	General questions and discussion
8	2	Teaching the student correct critical thinking	The issue of the ancient and modern conflict in Ibn Qutaybah	theoretical	General questions and discussion
9	2	Teaching the student correct critical thinking	The theory of rhetoric in Ibn al-Mu'tazz and an analysis of terminology	theoretical	General questions and discussion
10	2	Teaching the student correct critical thinking	How did Ibn Tabataba stand on the ordeal of modern poets and address it?	theoretical	General questions and discussion
11	2	Teaching the student correct critical thinking	The Greek Philosophical Influence in the Book of Criticism of Poetry by Qudamah ibn Jaafar	theoretical	General questions and discussion
12	2	Teaching the student correct critical thinking	The Balance between the Tayyis in Al-Amidi	theoretical	General questions and discussion
13	2	Teaching the student correct critical thinking	Analysis of the Book	theoretical	General questions and discussion
14	2	Teaching the student correct critical thinking	Poetic Plagiarisms in Al-Qadi Al-Jurjani	theoretical	General questions and discussion
15	2	Teaching the student correct critical thinking	Analysis and Control of Critical Terms in Al-Qadi Al-Jurjani	theoretical	General questions and discussion
16	2	Teaching the student correct critical thinking	The Theory of the Poetry Column in Al-Marzouqi	theoretical	General questions and discussion
17	2	Teaching the student correct critical thinking	The Rhetorical and Critical Approach in Al-Marzouqi	theoretical	General questions and discussion
18	2	Teaching the student correct critical thinking	Abdul-Qaher Al-Jurjani and the Theory of Systems	theoretical	General questions and discussion
19	2	Teaching the student correct critical thinking	A detailed analysis of the theory	theoretical	General questions and discussion
20	2	Teaching the student correct critical thinking	The applied analytical approach in the book of	theoretical	General questions and

			Dalil al-I'jaz		discussion
21	2	Teaching the student correct critical thinking	The integrated theory of poetry according to Ibn Rasheeq al-Qayrawani	theoretical	General questions and discussion
22	2	Teaching the student correct critical thinking	The critical vision and control of critical terms according to al-Qayrawani	theoretical	General questions and discussion
23	2	Teaching the student correct critical thinking	Poetry and criticism according to Hazem al-Qartajani	theoretical	General questions and discussion
24	2	Teaching the student correct critical thinking	A critical analysis of the book Minhaj al-Balagh and Siraj al-Udaba	theoretical	General questions and discussion
25	2	Teaching the student correct critical thinking	Ibn Khaldun and his critical views	theoretical	General questions and discussion
26	2	Teaching the student correct critical thinking	-Requiring students to write research papers on critical vocabulary	theoretical	General questions and discussion
27	2	Teaching the student correct critical thinking	Teaching students how to critically analyze literary texts	theoretical	General questions and discussion
28	2	Teaching the student correct critical thinking	Addressing the problem of critical terms and trying to control them	theoretical	General questions and discussion
29	2	Teaching the student correct critical thinking	A comprehensive review of the curriculum and the materials studied	theoretical	General questions and discussion
30	2	Teaching the student correct critical thinking	Conducting oral tests to show the extent of students' understanding of the material, their comprehension, and their readiness for the final exam	theoretical	General questions and discussion

### 131. Course Evaluation

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

### 132. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Lectures on the History of Criticism among the Arabs: Ibtisam Marhoun Al-Saffar, and Dr. Nasser Halawi.
Main references (sources)	History of Literary Criticism among the Arabs / Dr. H. Abbas. And History of Criticism among the Arabs / Dr. T. Ahmed Ibrahim
Recommended books and references (scientific journals, reports...)	Various periodicals and websites.
Electronic References, Websites	The Comprehensive Library and Al-Ghamdi Electronic Library

## Course Description Form

133.	Course Name: linguistics				
134.	Course Code:				
135.	Semester / Year: Third				
136.	Description Preparation Date: 2023\10 19				
137.	Available Attendance Forms: My presence				
138.	Number of Credit Hours (Total) / Number of Units (Total) 3 hours per week				
139.	Course administrator's name (mention all, if more than one name)				
Name: A.M.D. Muzaffar Abdul Rumi Email: mroomy@uowasit.edu.iq					
140.	Course Objectives				
Course Objectives		1- Understand and comprehend the subject of linguistics. 2- Understand and know what other nations have done in studying language in general and what the Arabs did after that. 3- Know the differences in linguistic terms: jurisprudence of language, general language, and linguistics.			
141.	Teaching and Learning Strategies				
Strategy		1- Explaining the scientific material to the students in detail. 2- Involving the students in preparing for the lecture. 3- Discussion and dialogue about vocabulary related to the topic			
142.	Course Structure				
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation



--	--	--	--	--	--

### 143. Course Evaluation

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

### 144. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

145. Course Name: Review of the performance of higher educational institutions ((academic program review This course description provides 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 programme description. University of Wasit, College of Arts, Department of Arabic Language

146. Course Code: Computer – Second Stage

147. Semester / Year:2024\2023

148. Description Preparation Date:2023\10\21

149. Available Attendance Forms: My presence

150. Number of Credit Hours (Total) / Number of Units (Total) (2) hours per week					
151. Course administrator's name (mention all, if more than one name)					
Name: Email:					
152. Course Objectives					
<b>Course Objectives</b>		<ul style="list-style-type: none"> <li>- Teaching the basics of computers and their components.</li> <li>- Developing the student's ability to learn the basics of computers and the techniques used in computer programs.</li> <li>- Learning to manage operating systems for various programs.</li> <li>- Learning to use electronic operating systems</li> <li>- Learning to use computer security and software licenses</li> </ul>			
153. Teaching and Learning Strategies					
<b>Strategy</b>		<p>A- Knowledge and understanding</p> <p>1- Identify the basics of the electronic computer.</p> <p>2- Inform the student about information security.</p> <p>3- Identify viruses and methods of treating them.</p> <p>B- Subject-specific skills</p> <p>B1- Skill in using operating systems.</p> <p>B2- Identify the parts of the computer.</p>			
154. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

1	2	Referred to in the previous axis, each according to the content	Computer Basic	Blackboard - Data Show	Written tests and practical application
2	2	Referred to in the previous axis, each according to the content	Computer Phase	Blackboard - Data Show	Written tests and practical application
3	2	Referred to in the previous axis, each according to the content		Blackboard - Data Show	Written tests and practical application
4	2	Referred to in the previous axis, each according to the content	Information Secu	Blackboard - Data Show	Written tests and practical application
5	2	Referred to in the previous axis, each according to the content	Types of Electro Hacking	Blackboard - Data Show	Written tests and practical application
6	2	Referred to in the previous axis, each according to the content	Dealing with Electronic Hacki	Blackboard - Data Show	Written tests and practical application
7	2	Referred to in the previous axis, each according to the content	Electronic Hacki Programs	Blackboard - Data Show	Written tests and practical application
8	2	Referred to in the previous axis, each according to the content	Viruses	Blackboard - Data Show	Written tests and practical application
9	2	Referred to in the previous axis, each according to the content	Methods of Deal with Viruses	Blackboard - Data Show	Written tests and practical application
10	2	Referred to in the previous axis, each according to the content	Computer Netwo	Blackboard - Data Show	Written tests and practical application
11	2	Referred to in the previous axis, each according to the content	Benefits of Comp Networks	Blackboard - Data Show	Written tests and practical application
12	2	Referred to in the previous axis, each according to the content	Internet	Blackboard - Data Show	Written tests and practical application
13	2	Referred to in the previous axis, each according to the content	Email	Blackboard - Data Show	Written tests and practical application
14	2	Referred to in the previous axis, each according to the content	Cameras	Blackboard - Data Show	Written tests and practical application
15	2	Referred to in the previous axis, each according to the content	First Course Exa	Blackboard - Data Show	Written tests and practical application
16	2	Referred to in the previous axis, each according to the content	Software	Blackboard - Data Show	Written tests and practical application
17	2	Referred to in the previous axis, each according to the content	Computer Secur and Software Licenses	Blackboard - Data Show	Written tests and practical application
18	2	Referred to in the previous axis, each according to the content	Internet Ethics	Blackboard - Data Show	Written tests and practical application
19	2	Referred to in the previous axis, each according to the content	Internet Ethics	Blackboard - Data Show	Written tests and practical application
20	2	Referred to in the previous axis, each according to the content	Operating System	Blackboard - Data Show	Written tests and practical application



21	2	Referred to in the previous axis, each according to the content	Operating System	Blackboard - Data Show	Written tests and practical application
22	2	Referred to in the previous axis, each according to the content	Operating System	Blackboard - Data Show	Written tests and practical application
23	2	Referred to in the previous axis, each according to the content	Operating Systems	Blackboard - Data Show	Written tests and practical application
24	2	Referred to in the previous axis, each according to the content	Advanced Internet Uses	Blackboard - Data Show	Written tests and practical application
25	2	Referred to in the previous axis, each according to the content	Electronic Library	Blackboard - Data Show	Written tests and practical application
26	2	Referred to in the previous axis, each according to the content	Computer Uses Specialization	Blackboard - Data Show	Written tests and practical application
27	2	Referred to in the previous axis, each according to the content	Word Processing	Blackboard - Data Show	Written tests and practical application
28	2	Referred to in the previous axis, each according to the content	Word Processing	Blackboard - Data Show	Written tests and practical application
29	2	Referred to in the previous axis, each according to the content	Word Processing	Blackboard - Data Show	Written tests and practical application
30	2	Referred to in the previous axis, each according to the content	Second Course Ex	Blackboard - Data Show	Written tests and practical application

### 155. Course Evaluation

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

### 156. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Course books
Main references (sources)	Periodicals and websites
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

## Course Description Form

157.	Course Name: The Arabic dictionary				
158.	Course Code:				
159.	Semester / Year: the second				
160.	Description Preparation Date: 2023\9\1				
161.	Available Attendance Forms: My presence				
162.	Number of Credit Hours (Total) / Number of Units (Total) 2 hours a week				
163.	Course administrator's name (mention all, if more than one name)				
Name: Prof. Dr. Asaad Abbas Kazim Email: aalmiah@uowasit.edu.iq					
164.	Course Objectives				
<b>Course Objectives</b>		<ul style="list-style-type: none"> <li>- Providing learners with knowledge of the Arabic dictionary.</li> <li>- Identifying the basic concepts in the Arabic dictionary.</li> <li>- Broad definition of the terms and concepts of the Arabic dictionary.</li> <li>- Deep definition of the lexical schools, their characteristics, sources, advantages and disadvantages.</li> <li>- Defining the dictionaries of each school and explaining the method of organizing each dictionary.</li> <li>- Helping students on how to extract the linguistic material from each dictionary.</li> <li>- Practicing students by assigning them external duties and applying them to the dictionaries</li> </ul>			
165.	Teaching and Learning Strategies				
<b>Strategy</b>					
166.	Course Structure				
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

1	2		The concept of the Arabic dictionary and its origin	theoretical	General questions and discussion
2	2		The definition of the dictionary in language and terminology and the stages of lexical notation	theoretical	General questions and discussion
3	2		Dictionaries of words and dictionaries of meanings	theoretical	General questions and discussion
4	2		Lexical schools	theoretical	General questions and discussion
5	2		First: Al-Ain School	theoretical	General questions and discussion
6	2		Dictionaries that followed the Al-Ain School. (Al-Bare', Al-Tahdheeb, Al-Muheet, Al-Muhkam)	theoretical	General questions and discussion
7	2		Second: Al-Jahmara School	theoretical	General questions and discussion
8	2		Dictionaries that followed the Al-Jahmara School. (Al-Miqyas, Al-Mujmal)	theoretical	General questions and discussion
9	2		Third: Al-Sihah School	theoretical	General questions and discussion
10	2		Dictionaries that followed the Al-Sihah School. (Al-Abab, Al-Lisan, Al-Qamoos Al-Muheet, Al-Taj)	theoretical	General questions and discussion
11	2		Fourth: Asas Al-Balagha School	theoretical	General questions and discussion
12	2		Dictionaries that followed the Asas School. (Muheet Al Muheet. Al Misbah Al Munir. Al Wasit)	theoretical	General questions and discussion
13	2		Dictionaries of meanings	theoretical	General questions and discussion
14	2		(For the strange words of the compiler and the written and specialized words)	theoretical	General questions and discussion
15	2		Specialized dictionaries. (Strange. Strange Hadith. Scientific term. Definitions)	theoretical	General questions and discussion
16	2		Helpful sources (Arabic dictionary. Hussein Nassar. Lexical schools. Reminder in Arabic dictionaries)	theoretical	General questions and discussion
17	2			theoretical	General questions and discussion

18	2			theoretical	General questions and discussion
19	2			theoretical	General questions and discussion
20	2			theoretical	General questions and discussion
21	2			theoretical	General questions and discussion
22	2			theoretical	General questions and discussion
23	2			theoretical	General questions and discussion
24	2			theoretical	General questions and discussion
25	2			theoretical	General questions and discussion
26	2			theoretical	General questions and discussion
27	2			theoretical	General questions and discussion
28	2			theoretical	General questions and discussion
29	2			theoretical	General questions and discussion
30	2			theoretical	General questions and discussion

#### 167. Course Evaluation

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

#### 168. Learning and Teaching Resources

Required textbooks (curricular books any)	
Main references (sources)	Arabic Dictionary. Hussein Nassar Lexical Schools (Their Origins, Development, and Curricula). Salah Rawi The Reminder in Arabic Dictionaries. Muhammad Ali Sultani Arabic Dictionaries: An Analytical Study: Abdul Samee Muhammad Ahmad Dictionaries of the Different Lexical Schools.
Recommended books and references (scientific journals, reports...)	Periodicals and websites

## Course Description Form

169.	Course Name: Grammar
170.	Course Code:
171.	Semester / Year: Fourth
172.	Description Preparation Date: 2023\9\1
173.	Available Attendance Forms: My presence
174.	Number of Credit Hours (Total) / Number of Units (Total) 3 hours per week
175.	Course administrator's name (mention all, if more than one name)
Name: Prof. Dr. Ahmed Abdullah Zaher Email: athaher@uowasit.edu.iq	
176.	Course Objectives
<b>Course Objectives</b>	1- Understanding the grammatical rule and trying to apply it to different linguistic models. 2- Developing the linguistic taste of students. 3- Explaining the foundations and principles that were relied upon in deriving grammatical rules.
177.	Teaching and Learning Strategies
<b>Strategy</b>	1- Explaining the scientific material to the students in detail. 2- Participating students in understanding the Arabic grammar 3- Discussing and discussing vocabulary related to the topic

## 178. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3		Chapter of prepositions	theoretical	General questions and discussion
2	3		Chapter of prepositions	theoretical	General questions and discussion
3	3		Chapter of prepositions/ Application models	theoretical	General questions and discussion
4	3		Chapter of prepositions/ Application models	theoretical	General questions and discussion
5	3		Chapter of addition	theoretical	General questions and discussion
6	3		Chapter of addition	theoretical	General questions and discussion
7	3		Chapter of addition/ Application models	theoretical	General questions and discussion
8	3		Address to the speaker's Ya	theoretical	General questions and discussion
9	3		Address to the speaker's Ya/ Application models	theoretical	General questions and discussion
10	3		Active participle and its function	theoretical	General questions and discussion
11	3		Active participle and its function	theoretical	General questions and discussion
12	3		Active participle and its function/ Application models	theoretical	General questions and discussion
13	3		Passive participle and its function/ Application models	theoretical	General questions and discussion
14	3		Passive participle and its function	theoretical	General questions and discussion
15	3		Exaggeration forms and their function	theoretical	General questions and discussion
16	3		Exaggeration forms and their function/ Application models	theoretical	General questions and discussion
17	3		Comparative af'al and its function	theoretical	General questions and discussion
18	3		Comparative af'al and its function/ Application models	theoretical	General questions and discussion

19	3		Chapter of exclamation	theoretical	General questions and discussion
20	3		Chapter of exclamation/ Application models	theoretical	General questions and discussion
21	3		Dependents and their sections	theoretical	General questions and discussion
22	3		Adjective and its rules	theoretical	General questions and discussion
23	3		Explanatory conjunction	theoretical	General questions and discussion
24	3		Comparative conjunction/ Application models	theoretical	General questions and discussion
25	3		Conjunctive conjunction	theoretical	General questions and discussion
26	3		Conjunctive conjunction/ Application models	theoretical	General questions and discussion
27	3		Emphasis and its sections	theoretical	General questions and discussion
28	3		Emphasis and its sections/ Application models	theoretical	General questions and discussion
29	3		Badal and its rules	theoretical	General questions and discussion
30	3		Badal and its rules/ Application models	theoretical	General questions and discussion

### 179. Course Evaluation

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

### 180. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	1- Explanation of Ibn Aqil / Ibn Aqil. 2- Comprehensive Grammar / Dr. Abbas Hassan. 3- Grammatical Application / Dr. Abdo Al-Rajhi.
Recommended books and references (scientific journals, reports...)	Periodicals and websites
Electronic References, Websites	Al-Ghamdi Electronic Library

## Course Description Form

181.	Course Name: Old Arabic criticism				
182.	Course Code:				
183.	Semester / Year: Third				
184.	Description Preparation Date: 2023\10\19				
185.	Available Attendance Forms: My presence				
186.	Number of Credit Hours (Total) / Number of Units (Total) 2 hours a week				
187.	Course administrator's name (mention all, if more than one name)				
Name: A.M.D. Iyad Kamar Karam Email: aqumer@uowasit.edu.iq					
188.	Course Objectives				
Course Objectives		Introducing the student to the basics of ancient Arabic criticism. Enabling the student to be able to conduct critical and intellectual analysis. Introducing the student to the types of literary and critical texts and how to reflect on them and their authors. Urging the student to memorize critical texts and how to benefit from them in future			
189.	Teaching and Learning Strategies				
Strategy		- Method of presentation, live questioning, problem solving and discussion - Including teaching methods using educational technology (data show) or electronic platforms Encouraging students to learn independently			
190.	Course Structure				
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Teaching the student correct critical thinking	An introductory introduction to ancient	theoretical	General questions and



			Arabic criticism and its sources		discussion
2	2	Teaching the student correct critical thinking	Ancient Arabic criticism in the pre-Islamic era	theoretical	General questions and discussion
3	2	Teaching the student correct critical thinking	Ancient Arabic criticism in the early Islamic era	theoretical	General questions and discussion
4	2	Teaching the student correct critical thinking	Ancient Arabic criticism in the first and second centuries	theoretical	General questions and discussion
5	2	Teaching the student correct critical thinking	The theory of classes, the most prominent poets, and Ibn Salam al-Jumahi	theoretical	General questions and discussion
6	2	Teaching the student correct critical thinking	The foundations and standards he adopted with an analysis of the theory	theoretical	General questions and discussion
7	2	Teaching the student correct critical thinking	The problem of word and meaning in the thought of al-Jahiz	theoretical	General questions and discussion
8	2	Teaching the student correct critical thinking	The issue of the ancient and modern conflict in Ibn Qutaybah	theoretical	General questions and discussion
9	2	Teaching the student correct critical thinking	The theory of rhetoric in Ibn al-Mu'tazz and an analysis of terminology	theoretical	General questions and discussion
10	2	Teaching the student correct critical thinking	How did Ibn Tabataba stand on the ordeal of modern poets and address it?	theoretical	General questions and discussion
11	2	Teaching the student correct critical thinking	The Greek Philosophical Influence in the Book of Criticism of Poetry by Qudamah ibn Jaafar	theoretical	General questions and discussion
12	2	Teaching the student correct critical thinking	The Balance between the Tayyis in Al-Amidi	theoretical	General questions and discussion
13	2	Teaching the student correct critical thinking	Analysis of the Book	theoretical	General questions and discussion
14	2	Teaching the student correct critical thinking	Poetic Plagiarisms in Al-Qadi Al-Jurjani	theoretical	General questions and discussion
15	2	Teaching the student correct critical thinking	Analysis and Control of Critical Terms in Al-Qadi Al-Jurjani	theoretical	General questions and discussion
16	2	Teaching the student correct critical thinking	The Theory of the Poetry Column in Al-Marzouqi	theoretical	General questions and discussion
17	2	Teaching the student correct critical thinking	The Rhetorical and Critical Approach in Al-Marzouqi	theoretical	General questions and discussion
18	2	Teaching the student correct critical thinking	Abdul-Qaher Al-Jurjani and the Theory of Systems	theoretical	General questions and discussion
19	2	Teaching the student correct critical thinking	A detailed analysis of the theory	theoretical	General questions and discussion
20	2	Teaching the student correct critical thinking	The applied analytical approach in the book of	theoretical	General questions and

			Dalil al-I'jaz		discussion
21	2	Teaching the student correct critical thinking	The integrated theory of poetry according to Ibn Rasheeq al-Qayrawani	theoretical	General questions and discussion
22	2	Teaching the student correct critical thinking	The critical vision and control of critical terms according to al-Qayrawani	theoretical	General questions and discussion
23	2	Teaching the student correct critical thinking	Poetry and criticism according to Hazem al-Qartajani	theoretical	General questions and discussion
24	2	Teaching the student correct critical thinking	A critical analysis of the book Minhaj al-Balagh and Siraj al-Udaba	theoretical	General questions and discussion
25	2	Teaching the student correct critical thinking	Ibn Khaldun and his critical views	theoretical	General questions and discussion
26	2	Teaching the student correct critical thinking	-Requiring students to write research papers on critical vocabulary	theoretical	General questions and discussion
27	2	Teaching the student correct critical thinking	Teaching students how to critically analyze literary texts	theoretical	General questions and discussion
28	2	Teaching the student correct critical thinking	Addressing the problem of critical terms and trying to control them	theoretical	General questions and discussion
29	2	Teaching the student correct critical thinking	A comprehensive review of the curriculum and the materials studied	theoretical	General questions and discussion
30	2	Teaching the student correct critical thinking	Conducting oral tests to show the extent of students' understanding of the material, their comprehension, and their readiness for the final exam	theoretical	General questions and discussion

### 191. Course Evaluation

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

### 192. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Lectures on the History of Criticism among the Arabs: Ibtisam Marhoun Al-Saffar, and Dr. Nasser Halawi.
Main references (sources)	History of Literary Criticism among the Arabs / Dr. H. Abbas. And History of Criticism among the Arabs / Dr. T. Ahmed Ibrahim
Recommended books and references (scientific journals, reports...)	Various periodicals and websites.
Electronic References, Websites	The Comprehensive Library and Al-Ghamdi Electronic Library

## Course Description Form

193.	Course Name: linguistics				
194.	Course Code:				
195.	Semester / Year: Third				
196.	Description Preparation Date:2023\10 19				
197.	Available Attendance Forms: My presence				
198.	Number of Credit Hours (Total) / Number of Units (Total) 3 hours per week				
199.	Course administrator's name (mention all, if more than one name)				
Name: A.M.D. Muzaffar Abdul Rumi Email: mroomy@uowasit.edu.iq					
200.	Course Objectives				
Course Objectives		1- Understand and comprehend the subject of linguistics. 2- Understand and know what other nations have done in studying language in general and what the Arabs did after that. 3- Know the differences in linguistic terms: jurisprudence of language, general language, and linguistics.			
201.	Teaching and Learning Strategies				
Strategy		1- Explaining the scientific material to the students in detail. 2- Involving the students in preparing for the lecture. 3- Discussion and dialogue about vocabulary related to the topic			
202.	Course Structure				
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation



--	--	--	--	--	--

### 203. Course Evaluation

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

### 204. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	