

**Department of Arabic - College of Islamic Sciences - University of Fallujah
Language**

second semester - Course description for the first stage

(grammar) Course description

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

University of Fallujah	Educational institution . ^١
Arabic	department Scientific . ^٢ center/
the way	Course name/code . ^٣
Actual and integrated where necessary	Available attendance forms . ^٤
٢٠٢٤-٢٠٢٣ Semester (course) second/third/	year /stage /Semester . ^٥
study hours ^{٤٥}	Number of study hours . ^٦ (total)
٢٠٢٤-٣٠-٥	Date this description was . ^٧ prepared

Course objectives .^٨

The grammar course aims to gain sufficient knowledge of the rules of the Arabic language in a way that protects the tongue from melody that leads to loss of meaning es, or confusion, or violation of intent, falling into verbal fallacies, and distortion of styl since meaning and smooth pronunciation are linked to sound parsing, flow of .movements, and their sequence

outcomes and teaching, learning and evaluation methods Course .^٩

Cognitive objectives -A

Teaching students to think grammatically that does not conflict with the spirit of -١A .the Arabic language in terms, meaning, and style

Repeatedly letting students speak eloquent speech that befits the beauty and -٢A .d refined morals it containselegance of Arabic and the noble values an

.the course of objectives skills The - B

This includes grammatical puzzles that expand the paths of thought and - ١B .consolidate subjective information

Acquiring the skill of deceiving others with grammar and camouflaging others - ٢B .with more than one concept to achieve some malicious or legitimate purposes

Teaching and learning methods	
The method of teaching is by bringing comprehensive examples from the reality of daily life, far from the vulgarities and meanings familiar to the common people and the general public -	
The method of learning by repeatedly exercising the tongue with words of great eloquence and grammatical complexity, leading to mediation in learning the most important rules, the ignorance of which cannot be excused by a bachelor's student majoring in the Arabic language -	
Evaluation methods	
The method of evaluation is through suspense and attracting moods, then awarding grades of merit, with rewards of grades for encouragement and others for punishment and absolution of the teacher -	
Emotional and value goals -C	
Studying the grammar course works to revive the values of chivalry, uprightness, and moral epics that were on the rise in the era of grammatical decency and spontaneity in parsing. Once pronunciation is widespread in the broad path of Arabic emotional concern and those authentic feelings are raised grammar, that - \A	
One of the values of studying grammar is to imitate the nation's eloquent scholars who have been immortalized in our linguistic and literary heritage - \C	
other skills related to employability) skills General and qualifying transferable -D (and personal development	
The grammar learner acquires correcting poetic texts and evaluating books, research, and eloquent expressions wherever they may be - \D	
The grammar learner is inspired to learn accurately by understanding the nature of some problems similar to some grammatical rules, such as addition and preposition, the position of the letter in grammatical work, and so on - \D	

Infrastructure .\ .	
.Explanation of Ibn Aqeel - Samarrai-Meanings of grammar, Dr. Fadel Al -	Required prescribed books - \
.Ashmouni-Explanation of Al - .Samarrai-Meanings of grammar, Dr. Fadel Al - .Wafi, Dr. Abbas Hassan-Nahaw Al-Al - .Rajhi-Applied Grammar, Dr. Abdo Al -	(Main references (sources - \
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website -	Electronic references, -B ...Internet sites

Mustafa Electronic Library-AI -

The Holy People's Electronic Library -

Course structure .12

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	The subject and the predicate	Teaching staff and researchers	۲	the first
Behavioral influence	Understanding and memorization	Types of news	Teaching staff and researchers	۲	the second
Behavioral influence	Understanding and memorization	?What is correct to report	Teaching staff and researchers	۲	the third
Behavioral influence	Understanding and memorization	Matching the subject and the predicate	Teaching staff and researchers	۲	the fourth
Behavioral influence	Understanding and memorization	Advancement and delay in the subject and the predicate	Teaching staff and researchers	۲	Fifth
Behavioral influence	Understanding and memorization	Class pronoun	Teaching staff and researchers	۲	VI
Behavioral influence	Understanding and memorization	Initiation copies	Teaching staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization	She and her sisters were the meaning of her work	Teaching staff and researchers	۲	VIII
Behavioral influence	Understanding and	Submitting and delaying its implementation	Teaching staff and researchers	۲	Ninth

	memorization				
Behavioral influence	Understanding and memorization	It was complete and extra	Teaching staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Mushabbat Bliss	Teaching staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	What, what, and what it does, its meanings, and its controls	Teaching staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	The approach fails	Teaching staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Cad and its sisters, their meaning and function	Teaching staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Terms of cad and its sisters	Teaching staff and researchers	٢	Fifteenth

Course development plan .١١

Adhering to the grammatical heritage and developing it by infusing it with the data of modern grammatical and rhetorical lessons, mixing creative and graphic arts with dry grammatical rules, and adding cultural evidence that serves the individual in his society

known grammar - Making use of and drawing extensive attention from well - Maridiya, and adopting the -Khudari and Bahjah al-footnotes, such as Hashiyat al Samarrai as a basis no less than the -book Meanings of Grammar by Dr. Fadel al Mubarak, and including in the curriculum the -eel alexplanation of Ibn Aq vocabulary of this comprehensive book of Arabic grammar with all its entries, . contents, and meanings

(Exchange) Course description

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

University of Fallujah	Educational institution - ١
Arabic	department Scientific - ٢ center/
Exchange	Course name/code - ٣
Actual and integrated where necessary	Available attendance forms - ٤
٢٠٢٤-٢٠٢٣ Second semester (course)	year /stage /Semester - ٥
study hours ٣٠	Number of study hours - ٦ (total)
٢٠٢٤-٣٠-٥	Date this description was - ٧ prepared
Course objectives - ٨	
<p>The morphology course aims to gain full knowledge of the rules of morphology, weights, verbal forms, meanings of constructions, the reasons for the Arabs' use of words in certain forms, and to learn more about abstract nouns and verbs in three, and six, and to enrich students with a large number of examples of eloquent ,four, five Arab vocabulary, and to know the frequent ones, the irregular, and the measured ones, and the reasons for that logically and in the light of What is familiar with the .he Arabs in their rhetorical usesmethods of t</p>	

outcomes and teaching, learning and evaluation methods Course - ٩
<p>Cognitive objectives -A</p> <p>Memorizing Arabic morphological formulas and knowing the reasons and the - ١A .idea of origin and branch</p> <p>Returning each word to its weight, form, branches, and implications according - ٢A .to usage and intent</p>
<p>.the course of objectives skills The - B</p> <p>Morphological puzzles that expand the paths of thought and consolidate - ١B .information about the subject</p> <p>Acquiring the skill of deceiving others and camouflaging others with more than - ٢B .one concept to achieve some malicious or legitimate purpose</p>
Teaching and learning methods
<p>The method of teaching is by bringing comprehensive examples from the reality of - daily life, far from the vulgarities and meanings familiar to the common people and</p>

<p>.the general public</p> <p>f great The method of learning by repeatedly exercising the tongue with words o -</p> <p>eloquence and grammatical complexity, leading to mediation in learning the most</p> <p>important rules, the ignorance of which cannot be excused by a bachelor's student</p> <p>.majoring in the Arabic language</p>
<p>Evaluation methods</p>
<p>The method of evaluation is through suspense and attracting moods, then awarding -</p> <p>grades of merit, with rewards of grades for encouragement and others for punishment</p> <p>.and absolution of the teacher</p>
<p>Emotional and value goals -C</p> <p>Studying the morphology course confirms the principle of thinking about the -١C</p> <p>meanings implied by Arabic words, including the values, morals, and sounds that</p> <p>.appeal to the mind and imagination</p> <p>ample of the One of the values of studying morphology is to follow the ex -٢C</p> <p>eloquent people of the nation who have been immortalized by our linguistic and</p> <p>.literary heritage</p>
<p>other skills related to employability) General and qualifying transferable skills -D</p> <p>.(and personal development</p> <p>The learner of morphology acquires correcting poetic texts and evaluating books, -١D</p> <p>.research, and eloquent expressions wherever they may be</p> <p>The learner of morphology is inspired to learn precisely by understanding the -٢D</p> <p>ome morphological rules, such as addition and nature of some problems similar to s</p> <p>.preposition, the position of the letter in morphological work, and so on</p>

Course structure .١٢					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Transgression and immanence in actions	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Active verb	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Active verb	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	The affirmative verb is pronounced with the letter “nun”.	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Attribution to pronouns	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	The infinitives of the ternary –ternary and non verbs	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Abstract noun architectures and more	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	The solid and derivative noun	Teaching and educational staff and researchers	٢	VIII
Behavioral influence	Understanding and memorization	Derivatives	Teaching and educational staff and researchers	٢	Ninth

	n				
Behavioral influence	Understanding and memorization	Name of subject	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	participle	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	The suspicious characteristic	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Preference name	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Name of time and place	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	the Machin's name	Teaching and educational staff and researchers	٢	Fifteenth

Infrastructure .١٣	
.Shafia-Radi on Al-Explanation of Al - Shadha custom in the art of morphology -	Required prescribed books -١
.Ashmouni-Explanation of Al - Refinement in exchange - .Wafi, Dr. Abbas Hassan-Sarf Al-Al - .Rajhi-Applied Morphology, Dr. Abdo Al -	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al -	Electronic references, -B ...Internet sites

Course development plan .١٤

Adhering to the morphological heritage and developing it by infusing it with the data of modern morphological and rhetorical lessons, mixing creative and graphic arts with dry grammatical rules, and adding cultural evidence that serves the individual in his society.

known grammar footnotes, such as -Making use of and making extensive use of well - Maridiya, adopting the book Meanings of Buildings -Khudari and Bahjah al-Hashiyat al-Mubarak, -Samarrai as a basis no less than the explanation of Ibn Aqeel al-by Dr. Fadel al and including in the curriculum the vocabulary of this comprehensive book of Arabic grammar with all its entries, contents, and meanings

Islamic poetry-pre The course described

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

University of Fallujah	Educational institution
the department of Arabic language	department Scientific center/
stage first the - (Islamic poetry-Pre)	Course name/code
Actual and integrated where necessary	Available attendance forms
٢٠٢٤-٢٠٢٣ Second semester (course)	Semester/year
hours of study ٣٠	Number of study hours (total)
٢٠٢٤-٣٠-٥	Date this description was prepared

Course objectives .١٧

:Islamic poetry course aims to do the following-The pre the foundation Instilling in the student a spirit of pride in the Arab heritage as subsequently built Islamic state was upon which the civilization of the Arab carried by and moral values Familiarizing the student with the system of artistic .Islamic poetry-pre

Islamic poetry by examining its origins, -The student's knowledge of pre narration, sources, characteristics, its most important purposes (arts), and its most famous poems

: objectives Cognitive - A

- .Islamic poetry–Introducing the student to pre .1
- poets and their poems that he Introducing the student to the most famous .2
- .comes across when reading ancient Arabic texts in Arab heritage sources
- Introducing the student to the mechanism of deriving public life with all its .3
- Islamic poetry–details from pre

: Skills Objectives – B

- .Discovering and studying poetic texts from Arab heritage sources .1
- .Taste, analyze and judge poetic texts .2
- Islamic poetry in teaching the Arabic language subject in the –Using pre .3
- .grammar or literature lesson for primary and secondary studies

goals Emotional and value – C

- .Promoting authentic values and ideals in the student .1
- Deepening the human conscience and sense through expressive touches .2
- .during the presentation of the course material

Teaching and learning methods .10

: the teaching methods Among -

- .List the scientific material according to the previously prepared lesson plan -
- .Memorizing selected evidence after explaining and analyzing it -
- The emotional impact on students’ souls and combining this with educational and -
- . scientific objectives as much as possible

Evaluation methods .11

- .Correct and parsed pronunciation of poetic texts -
- .Testing the strength of memorization and memory for texts and scientific material -
- Stimulating the personal potentials emerging from students’ consciences for personal -
- .differentiation among them

Course structure .12

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	An introduction to the concept of poetry and .defining the term	Teaching staff and researchers	۲	the first
Behavioral influence	Understanding and memorization	Primacy of poetry	Teaching staff and researchers	۲	the second
Behavioral influence	Understanding and memorization	His narration	Teaching staff and researchers	۲	the third
Behavioral influence	Understanding and memorization	confiscation	Teaching staff and researchers	۲	the fourth
Behavioral influence	Understanding and memorization	(His purposes (topics	Teaching staff and researchers	۲	Fifth
Behavioral influence	Understanding and memorization	I built it	Teaching staff and researchers	۲	VI
Behavioral influence	Understanding and memorization	Technical characteristics	Teaching staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization	Moral characteristics	Teaching staff and researchers	۲	VIII
Behavioral influence	Understanding and memorization	Classes of poets/knights	Teaching staff and researchers	۲	Ninth

	n				
Behavioral influence	Understanding and memorization	Categories / Tramps	Teaching staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Categories / Others	Teaching staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Selected/pending models	Teaching staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Selected/pending models	Teaching staff and researchers	٢	thirteenth
Behavioral influence	Understanding and memorization	A poem for a tramp	Teaching staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	A poem by Faris	Teaching staff and researchers	٢	Fifteenth

Infrastructure .13

Islamic -History of Arabic Literature/The Pre Era/Dr. Shawqi is a guest Dr. / Islam History of Arabic literature before Qaisi-Nouri Al -Islamic poetry/Dr. Nasser al-Sources of pre Assad-Din al	References -١
Poetry collections - Poetry collections - Various other sources -	issued Pain -٢
Arab literature and heritage magazines in general	Recommended books and -3 scientific journals,) references (...,reports

Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, Internet -4 sites
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Course development plan .14

.Activating the research aspect of Arab heritage sources, especially literary ones -

human rights and freedoms :Course description

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

University of Fallujah	Educational institution .19
the department of Arabic language	department Scientific .20 center/
stage first – (Human rights and freedoms)	Course name/code .21
actual	Available attendance .22 forms
٢٠٢٤-٢٠٢٣ First semester (course)	Semester/year .23
hours of study ٣٠	Number of study hours .24 (total)
٢٠٢٤-٣٠-٥	Date this description .25 was prepared
Course objectives .26	
:The human rights and freedoms course aims to do the following .Introducing students to human rights and ways to apply them .٤ Access to the most important human rights provisions in the history of humanity, .٥ Arabs, Islam and other religions, human rights law in the United -Arabs and non .Nations, and the indications for its establishment	

and teaching, learning and evaluation methods outcomes Course .27

: objectives Cognitive - A

.Introducing the student to human rights .٤
Introducing the student to world scholars whose legal ideas have been .٥
.sponsored by human rights law
to the application of human rights in a way that serves Introducing the student .٦
human ideals and sustains the development of the earth in peace and
contentment

: Skills Objectives – B

the human rights of those they know and those Obliging students to respect .ε
.they do not know, with complete impartiality

Implementing human rights with known priorities in a way that minimizes .ε
.losses and maximizes benefits

ts by giving him Introducing the student to the results of applying human righ .γ
.realistic, live examples that are close to application

goals Emotional and value – C

.Promoting authentic values and ideals in the student .۳

Deepening the human conscience and sense through expressive touches .ε
.during the presentation of the course material

Teaching and learning methods .10

: **the teaching methods** Among -

.List the scientific material according to the previously prepared lesson plan -

.Memorizing selected evidence after explaining and analyzing it -

The emotional impact on students' souls and combining this with educational and -
. possible scientific objectives as much as

Evaluation methods .11

.Correct and parsed pronunciation of poetic texts -

.Testing the strength of memorization and memory for texts and scientific material -

Stimulating the personal potentials emerging from students' consciences for personal -
.differentiation among them

Course structure .12

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Rights: Human rights in ancient civilizations, religions, and divine laws	Teaching staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Human rights in Islam	Teaching staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Human rights in contemporary history	Teaching staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	governmental –Non organizations	Teaching staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Human rights guarantees and protection at the national level	Teaching staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Human rights guarantees internationally and regionally	Teaching staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	environment protection	Teaching staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Freedoms: A comprehensive definition of freedoms and the stages of their development	Teaching staff and researchers	٢	VIII
Behavioral influence	Understanding and memorization	Types of freedoms	Teaching staff and researchers	٢	Ninth

	n				
Behavioral influence	Understanding and memorization	Democracy and its types	Teaching staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	Characteristics of democracy	Teaching staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	Oversight of government activities	Teaching staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	Judicial oversight	Teaching staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	The principle of separation of powers	Teaching staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	House of Representatives (Parliament)	Teaching staff and researchers	۲	Fifteenth

Infrastructure .13

Human Rights in Islam d. Mustafa Al Zalmi - The right to freedom in the world d. Wahba Zuhaili-Al -	References - ۱
Arab literature and heritage magazines in general -	Recommended books and -3 scientific journals,) references (...,reports
Arab electronic magazine-Lisan al Aloka website - Mustafa Electronic Library-Al The Holy People's Electronic Library -	Electronic references, Internet -4 sites

Course development plan .14

.Activating the research aspect of Arab heritage sources, especially literary ones -

History of the Qur'an :Course description

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

University of Fallujah	Educational institution .٢٨
the department of Arabic language	department Scientific .٢٩ center/
stage First – (History of the Qur'an)	Course name/code .٣٠
actual	Available attendance .٣١ forms
٢٠٢٤-٢٠٢٣ First semester (course)	Semester/year .٣٢
hours of study ٣٠	Number of study hours .٣٣ (total)
٢٠٢٤-٣٠-٥	Date this description .٣٤ was prepared

Course objectives .٣٥

:The History of the Qur'an course aims to do the following

.Introducing students to the history of the Qur'an -١

Access to the most important events and facts in the history of the revelation of -٢
the Qur'an, receiving revelation, fulfillment of prophecy, and the sequence of
.to the facts and calamities the revelation of the Holy Qur'an according

outcomes and teaching, learning and evaluation methods Course .٣٦

: objectives Cognitive - A

.Introducing the student to human rights .٧

.Introducing the student to scholars of the history of the Qur'an .٨

Introducing the student to the evidence and examples of the history of the .٩
.Qur'an

: Skills Objectives - B

.Obliging students to memorize the events of the revelation of the Qur'an .٧

.Applying similar contexts of the revelation of the Qur'an in the modern era .٨

Introducing the student to the environment in which the Holy Qur'an was .٩
.revealed and matching that with the story of the revelation

goals Emotional and value - C

.Promoting authentic values and ideals in the student -٣

Deepening the human conscience and sense through expressive touches during -٤
.the presentation of the course material

Teaching and learning methods .10

: **the teaching methods** Among -

.List the scientific material according to the previously prepared lesson plan -

.Memorizing selected evidence after explaining and analyzing it -

The emotional impact on students' souls and combining this with educational and -

. possible scientific objectives as much as

Evaluation methods .11

.Correct and parsed pronunciation of poetic texts -

.Testing the strength of memorization and memory for texts and scientific material -

Stimulating the personal potentials emerging from students' consciences for personal -

.differentiation among them

Course structure .12

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	The word of the Qur'an in language and terminology	Teaching staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	The divine revelation of the Prophet Muhammad, peace be upon him	Teaching staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Manifestations of divine revelation	Teaching staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	The difference between revelation, inspiration, and insight	Teaching staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Frauds about the phenomenon of revelation and responses to them	Teaching staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	The revelation of the Qur'an... the duration of its revelation	Teaching staff and researchers	٢	VI

	n				
Behavioral influence	Understanding and memorization	and total descent	Teaching staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization	The first and last revelations of the Qur'an	Teaching staff and researchers	۲	VIII
Behavioral influence	Understanding and memorization	Secrets of Qur'an astrology	Teaching staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	The revelation of the Qur'an in Mecca and Medina, Mecca and Medina	Teaching staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	The importance of Meccan and Medinan science	Teaching staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	The difference between Meccan and Medina	Teaching staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	Scholars' attention to Mecca and Medina	Teaching staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	The benefit of studying Mecca and Medina	Teaching staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	Meccan and Medina controls and their features	Teaching staff and researchers	۲	Fifteenth

Infrastructure .13	
Suyuti-Qur'an by Al-Itqan fi Ulum Al-Al - Zarqani-History of the Qur'an by Al - History of the Qur'an by Muhammad Hussein - Saghir-Al	References -\)
Arab literature and heritage magazines in - general	Recommended books and -3 scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, Internet -4 sites
Course development plan .14	
.Activating the research aspect of Arab heritage sources, especially literary ones -	

Qur'anic Sciences :Course Description

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

University of Fallujah	Educational institution .٣٧
the department of Arabic language	department Scientific .٣٨ center/
stage First – (Qur'anic Sciences)	Course name/code .٣٩
actual	Available attendance .٤٠ forms
٢٠٢٤-٢٠٢٣Second semester (course)	Semester/year .٤١
hours of study ٣٠	Number of study hours .٤٢ (total)
٢٠٢٤-٣٠-٥	Date this description .٤٣ was prepared

Course objectives .٤٤

:The Qur'anic Sciences course aims to do the following

..the history of the study of divine speech, a scientific linguistic study We teach -٥

Controlling the history of the study of the sciences of the Qur'an, its most -٦

important topics, the most important scholars of the companion, the history of the revelation, and learning or the idea of ,ls to the landsits collection, its trave

about the unseen matters of its revelation, in accordance with the spirit of faith that finds its way into the human spirit according to what God created people

.viate from the normal nature of manwith and in a way that does not de

outcomes and teaching, learning and evaluation methods Course .٤٥

: objectives Cognitive - A

.Introducing the student to the sciences of the Wise Book .١٠

Introducing the student to the most famous scholars of the Holy Qur'an .١١

: Skills Objectives – B

.Study of the Qur'anic text is a fundamental scientific study .١٠

Entering into the essence of the eloquent speech, a part of which all creation .١١

.has been miraculous in providing

Following the purposes of the Qur'an in a scientific way and learning about .١٢

. anic textmore than one method to reach the scientific study of the wise Qur'

goals Emotional and value – C

.Promoting authentic values and ideals in the sciences of the Qur'an -٧

Qur'anic Deepening the human conscience and feeling through touches of -
. expression

Teaching and learning methods .10

: **the teaching methods** Among -

.List the scientific material according to the previously prepared lesson plan -

.Memorizing selected evidence after explaining and analyzing it -

The emotional impact on students' souls and combining this with educational and -
. objectives as much as possible scientific

Evaluation methods .11

. Quranic texts Correct and parsed pronunciation of -

Quranic text and Testing the strength of your memorization and memory of the -
.knowing the correct interpretation of its texts

Stimulating personal potential to understand the Holy Qur'an and the closest means -
.to implementing its provisions

Course structure .12

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	History of the Qur'an	Teaching staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Revelation definition	Teaching staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	The revelation of the Qur'an	Teaching staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Compact and similar	Teaching staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Methods of the Qur'an	Teaching staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	The copyist and the copyist	Teaching staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	The copyist and the copyist	Teaching staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	The copyist and the copyist	Teaching staff and researchers	٢	VIII
Behavioral influence	Understanding and	The copyist and the copyist	Teaching staff and researchers	٢	Ninth

	memorization				
Behavioral influence	Understanding and memorization	Quranic readings	Teaching staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	Arrangement of the fence	Teaching staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	Order of verses	Teaching staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	Quranic calligraphy	Teaching staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	Types of sleepers	Teaching staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	Methods of interpretation of the century	Teaching staff and researchers	۲	Fifteenth

Infrastructure .13

Suyuti-Itqan by Al-Al - Investigations in the Sciences of the Qur'an by - Qattan-Manna Al	References -۱
Poetry collections - Poetry collections - Various other sources -	Sources -۲
Arab literature and heritage magazines in - general	Recommended books and -3 scientific journals,) references (...,reports
Arab electronic magazine-Lisan al -	Electronic references, Internet -4

Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	sites
Course development plan .14	
.Activating the research aspect of Arab heritage sources, especially literary ones -	

Semantics :Course Description

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

University of Fallujah	Educational institution .٤٦
the department of Arabic language	department Scientific .٤٧ center/
stage first The - (Semantics)	Course name/code .٤٨
actual	Available attendance .٤٩ forms
٢٠٢٤-٢٠٢٣ Second semester (course)	Semester/year .٥٠
hours of study ٣٠	Number of study hours .٥١ (total)
٢٠٢٤-٣٠-٥	Date this description .٥٢ was prepared
Course objectives .٥٣	
:The Semantics course aims to do the following You know the most important topics of rhetoric of the type of semantics, such -١ .as truth and metaphor Differentiating between the term meanings in Arabic rhetoric and the meanings -٢ .of lexical items	

outcomes and teaching, learning and evaluation methods Course .٥٤

: objectives Cognitive - A

- .Introducing the student to the science of rhetorical meanings -١
- Introducing the student to the most famous scholars of meanings, such as Al -٢
Qazwini, Dr. Ahmed Matloub, and others
- Introducing the student to the mechanism of deriving meanings to achieve -٣
.the study of scientific rhetorical arts

: Skills Objectives - B

- .Examine and analyze Arabic texts through the study of semantics -١
- Introducing the student to the importance of rhetorical meanings through -٢
eloquent proverbs from poetry and other things
- book depth study of the most important sources of semantics, such as the-In -٣
.I'jaz, which contains a large amount of this ancient science-Dala'il al

goals Emotional and value - C

- .Promoting authentic values and ideals in the student -٤
- Deepening the human conscience and sense through expressive touches -٥

Course structure .12

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence : the text .List the	Understanding and memorization	Definition and overview of it. ng methods .10 ods Among - erial according to the previous	Teaching staff and researchers sly prepared lesson plan -	۲	the first
Behavioral influence . possible Evaluation	Understanding and memorization	Predicate and creation evidence after explaining and definition and statement on students' souls and combination jectives as much as .11	Teaching staff and researchers ditional and	۲	the second
Behavioral influence Stimulate .different	Understanding and memorization	Types of news and details of details of details alization and memory al potentials emerging from students' consciences ; them	Teaching staff and researchers ific material - for personal -	۲	the third
Behavioral influence	Understanding and memorization	Types of construction	Teaching staff and researchers	۲	the fourth
Behavioral influence	Understanding and memorization	Semantics terms	Teaching staff and researchers	۲	Fifth
Behavioral influence	Understanding and memorization	Advance and delay	Teaching staff and researchers	۲	VI
Behavioral influence	Understanding and memorization	Separation and connection	Teaching staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization	Palace and its types	Teaching staff and researchers	۲	VIII
Behavioral influence	Understanding and	Deletion types	Teaching staff and researchers	۲	Ninth

	memorization				
Behavioral influence	Understanding and memorization	Delete the subject			
Behavioral influence	Understanding and memorization	Delete the object	Teaching staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Delete the adjective	Teaching staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Brevity	Teaching staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Redundancy	Teaching staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	equality	Teaching staff and researchers	٢	Fourteenth

Infrastructure .13

Rhetoric and Application Dr. Ahmed is wanted and his friend Arabic Rhetoric Dr. Shawqi is a guest	References -١
Poetry collections - Poetry collections - Various other sources -	Sources -٢
Arab literature and heritage magazines in general	Recommended books and -3 scientific journals,) references (...,reports
Arab electronic magazine-Lisan al	Electronic references, Internet -4

Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	sites
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Course development plan .14
.Activating the research aspect of Arab heritage sources, especially literary ones -

course description Computer

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

University of Fallujah	Educational institution .٥٥
the department of Arabic language	department Scientific .٥٦ center/
stage First – (Computer)	Course name/code .٥٧
actual	Available attendance .٥٨ forms
٢٠٢٤-٢٠٢٣ Second semester (course)	Semester/year .٥٩
hours of study ٣٠	Number of study hours .٦٠ (total)
٢٠٢٤-٣٠-٥	Date this description .٦١ was prepared
Course objectives .٦٢	
:The computer course aims to do the following .Training on electronic devices , especially smart ones -١ .Keeping pace with technological development in computer science -٢	

outcomes and teaching, learning and evaluation methods Course .٦٣

: objectives Cognitive - A

- .Introducing the student to computers -٣
- .Introducing the student to the most famous generations of computers -٤
- Introducing the student to the application of computer principles -٥

: Skills Objectives – B

- .Discovering hardware and software -٦
- Speed and ease in completing manual work using the computer, including -٧
.cleaning work, moving agricultural and industrial machinery, etc

goals Emotional and value – C

- .Promoting authentic values and ideals in the student -٨
- Deepening the human conscience and sense through expressive touches -٩
.during the presentation of the course material

Teaching and learning methods .10

: the teaching methods Among -

- .List the scientific material according to the previously prepared lesson plan -
- .Memorizing selected evidence after explaining and analyzing it -
- The emotional impact on students' souls and combining this with educational and -

Course structure .12

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Theoretical definition of memory potentials emerging from computational linguistics and automata	Teaching staff and researchers	۲	the first
Behavioral influence	Understanding and memorization	The benefit of studying and learning calculators	Teaching staff and researchers	۲	the second
Behavioral influence	Understanding and memorization	Types of computers	Teaching staff and researchers	۲	the third
Behavioral influence	Understanding and memorization	Computer generations	Teaching staff and researchers	۲	the fourth
Behavioral influence	Understanding and memorization	Computer departments	Teaching staff and researchers	۲	Fifth
Behavioral influence	Understanding and memorization	Hardware and software components	Teaching staff and researchers	۲	VI
Behavioral influence	Understanding and memorization	Healer	Teaching staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization	memory	Teaching staff and researchers	۲	VIII
Behavioral influence	Understanding and	Input and output devices	Teaching staff and researchers	۲	Ninth

	memorization				
Behavioral influence	Understanding and memorization	Data Visualization	Teaching staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	desktop	Teaching staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Files and folders	Teaching staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	drives	Teaching staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	skills ٢ . ١ . Word	Teaching staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Practical program: Excel, PowerPoint, and the Internet	Teaching staff and researchers	٢	Fifteenth

Infrastructure .13

Teaching lectures -	References -١
Arab literature and heritage magazines in general -	Recommended books and -3 scientific journals,) references (...,reports
Arab electronic magazine-Lisan al Aloka website - Mustafa Electronic Library-Al The Holy People's Electronic Library -	Electronic references, Internet -4 sites

Course development plan .14

.Activating the research aspect of Arab heritage sources, especially literary ones -

**- College of Islamic Sciences - University of Fallujah
Department of Arabic Language**

**first - Course description for the second stage
semester**

(grammar) Course description

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

University of Fallujah	Educational institution . ^١
Arabic	department Scientific . ^٢ center/
The second stage - ^٣ Grammar	Course name/code . ^٣
Actual and integrated when necessary	Available attendance forms . ^٤
^{٢٠٢٤-٢٠٢٣} First semester (course)	year /stage /Semester . ^٥
study hours ^{٤٥}	Number of study hours . ^٦ (total)
^{٢٠٢٤-٣٠-٥}	Date this description was . ^٧ prepared

Course objectives .^٨

The grammar course aims to gain sufficient knowledge of the rules of the Arabic language in a way that protects the tongue from melody that leads to loss of meaning es, or confusion, or violation of intent, falling into verbal fallacies, and distortion of styl since meaning and smooth pronunciation are linked to sound parsing, flow of .movements, and their sequence

outcomes and teaching, learning and evaluation methods Course .^٩

Cognitive objectives -A

Teaching students to think mathematically and logically, which does not conflict -١A
.with the spirit of the Arabic language in terms, meaning, and style

Repeatedly letting students speak eloquent speech that befits the beauty and -٢A
.elegance of Arabic and the noble values and refined morals it contains

<p>.the course of objectives skills The - B This includes grammatical puzzles that expand the paths of thought and - \B .consolidate subjective information Acquiring the skill of deceiving others with grammar and camouflaging others - \B .purposes with more than one concept to achieve some malicious or legitimate</p>
<p>Teaching and learning methods</p>
<p>The method of teaching is by bringing comprehensive examples from the reality of - daily life, far from the vulgarities and meanings familiar to the common people and .the general public The method of learning by repeatedly exercising the tongue with words of great - eloquence and grammatical complexity, leading to mediation in learning the most important rules, the ignorance of which cannot be excused by a bachelor's student .Arabic language majoring in the</p>
<p>Evaluation methods</p>
<p>The method of evaluation is through suspense and attracting moods, then awarding - grades of merit, with rewards of grades for encouragement and others for punishment .and absolution of the teacher</p>
<p>Emotional and value goals -C Studying the grammar course works to revive the values of chivalry, uprightness, - \A and moral epics that were on the rise in the era of grammatical decency and spontaneity in parsing. Once pronunciation is widespread in the broad path of Arabic .emotional concern and those authentic feelings are raised grammar, that One of the values of studying grammar is to imitate the nation's eloquent scholars -\C .who have been immortalized in our linguistic and literary heritage</p>
<p>Teaching and learning methods</p>
<p>Teaching grammar by following the descriptive historical approach and - understanding the linguistic logic of the Arab language, which is distinguished by its .beauty and majesty bic The student learns grammar by concentrating and understanding the spirit of Ara - and its paths, which on the surface may contradict formal logic and refuse to prove its .existence in itself</p>
<p>Evaluation methods</p>
<p>Through oral and written tests and listening to students pronounce words with - vowels and vowels controlled by the usual grammatical rules or those that change .with changing intentions and connotations</p>

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

The grammar learner acquires correcting poetic texts and evaluating books, -١D
 .research, and eloquent expressions wherever they may be

by understanding the nature The grammar learner is inspired to learn accurately -٢D
 of some problems similar to some grammatical rules, such as addition and preposition,
 .the position of the letter in grammatical work, and so on

Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	The suspicious letters are already defined and explained	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	sgnilbis reh dna ”annl“ .are a detailed study	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	.That and its provisions	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	.But its provisions	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	.I wish and its provisions	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	.Perhaps its provisions	Teaching and educational staff and researchers	٢	VI

Behavioral influence	Understanding and memorization	stidna xes seined "oN" .implications	Teaching and educational staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization	The meaning of negation .and its composition	Teaching and educational staff and researchers	۲	VIII
Behavioral influence	Understanding and memorization	Types of the name "La" and its grammatical .analysis	Teaching and educational staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	srehtorb stidna "annahT" .and rulings	Teaching and educational staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	According to their terms .and conditions	Teaching and educational staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	Wahb's promise and its .provisions	Teaching and educational staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	I know and see and their .rulings	Teaching and educational staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	The subject, its rulings, .and its discussion	Teaching and educational staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	The subject's deputy, its rulings, and its .investigations	Teaching and educational staff and researchers	۲	Fifteenth

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Infrastructure .١١	
.Explanation of Ibn Aqeel - Samarrai-Meanings of grammar, Dr. Fadel Al -	Required prescribed books -١
.Ashmouni-Explanation of Al - .Samarrai-Meanings of grammar, Dr. Fadel Al - .Wafi, Dr. Abbas Hassan-Nahaw Al-Al - .Rajhi-Applied Grammar, Dr. Abdo Al -	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan .١٢
Adhering to the grammatical heritage and developing it by infusing it with the data - of modern grammatical and rhetorical lessons, mixing creative and graphic arts with dry grammatical rules, and adding cultural evidence that serves the individual in his .cietyso known grammar -Making use of and drawing extensive attention from well - Maridiya, and adopting the -Khudari and Bahjah al-footnotes, such as Hashiyat al Samarrai as a basis no less than the -book Meanings of Grammar by Dr. Fadel al Mubarak, and including in the curriculum the -eel alexplanation of Ibn Aq vocabulary of this comprehensive book of Arabic grammar with all its entries, . contents, and meanings

(Exchange) Course description

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

University of Fallujah	Educational institution - ١
Arabic	department Scientific - ٢ center/
second stage/٣ Exchange	Course name/code - ٣
Actual and integrated where necessary	Available attendance forms - ٤
٢٠٢٤-٢٠٢٣ First semester (course)	year /stage /Semester - ٥
study hours ٣٠	Number of study hours - ٦ (total)
٢٠٢٤-٣٠-٥	Date this description was - ٧ prepared
Course objectives - ٨	
<p>The morphology course aims to gain full knowledge of the rules of morphology, weights, verbal forms, meanings of constructions, the reasons for the Arabs' use of words in certain forms, and to learn more about abstract nouns and verbs in three, and six, and to enrich students with a large number of examples of eloquent ,four, five Arab vocabulary, and to know the frequent ones, the irregular, and the measured ones, and the reasons for that logically and in the light of What is familiar with the .he Arabs in their rhetorical uses methods of t</p>	

outcomes and teaching, learning and evaluation methods Course - ٩
<p>Cognitive objectives -A</p> <p>Teaching students to think mathematically and logically, which does not conflict - ١A .with the spirit of the Arabic language in terms, meaning, and style</p> <p>Repeatedly letting students speak eloquent speech that befits the beauty and - ٢A .e noble values and refined morals it contains elegance of Arabic and th</p> <p>.the course of objectives skills The - B</p> <p>Among these are morphological puzzles that expand the paths of thought and - ١B .consolidate information about the subject</p> <p>Acquiring the skill of deceiving others and camouflaging others with more than - ٢B .one concept to achieve some malicious or legitimate purpose</p>

Teaching and learning methods

The method of teaching is by bringing comprehensive examples from the reality of daily life, far from the vulgarities and meanings familiar to the common people and the general public

The method of learning is by repeatedly exercising the tongue with words of great eloquence and grammatical complexity, leading to mediation in learning the most important rules, the ignorance of which cannot be excused by a bachelor's student majoring in the Arabic language

Evaluation methods

The method of evaluation is through suspense and attracting moods, then awarding grades of merit, with rewards of grades for encouragement and others for punishment and absolution of the teacher

Emotional and value goals -C

Studying the morphology course works to revive the values of chivalry, uprightiness, and moral epics that were on the rise in the era of morphology and spontaneity in parsing. As soon as pronunciation begins in the broad path of Arabic .ional concern and those authentic feelings are raised morphology, that emot

One of the values of studying morphology is to follow the example of the eloquent people of the nation who have been immortalized by our linguistic and literary heritage

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

The learner of morphology acquires correcting poetic texts and evaluating books, research, and eloquent expressions wherever they may be

The learner of morphology is inspired to learn precisely by understanding the nature of some problems similar to some morphological rules, such as addition and preposition, the position of the letter in morphological work, and so on

: Course structure .١٣

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Masculinity and feminization, definition .and explanation	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Rulings on the feminine .noun	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	What is equal in the .feminine and masculine	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	The correct and correct .name	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	The correct name and its .provisions	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Its definition, controls and provisions are incomplete	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	What is limited is its definition, controls and .provisions	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Its definition, controls and .provisions	Teaching and educational staff and researchers	٢	VIII

Behavioral influence	Understanding and memorization	The singular, its definition, controls and .rulings	Teaching and educational staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	Muthanna: its -Al definition, controls and .provisions	Teaching and educational staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	The sound masculine .plural and its provisions	Teaching and educational staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	The sound feminine .plural and its rulings	Teaching and educational staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	Collecting crushing, its .definition and types	Teaching and educational staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	.Crowds of few	Teaching and educational staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	.Crowds of multitudes	Teaching and educational staff and researchers	۲	Fifteenth

Infrastructure .۱۴	
-Sharf, Al-Fan al-arf fi al`-Shadha al - .Hamalawi	Required prescribed books -۱
..Wafi, Dr. Abbas Hassan-Sarf Al-Al -	(Main references (sources -۲

Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan .١٥
Adhering to the morphological heritage and developing it by infusing it with the - data of modern morphological and rhetorical lessons, mixing creative and graphic arts with dry grammatical rules, and adding cultural evidence that serves the individual in .s societyhi known grammar footnotes, such -Making use of and making extensive use of well - Maridiya, adopting the book Meanings of -Khudari and Bahjah al-as Hashiyat al Samarrai as a basis no less than the explanation of Ibn Aqeel -Buildings by Dr. Fadel al Mubarak, and including in the curriculum the vocabulary of this comprehensive -al . book of Arabic grammar with all its entries, contents, and meanings

(Science of Bayan) Course description

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

University of Fallujah	Educational institution -١٠
Arabic	Scientific department /center -١١
The science of rhetoric / the second stage	Course name/code -١٢
Actual and integrated where necessary	Available attendance forms -١٣
٢٠٢٤-٢٠٢٣ First semester (course)	year /stage /Semester -١٤
study hours ٣٠	Number of study hours (total) -١٥
٢٠٢٤-٣٠-٥	Date this description was prepared -١٦
Course objectives -١٧	
<p>The course (Science of Pianism) aims to gain full knowledge of the topics of rhetoric and its arts, the mechanisms of Arab use of them, the graphic image generated by use, whether poetic or prose, and the study of piano phenomena and their analysis in the high texts of the Holy Qur'an, the Noble Prophet's Hadith, and Arab poetry and .prose</p>	

outcomes and teaching, learning and evaluation methods Course -١٨
<p>Cognitive objectives -A Teaching students to think about creativity, art, and the literary image in a way -١A that does not conflict with the spirit of the Arabic language in terms of wording, .meaning, and style eauty and Repeatedly letting students speak eloquent speech that befits the b -٢A .elegance of Arabic and the noble values and refined morals it contains</p>
<p>.the course of objectives skills The - B This includes the graphic image that expands the paths of thought and - ١B .consolidates information about the subject .Acquiring the skill of appreciating beautiful speech and discovering its secrets - ٢B</p>
Teaching and learning methods

The method of teaching is by bringing comprehensive examples from the reality of daily life, far from the vulgarities and meanings familiar to the common people and the general public -

f great The method of learning by repeatedly exercising the tongue with words of eloquence and grammatical complexity, leading to mediation in learning the most important rules, the ignorance of which cannot be excused by a bachelor's student majoring in the Arabic language -

Evaluation methods

The method of evaluation is through suspense and attracting moods, then awarding grades of merit, with rewards of grades for encouragement and others for punishment and absolution of the teacher -

Emotional and value goals -C

Studying the course of rhetoric works to revive the values of chivalry, integrity, and moral integrity that were on the rise in the era of naturalism and spontaneity - \A

One of the values of studying rhetoric is to follow the example of the nation's eminent people who have been immortalized by our linguistic and literary heritageeloqu - \C

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

.He acquires the skill of distinguishing between strong and weak texts - \D

.Being able to know the secrets of speech through graphic images - \D

: Course structure

.١٦

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	The science of rhetoric, its definition and its .benefits	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Simile: its definition, types, elements, and .examples	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Types of simile and its .examples	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	The pillars of the simile .and its examples	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	.Inverted simile	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	.The eloquence of simile	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Metaphor definition and .explanation	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	.Mental metaphor	Teaching and educational staff and researchers	٢	VIII

Behavioral influence	Understanding and memorization	.The sent metaphor	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	The eloquence of .metaphor	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Metaphor, its definition .and parts	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Representational .metaphor	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	The eloquence of .metaphor	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Metonymy, its definition .and types	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	The eloquence of .metonymy	Teaching and educational staff and researchers	٢	Fifteenth

Infrastructure .١٧	
Rhetoric and Application, Dr. Ahmed is - .wanted	Required prescribed books -١
.Arabic Rhetoric, Dr. Shawqi is a guest -	(Main references (sources -٢

Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan .١٨
Adhering to the rhetorical heritage and developing it by infusing it with the data of - the modern rhetorical lesson, mixing graphic arts with dry grammatical rules, and .adding cultural evidence that serves the individual in his society known rhetoric books, and including -consulting many well Benefiting from and - in the curriculum the vocabulary of this comprehensive book of Arabic rhetoric, with . all its entries, contents, and meanings

(prosodic concepts) Course description

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

University of Fallujah	Educational institution -١٩
Arabic	Scientific department /center -٢٠
Presentational concepts / second stage	Course name/code -٢١
Actual and integrated where necessary	Available attendance forms -٢٢
٢٠٢٤-٢٠٢٣ First semester (course)	year /stage /Semester -٢٣
study hours ٣٠	Number of study hours (total) -٢٤
٢٠٢٤-٣٠-٥	Date this description was prepared -٢٥
Course objectives -٢٦	
The Prosodic Concepts course aims to gain complete knowledge of the rules of prosody, poetic meters, analysis of the poetic line, knowledge of the types of seas and the nature of each poetic sea, along with mastery of the prepositions, prepositions, and .ssports, which adds real knowledge of this sciencepa	

outcomes and teaching, learning and evaluation methods Course -٢٧
<p>Cognitive objectives -A</p> <p>that does not conflict with the spirit of the prosodically Teaching students to think -١A</p> <p>.Arabic language in terms, meaning, and style</p> <p>Repeatedly letting students speak eloquent speech that befits the beauty and -٢A</p> <p>.elegance of Arabic and the noble values and refined morals it contains</p>
<p>.the course of objectives skills The - B</p> <p>.information-Expanding the paths of thought and consolidating self - ١B</p> <p>.Acquiring the skill of poetic rhythm - ٢B</p>
Teaching and learning methods
<p>The method of teaching is by bringing comprehensive examples from the reality of -</p> <p>daily life, far from the vulgarities and meanings familiar to the common people and</p> <p>.the general public</p>

<p>prosodic The method of learning is by exercising the mind on the mechanism of - .analysis and knowledge of metrical and rhythmic taste</p>
<p>Evaluation methods</p>
<p>The method of evaluation is through suspense and attracting moods, then awarding - grades of merit, with rewards of grades for encouragement and others for punishment .and absolution of the teacher</p>
<p>Emotional and value goals -C Studying the prosody concepts course works to revive the values of science and -\C .ethics One of the values of studying prosody is to imitate the nation's eloquent people -\C .who have been immortalized by our linguistic and literary heritage</p>
<p>other skills related to employability) General and qualifying transferable skills -D .(opmentand personal devel .The learner of prosody acquires correcting broken verses and correcting them -\D .An attempt at poetic rhythm -\D</p>

: Course structure .١٩

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Definition of offers linguistically and .terminologically	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	A summary of the origins .of prosody	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Introduction to the poetic .verse and its parts	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	. Presentation symbol	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	.Expository writing	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Prosodic activations and .their types	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Hilli -Din al-Safi al .system	Teaching and educational staff and researchers	٢	Seventh
Behavioral	Understanding	. prosodic analysis	Teaching and	٢	VIII

influence	ng and memorization		educational staff and researchers		
Behavioral influence	Understanding and memorization	.Presentational titles	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	.Creeps and bugs	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	.Poetic seas	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	.Long sea	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	.Simple sea	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	.The abundant sea	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	.Full sea	Teaching and educational staff and researchers	٢	Fifteenth

Infrastructure

.٢٠

-Features of prosody and rhyme d. Omar Al -
.Asaad

Required prescribed books - ١)

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Explanation of the masterpiece of Khalil .Radi-Abdul Hamid Al -	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan .٢١
and developing it by infusing it with the performance heritage Adhering to the - data of the literary lesson and adding cultural evidence that serves the individual in his .society . Benefiting from and consulting many presentational works -

(The Arabic dictionary) Course description

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

University of Fallujah	Educational -٢٨ institution
Arabic	Scientific -٢٩ department /center
Arabic dictionary / second stage	Course name/code -٣٠
Actual and integrated where necessary	Available attendance -٣١ forms
٢٠٢٤-٢٠٢٣ First semester (course)	year /stage /Semester -٣٢
study hours ٣٠	Number of study hours -٣٣ (total)
٢٠٢٤-٣٠-٥	Date this -٣٤ description was prepared
Course objectives -٣٥	
The Arabic dictionary course aims to gain a complete knowledge of the Arabic dictionary, its emergence and development, its most important figures and	

phenomena, its composition mechanisms and schools, the nature of lexical
 .lexical worksignificance, and the paths of l

outcomes and teaching, learning and evaluation methods Course	-٣٦
<p>Cognitive objectives -A Teaching students to study the dictionary in a way that does not conflict with the -١A .spirit of the Arabic language in terms of wording, meaning, and style Repeatedly letting students speak eloquent speech that befits the beauty and -٢A .elegance of Arabic and the noble values and refined morals it contains</p>	
<p>.the course of objectives skills The - B .information-Expanding the paths of thought and consolidating self - ١B .Acquiring the skill of knowing words and their meanings - ٢B</p>	
<p>Teaching and learning methods</p>	
<p>The method of teaching is by bringing comprehensive examples from the reality of - daily life, far from the vulgarities and meanings familiar to the common people and .the general public f great The method of learning by repeatedly exercising the tongue with words o - eloquence and grammatical complexity, leading to mediation in learning the most important rules, the ignorance of which cannot be excused by a bachelor's student .majoring in the Arabic language</p>	
<p>Evaluation methods</p>	
<p>The method of evaluation is through suspense and attracting moods, then awarding - grades of merit, with rewards of grades for encouragement and others for punishment .and absolution of the teacher</p>	
<p>Emotional and value goals -C Studying the Arabic dictionary course works to revive the values of chivalry, -١A .integrity, and moral character that were on the rise in the Sulaiqa era One of the values of studying the Arabic dictionary is to follow the example of -٢C people who have been immortalized by our linguistic and the nation's eloquent .literary heritage</p>	
<p>other skills related to employability) General and qualifying transferable skills -D .(and personal development The learner of the dictionary acquires the correcting of poetic texts and the -١D .evaluation of books, research, and eloquent expressions wherever they may be The learner of the dictionary is inspired to learn accurately and understand the -٢D . unknown problems nature of some</p>	

: Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Dictionary definition of language and terminology	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	The emergence of the word dictionary and the history of lexicography	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	History of the emergence of the Arabic dictionary	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Linguistic novel	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Tributaries of the dictionary	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Dictionaries of meanings and topics	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Dictionaries of words	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Arabic dictionary schools	Teaching and educational staff and researchers	٢	VIII

Behavioral influence	Understanding and memorization	.School of permutations	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	.School of rhyme	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	School door and .classroom	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	.Alphabet school	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	.Intermediate dictionary	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	.Jesuit dictionaries	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	.Lexical applications	Teaching and educational staff and researchers	٢	Fifteenth

Infrastructure .٢٢	
.Arabic dictionary Dr. Nazim Rashid - -	Required prescribed books -١
The Arab dictionary, its origins and .development, Dr. Hussein Nassar -	(Main references (sources -٢

Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan .٢٣
.Adhering to and developing the linguistic heritage - . Benefiting from and extensive study of dictionaries -

(Literature in the era of early Islam) Course description

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

University of Fallujah	Educational institution -٣٧
Arabic	Scientific department /center -٣٨
Literature in the era of early Islam / the second stage	Course name/code -٣٩
Actual and integrated where necessary	Available attendance forms -٤٠
٢٠٢٤-٢٠٢٣ First semester (course)	year /stage /Semester -٤١
study hours ٣٠	Number of study hours (total) -٤٢
٢٠٢٤-٣٠-٥	Date this description was prepared -٤٣
Course objectives -٤٤	
The course on Literature in the Era of Early Islam aims to gain a complete knowledge of Arabic literature in the Era of Early Islam, in its two types, poetry and prose, and to ts learn about the developments in its art and its relationship with the past and i and writers integration with new topics and images, as well as to learn about its poets	

..and study them

outcomes and teaching, learning and evaluation methods Course	-٤٥
Cognitive objectives -A Teaching students Arabic literature in the era of early Islam in a way that does not -١A .conflict with the spirit of the Arabic language in terms, meaning, and style Repeatedly letting students speak eloquent speech that befits the beauty and -٢A .Arabic and the noble values and refined morals it contains elegance of	
the course of objectives skills The - B .information-Expanding the paths of thought and consolidating self - ١B Knowing the manifestations of this literature and looking forward to reaching - ٢B .them	
Teaching and learning methods	
The method of teaching is by bringing comprehensive examples from the reality of - daily life, far from the vulgarities and meanings familiar to the common people and .the general public The method of learning by repeatedly exercising the tongue with words of great - eloquence and grammatical complexity, leading to mediation in learning literature, the ignorance of which cannot be excused by a bachelor's student majoring in the .geArabic langua	
Evaluation methods	
The method of evaluation is through suspense and attracting moods, then awarding - grades of merit, with rewards of grades for encouragement and others for punishment .and absolution of the teacher	
Emotional and value goals -C Studying the literature course in the era of early Islam works to revive the values - ١A of chivalry, integrity, and moral character that were on the rise in the era of the .Sulaiqah .resentsCultivate the values of authenticity, faith, and heroism that this era rep -٢C	
other skills related to employability) General and qualifying transferable skills -D (and personal development The learner of literature acquires the skills of appreciating and criticizing Arabic -١D .literature .He can be a useful writer -٢D	

: Course structure .٢٤

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	historical overview of the .era of early Islam	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	The Qur'an and Hadith and their impact on .Arabic literature	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Poetry in the Age of .Prophethood	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Poetry in the Rashidun .era	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Poetry of Islamic .conquests	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Purposes of Islamic .poetry	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	.Veteran poets	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Hassan bin thabet. Labid .bin Rabia	Teaching and educational staff and researchers	٢	VIII

Behavioral influence	Understanding and memorization	Ka'b bin Zuhair and Ka'b bin Malik	Teaching and educational staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	Abdullah bin Rawahah. -Abu Dhu'ayb Al .Hudhali	Teaching and educational staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	Hataya . -The Khansa. Al .Jaadi-Nabigha Al-Al	Teaching and educational staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	Speech, the sermons of the Messenger, may God bless him and grant him .peace	Teaching and educational staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	Speeches of the Rightly Guided Caliphs, may God be pleased with them	Teaching and educational staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	Imam Ali's sermon, may God be pleased with him	Teaching and educational staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	.Letters and signatures	Teaching and educational staff and researchers	۲	Fifteenth

Infrastructure .۲۵	
Saffar -Amali in Islamic Literature, Dr. Al-Al .smiled -	Required prescribed books -۱
Studies in Islamic Literature, Dr. Sami .Makki -	(Main references (sources -۲

Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan .٢٦
Adhering to the morphological heritage and developing it by infusing it with the - data of modern morphological and rhetorical lessons, mixing creative and graphic arts with dry grammatical rules, and adding cultural evidence that serves the individual in .s societyhi known grammar footnotes, such -Making use of and making extensive use of well - Maridiya, adopting the book Meanings of -Khudari and Bahjah al-as Hashiyat al Samarrai as a basis no less than the explanation of Ibn Aqeel -Buildings by Dr. Fadel al Mubarak, and including in the curriculum the vocabulary of this comprehensive -al . book of Arabic grammar with all its entries, contents, and meanings

(Educational Psychology) Course description

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

University of Fallujah	Educational institution
Arabic	department /center Scientific
Second Stage -Educational Psychology	Course name/code
Actual and integrated where necessary	Available attendance forms
٢٠٢٤-٢٠٢٣ First semester (course)	year /stage /Semester
study hours ٤٥	(total) Number of study hours
٢٠٢٤-٣٠-٥	Date this description was prepared

Course objectives

The grammar course aims to gain sufficient knowledge of the rules of the Arabic language in a way that protects the tongue from melody that leads to loss of meanings, or confusion, or violation of intent, falling into verbal fallacies, and distortion of style since meaning and smooth pronunciation are linked to sound parsing, flow of movements, and their sequence

outcomes and teaching, learning and evaluation methods Course .١٠

Cognitive objectives -A

Teaching students about psychological thinking and methods of treating -١A
 .psychological crises scientifically and practically as much as possible

.the course of objectives skills The - B

.This includes psychological questions and neurological mental experiments - ١B
 Acquiring the skill of psychological debates - ٢B

Teaching and learning methods

The method of teaching is by bringing comprehensive examples from the reality of - daily life, far from the vulgarities and meanings familiar to the common people and .the general public
 f great The method of learning by repeatedly exercising the tongue with words o - eloquence and grammatical complexity, leading to mediation in learning the most important rules, the ignorance of which cannot be excused by a bachelor's student .majoring in the Arabic language

Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence (and The education	Understanding and memorization	Introduction to educational psychological psychology and employability) General and development psychology learner acquires the skills	Teaching and educational staff and researchers skills of types of thinking and	2	the first -D -1D
Behavioral influence	Understanding and memorization	Definition and explanation of psychology	Teaching and educational staff and researchers	2	the second
Behavioral influence	Understanding and memorization	Education and its relationship to educational psychology	Teaching and educational staff and researchers	2	the third
Behavioral influence	Understanding and memorization	Factors affecting the effectiveness of the learning and teaching process	Teaching and educational staff and researchers	2	the fourth
Behavioral influence	Understanding and memorization	Characteristics of the teacher and learner	Teaching and educational staff and researchers	2	Fifth
Behavioral influence	Understanding and memorization	Learner and teacher behaviour	Teaching and educational staff and researchers	2	VI
Behavioral influence	Understanding and memorization	Natural characteristics of the school	Teaching and educational staff and researchers	2	Seventh
Behavioral	Understanding	Subject	Teaching and	2	VIII

influence	ding and memorization		educational staff and researchers		
Behavioral influence	Understanding and memorization	The external force affecting the effectiveness of learning	Teaching and educational staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	Learning and teaching theories	Teaching and educational staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	Sources of educational psychology	Teaching and educational staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	Psychology and Islamic civilization	Teaching and educational staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	Ibn Sina and the theory of acquired morality	Teaching and educational staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	Linking theory and practice	Teaching and educational staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	The theory of sensory Mawardi –perception / Al and his theory	Teaching and educational staff and researchers	۲	Fifteenth

Infrastructure

Lectures on educational psychology by Dr. -
.Deeb-Mustafa El

Required prescribed books - ۱

-

Introduction to educational psychology Dr. Raqas-Khaled Al	(Main references (sources -
Journal of the Linguistic Academy in Cairo	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al Aloka website Mustafa Electronic Library-Al The Holy People's Electronic Library	Electronic references, -B ...Internet sites

Course development plan

Adhering to the grammatical heritage and developing it by infusing it with the data of modern grammatical and rhetorical lessons, mixing creative and graphic arts with dry grammatical rules, and adding cultural evidence that serves the individual in his society

known grammar -Making use of and drawing extensive attention from well Maridiya, and adopting the -Khudari and Bahjah al-footnotes, such as Hashiyat al Samarrai as a basis no less than the -book Meanings of Grammar by Dr. Fadel al Mubarak, and including in the curriculum the -eel alexplanation of Ibn Aq vocabulary of this comprehensive book of Arabic grammar with all its entries, . contents, and meanings

(Recitation and memorization) Course description

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

University of Fallujah	Educational institution
Arabic	department /center Scientific
the second stage -Recitation and memorization	Course name/code
Actual and integrated where necessary	Available attendance forms
٢٠٢٤-٢٠٢٣ First semester (course)	year /stage /Semester
study hours ٤٥	(total) Number of study hours
٢٠٢٤-٣٠-٥	Date this description was prepared
Course objectives	

The grammar course aims to gain sufficient knowledge of the rules of the Arabic language in a way that protects the tongue from melody that leads to loss of meaning, or confusion, or violation of intent, falling into verbal fallacies, and distortion of style since meaning and smooth pronunciation are linked to sound parsing, flow of movements, and their sequence

outcomes and teaching, learning and evaluation methods Course .١١
Cognitive objectives -A Teaching students about psychological thinking and methods of treating psychological crises scientifically and practically as much as possible -١A
.the course of objectives skills The - B .This includes the skill of Tajweed and applying the rules of recitation - ١B Acquiring good pronunciation and appropriate voting - ٢B
Teaching and learning methods
The method of teaching is by bringing comprehensive examples from the reality of daily life, far from the vulgarities and meanings familiar to the common people and the general public - The method of learning by repeatedly exercising the tongue with words of great eloquence and grammatical complexity, leading to mediation in learning the most important rules, the ignorance of which cannot be excused by a bachelor's student majoring in the Arabic language -
Evaluation methods
The method of evaluation is through suspense and attracting moods, then awarding grades of merit, with rewards of grades for encouragement and others for punishment and absolution of the teacher -
Emotional and value goals -C Studying the recitation and memorization course teaches the similarities and differences between human pronunciation and the application provisions for Qur'an recitation of the divine speech in the Holy -١A
other skills related to employability) General and qualifying transferable skills -D (and personal development The learner of recitation and memorization acquires the skills of morphemes and adjectives of Arabic sounds -١D

Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Recitation of the disjointed letters in the Holy Qur'an, their definition, their number, their positions, and their divisions	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Basmalah and its rulings	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Stopping and starting, their definition and types of stopping	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	General rules for stopping and starting	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	The strokes in the Holy Qur'an, study and analysis	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Places of prostration in the Holy Quran	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Marks for adjusting recitation	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Wasl and -Hamzat al Qat`, study and -Hamzat al analysis	Teaching and educational staff and researchers	٢	VIII

	on				
Behavioral influence	Understanding and memorization	Dhaad and Dhaa in the Holy Qur'an, study and analysis	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	Meeting of residents, their permissibility, prevention, and methods of treatment	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Preservation: Preservation ninth part-of the twenty	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Listening memorization	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Memorization tests in terms of quantity	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Memorization tests in terms of the provisions of recitation	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Memorization tests in terms of types of recitation, ĩr, and TartāHadar, Taw	Teaching and educational staff and researchers	٢	Fifteenth

Infrastructure

Qur'an -Hasan fi Tajweed Al-Fawaid Al-Al -
by Muhammad Hafeez Suwaydi

Required prescribed books - ١

-	(Main references (sources -٧
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites
Course development plan	
The optimal application of the provisions of recitation and memorization, and the application of its types and the most famous scholars of this science . to reciting the Holy Qur'an and worshiping it Become accustomed -	

- College of Islamic Sciences - University of Fallujah
Department of Arabic Language
 second - Course description for the second stage
 semester

(grammar) Course description

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

University of Fallujah	Educational institution
Arabic	department /center Scientific
Grammar stage two	Course name/code
Actual and integrated where necessary	Available attendance forms
٢٠٢٤-٢٠٢٣ Second semester (course)	year /stage /Semester
study hours ٤٠	(total) Number of study hours
٢٠٢٤-٣٠-٥	Date this description was prepared

Course objectives

The grammar course aims to gain sufficient knowledge of the rules of the Arabic language in a way that protects the tongue from melody that leads to loss of meaning es, or confusion, or violation of intent, falling into verbal fallacies, and distortion of styl since meaning and smooth pronunciation are linked to sound parsing, flow of .movements, and their sequence

outcomes and teaching, learning and evaluation methods Course .١

Cognitive objectives -A

Teaching students to think mathematically and logically, which does not conflict -١A .with the spirit of the Arabic language in terms, meaning, and style

Repeatedly letting students speak eloquent speech that befits the beauty and -٢A .elegance of Arabic and the noble values and refined morals it contains

.the course of objectives skills The - B

thought and This includes grammatical puzzles that expand the paths of - ١B .consolidate subjective information

Acquiring the skill of deceiving others with grammar and camouflaging others - ٢B
.with more than one concept to achieve some malicious or legitimate purposes

Teaching and learning methods

The method of teaching is by bringing comprehensive examples from the reality of -
daily life, far from the vulgarities and meanings familiar to the common people and
.the general public

f great The method of learning by repeatedly exercising the tongue with words o -
eloquence and grammatical complexity, leading to mediation in learning the most
important rules, the ignorance of which cannot be excused by a bachelor's student
.majoring in the Arabic language

Evaluation methods

The method of evaluation is through suspense and attracting moods, then awarding -
grades of merit, with rewards of grades for encouragement and others for punishment
.and absolution of the teacher

Emotional and value goals -C

Studying the grammar course works to revive the values of chivalry, uprightness, - ١A
and moral epics that were on the rise in the era of grammatical decency and
spontaneity in parsing. Once pronunciation is widespread in the broad path of Arabic
.emotional concern and those authentic feelings are raised grammar, that

One of the values of studying grammar is to imitate the nation's eloquent scholars -٢C
.who have been immortalized in our linguistic and literary heritage

Teaching and learning methods

Teaching grammar by following the descriptive historical approach and -
understanding the linguistic logic of the Arab language, which is distinguished by its
.beauty and majesty

bic The student learns grammar by concentrating and understanding the spirit of Ara -
and its paths, which on the surface may contradict formal logic and refuse to prove its
.existence in itself

Evaluation methods

Through oral and written tests and listening to students pronounce words with -
vowels and vowels controlled by the usual grammatical rules or those that change
.with changing intentions and connotations

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

The grammar learner acquires correcting poetic texts and evaluating books, -١D
 .research, and eloquent expressions wherever they may be

by understanding the nature The grammar learner is inspired to learn accurately -٢D
 of some problems similar to some grammatical rules, such as addition and preposition,
 .the position of the letter in grammatical work, and so on

Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	The transitivity of the verb and its necessity	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Working	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Conflict	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Effects	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Its rulings and investigations	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Absolute effect	Teaching and educational staff and researchers	٢	VI

Behavioral influence	Understanding and memorization	Effect for it	Teaching and educational staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization	The effect in it	Teaching and educational staff and researchers	۲	VIII
Behavioral influence	Understanding and memorization	The effect is with him	Teaching and educational staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	Parsing the effects	Teaching and educational staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	Disagreement in the parsing of objects	Teaching and educational staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	Exception	Teaching and educational staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	Parsing the exception	Teaching and educational staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	adverb	Teaching and educational staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	Discrimination	Teaching and educational staff and researchers	۲	Fifteenth

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Infrastructure	
.Explanation of Ibn Aqeel - Samarrai-Meanings of grammar, Dr. Fadel Al -	Required prescribed books - ١
.Ashmouni-Explanation of Al - .Samarrai-Meanings of grammar, Dr. Fadel Al - .Wafi, Dr. Abbas Hassan-Nahaw Al-Al - .Rajhi-Applied Grammar, Dr. Abdo Al -	(Main references (sources - ٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan
Adhering to the grammatical heritage and developing it by infusing it with the data - of modern grammatical and rhetorical lessons, mixing creative and graphic arts with dry grammatical rules, and adding cultural evidence that serves the individual in his .cietyso known grammar -Making use of and drawing extensive attention from well - Maridiya, and adopting the -Khudari and Bahjah al-footnotes, such as Hashiyat al Samarrai as a basis no less than the -book Meanings of Grammar by Dr. Fadel al Mubarak, and including in the curriculum the -eel alexplanation of Ibn Aq vocabulary of this comprehensive book of Arabic grammar with all its entries, . contents, and meanings

(Exchange) Course description

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

University of Fallujah	Educational institution
Arabic	department Scientific center/
Drainage / second stage	Course name/code
Actual and integrated where necessary	Available attendance forms
٢٠٢٤-٢٠٢٣ Second semester (course)	year /stage /Semester
study hours ٣٠	Number of study hours (total)
٢٠٢٤-٣٠-٥	Date this description was prepared

Course objectives

The morphology course aims to gain full knowledge of the rules of morphology, weights, verbal forms, meanings of constructions, the reasons for the Arabs' use of words in certain forms, and to learn more about abstract nouns and verbs in three, and six, and to enrich students with a large number of examples of eloquent ,four, five Arab vocabulary, and to know the frequent ones, the irregular, and the measured ones, and the reasons for that logically and in the light of What is familiar with the .he Arabs in their rhetorical usesmethods of t

outcomes and teaching, learning and evaluation methods Course

Cognitive objectives -A

Teaching students to think mathematically and logically, which does not conflict -١A .with the spirit of the Arabic language in terms, meaning, and style

Repeatedly letting students speak eloquent speech that befits the beauty and -٢A .e noble values and refined morals it containselegance of Arabic and th

.the course of objectives skills The - B

Among these are morphological puzzles that expand the paths of thought and -١B .consolidate information about the subject

Acquiring the skill of deceiving others and camouflaging others with more than -٢B .one concept to achieve some malicious or legitimate purpose

Teaching and learning methods

The method of teaching is by bringing comprehensive examples from the reality of daily life, far from the vulgarities and meanings familiar to the common people and the general public

The method of learning is by repeatedly exercising the tongue with words of great eloquence and grammatical complexity, leading to mediation in learning the most important rules, the ignorance of which cannot be excused by a bachelor's student majoring in the Arabic language

Evaluation methods

The method of evaluation is through suspense and attracting moods, then awarding grades of merit, with rewards of grades for encouragement and others for punishment and absolution of the teacher

Emotional and value goals -C

Studying the morphology course works to revive the values of chivalry, uprightiness, and moral epics that were on the rise in the era of morphology and spontaneity in parsing. As soon as pronunciation begins in the broad path of Arabic .ional concern and those authentic feelings are raised morphology, that emot

One of the values of studying morphology is to follow the example of the eloquent people of the nation who have been immortalized by our linguistic and .literary heritage

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

The learner of morphology acquires correcting poetic texts and evaluating books, .research, and eloquent expressions wherever they may be

The learner of morphology is inspired to learn precisely by understanding the nature of some problems similar to some morphological rules, such as addition and .preposition, the position of the letter in morphological work, and so on

Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	The plural noun, its definition and controls	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Plural gender noun	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Singular plural noun	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Zoom out	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Types of miniaturization	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Lineage	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Ilalal	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Introduce advertising and its controls	Teaching and educational staff and researchers	٢	VIII

Behavioral influence	Understanding and memorization	Substitution	Teaching and educational staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	Types of substitution and its controls	Teaching and educational staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	Assimilation	Teaching and educational staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	Types of assimilation and its controls	Teaching and educational staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	Endowment	Teaching and educational staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	Types of endowments and their controls	Teaching and educational staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	Tilt and its types	Teaching and educational staff and researchers	۲	Fifteenth

Infrastructure

Shafia-Radi on Al-Explanation of Al -
 -Sharf by Al-Arf fi Fan Al-Shadha Al -
 Hamalawi
 Samarraï-Meanings of buildings d. Fadel Al -

Required prescribed books - ۱

Refinement in exchange - ..Wafi, Dr. Abbas Hassan-Sarf Al-Al -	(Main references (sources -ʻ
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan

Adhering to the morphological heritage and developing it by infusing it with the data of modern morphological and rhetorical lessons, mixing creative and graphic arts with dry grammatical rules, and adding cultural evidence that serves the individual in .s societyhi

known grammar footnotes, such -Making use of and making extensive use of well -
Maridiya, adopting the book Meanings of -Khudari and Bahjah al-as Hashiyat al Samarrai as a basis no less than the explanation of Ibn Aqeel -Buildings by Dr. Fadel al Mubarak, and including in the curriculum the vocabulary of this comprehensive -al . book of Arabic grammar with all its entries, contents, and meanings

(Badi science) Course description

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

University of Fallujah	Educational institution - ١
Arabic	department Scientific - ٢ center/
Badi science / second stage	Course name/code - ٣
Actual and integrated where necessary	Available attendance forms - ٤
٢٠٢٤-٢٠٢٣ Second semester (course)	year /stage /Semester - ٥
study hours ٣٠	Number of study hours - ٦ (total)
٢٠٢٤-٣٠-٥	Date this description was - ٧ prepared
Course objectives - ٨	
The Badi Science course aims to gain complete knowledge of the rhetorical rules of .Badi', its arts, examples, and evidence	

outcomes and teaching, learning and evaluation methods Course
<p>Cognitive objectives -A .Teaching students to think rhetorically and creatively - ١A Mu'tazz and those who came -Knowing the scholars of Badi', especially Ibn al - ٢A .after him</p>
<p>.the course of objectives skills The - B .Proficiency in the art of Badi, activating his skills and increasing his activities - ١B Acquiring the skill of speaking about the beautiful, communicating eloquently, - ٢B .and composing it</p>
Teaching and learning methods
<p>The method of teaching is by bringing comprehensive examples from the reality of - daily life, far from the vulgarities and meanings familiar to the common people and .the general public</p> <p>loquent The method of learning by repeatedly exercising the tongue with very el - words</p> <p>presentation and competition between students -</p>

Evaluation methods

The method of evaluation is through suspense and attracting moods, then awarding - grades of merit, with rewards of grades for encouragement and others for punishment .and absolution of the teacher

Emotional and value goals -C

Studying the morphology course works to revive the values of chivalry, - ṽA uprightiness, and moral epics that were on the rise in the era of morphology and spontaneity in parsing. As soon as pronunciation begins in the broad path of Arabic .ional concern and those authentic feelings are raised morphology, that emot

One of the values of studying morphology is to follow the example of the -ṽC eloquent people of the nation who have been immortalized by our linguistic and .literary heritage

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

The learner of morphology acquires correcting poetic texts and evaluating books, -ṽD .research, and eloquent expressions wherever they may be

The learner of morphology is inspired to learn precisely by understanding the -ṽD nature of some problems similar to some morphological rules, such as addition and .preposition, the position of the letter in morphological work, and so on

Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Badi science, its definition and summary	Teaching and educational staff and researchers	۲	the first
Behavioral influence	Understanding and memorization	Moral enhancers	Teaching and educational staff and researchers	۲	the second
Behavioral influence	Understanding and memorization	Pun	Teaching and educational staff and researchers	۲	the third
Behavioral influence	Understanding and memorization	Good reasoning	Teaching and educational staff and researchers	۲	the fourth
Behavioral influence	Understanding and memorization	counterpoint	Teaching and educational staff and researchers	۲	Fifth
Behavioral influence	Understanding and memorization	the interview	Teaching and educational staff and researchers	۲	VI
Behavioral influence	Understanding and memorization	Verbal enhancers	Teaching and educational staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization	Alliteration	Teaching and educational staff and researchers	۲	VIII

Behavioral influence	Understanding and memorization	Assonance	Teaching and educational staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	the quote	Teaching and educational staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	Systems theory and the Qur'anic miracle	Teaching and educational staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	Introduction to rhetorical books	Teaching and educational staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	Qazwini -Idhah by Al-Al Tiraz by Yahya -and Al Alawi-Al	Teaching and educational staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	-Tawassul fi al-Hasan al Halabi-Tarsul by al	Teaching and educational staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	Applications to all the rhetorical arts of the Qur'an, Hadith, poetry, and sermons	Teaching and educational staff and researchers	۲	Fifteenth

Infrastructure	
Jarim and -The clear eloquence of Ali Al - Mustafa Amin	Required prescribed books -۱
Refinement in exchange - ..Wafi, Dr. Abbas Hassan-Sarf Al-Al -	(Main references (sources -۲

Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan .١١
Adhering to the creative heritage and developing it by infusing it with the data of - modern morphological and rhetorical lessons, mixing the creative and graphic arts with dry grammatical rules, and adding cultural evidence that serves the individual in .society his known grammar footnotes, such -Making use of and making extensive use of well - Maridiya, adopting the book Meanings of -Khudari and Bahjah al-as Hashiyat al Samarrai as a basis no less than the explanation of Ibn Aqeel -Buildings by Dr. Fadel al ubarak, and including in the curriculum the vocabulary of this comprehensive M-al . book of Arabic grammar with all its entries, contents, and meanings

(Literature in the Umayyad era) Course description

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

University of Fallujah	Educational institution
Arabic	department Scientific center/
Literature in the Umayyad era / the second stage	Course name/code
Actual and integrated where necessary	Available attendance forms
٢٠٢٤-٢٠٢٣ Second semester (course)	year /stage /Semester
study hours ٣٠	Number of study hours (total)
٢٠٢٤-٣٠-٥	Date this description was prepared
Course objectives	
The course on literature in the Umayyad era aims to learn about literary life and the debates between writers among themselves and between the caliphs on the other hand .and to memorize eloquent literary texts	

and teaching, learning and evaluation methods outcomes Course
<p>Cognitive objectives -A .Teaching students to think literary in that era - \A Knowing the scholars and critics of Umayyad literature and the works they - \A .produced</p>
<p>.the course of objectives skills The - B .Proficiency in the art of literature in the style of the Umayyad era - \B .Acquire poetry and prose in the style of the Umayyad era - \B</p>
Teaching and learning methods
<p>The method of teaching is by bringing comprehensive examples from the reality of - daily life, far from the vulgarities and meanings familiar to the common people and .the general public</p> <p>loquent The method of learning by repeatedly exercising the tongue with very el - words</p> <p>presentation and competition between students -</p>

Evaluation methods

The method of evaluation is through suspense and attracting moods, then awarding - grades of merit, with rewards of grades for encouragement and others for punishment .and absolution of the teacher

Emotional and value goals -C

Studying the Umayyad Literature course focuses on literary thinking with - \A scientific sublime meanings that the Umayyad era enjoyed in many parts of that . literary environment

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

The learner of Umayyad literature acquires the skill of creating poetry and prose -\D ..based on the arts that were prevalent in the Umayyad era

The learner of Umayyad literature is inspired by a precise understanding of the -\D itical problemsnature of some literary and pol

Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	A historical overview of the Umayyad era	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Poetry in the Umayyad era, development and renewal	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Umayyad poetry centers	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Political poetry, its definition and causes	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	-Ruqayat, Al-Ibn Qais Al Tarmah-Kamit, and Al	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Spinning in the Umayyad era, its definition and character	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Beautiful Buthaina	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Dharib-Qais bin Al	Teaching and educational staff and researchers	٢	VIII

Behavioral influence	Understanding and memorization	Omar bin Abi Rabia	Teaching and educational staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	Poetry of praise and satire	Teaching and educational staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	Peregrine's share	Teaching and educational staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	-Ka'b bin Ma'dan Al Ashqari	Teaching and educational staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	-The antithetical poets Al -Akhtal, Jarir, and Al Farazdaq	Teaching and educational staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	Prose in the Umayyad Era by the rhetoricians Ziyad Ahnaf -bin Abih and Al bin Qais	Teaching and educational staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	Basri-Hassan Al	Teaching and educational staff and researchers	۲	Fifteenth

Infrastructure

Saffar -Amali in Islamic Literature Dr. Al-Al - smiled	Required prescribed books - ۱
Jubouri-Islam and poetry Dr. Yahya Al -	
Studies in Islamic Literature Dr. Sami Makki - Ani-Al	(Main references (sources - ۲

Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan	
Adhering to the Umayyad heritage and developing it by infusing it with the data of modern morphological and rhetorical lessons, mixing creative and graphic arts with dry grammatical rules, and adding cultural evidence that serves the individual in his .etysoci	
known grammar footnotes, such -Making use of and making extensive use of well - Maridiya, adopting the book Meanings of -Khudari and Bahjah al-as Hashiyat al Samarrai as a basis no less than the explanation of Ibn Aqeel -Buildings by Dr. Fadel al k, and including in the curriculum the vocabulary of this comprehensive Mubara-al . book of Arabic grammar with all its entries, contents, and meanings	

(cutting hair) Course description

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

University of Fallujah	Educational institution
Arabic	department Scientific center/
Hair cutting / second stage	Course name/code
Actual and integrated where necessary	Available attendance forms
٢٠٢٤-٢٠٢٣ Second semester (course)	year /stage /Semester
study hours ٣٠	Number of study hours (total)
٢٠٢٤-٣٠-٥	Date this description was prepared
Course objectives	
The poetry cutting course aims to identify prosodic meters and practice cutting using	

methods, including vocal and beats, on resonant objects, to stimulate the auditory sense and the musical ear in the art of poetic cutting

and teaching, learning and evaluation methods outcomes Course

Cognitive objectives -A

. prosodically Teaching students to think - \A

.Knowing the scholars of prosody and poetry fragmentation and their writings - \A

.the course of objectives skills The - B

Proficiency in the art of poetic fragmentation in the style of art scholars, - \B

.Farahidi, may God Almighty have mercy on him-especially Al

Teaching and learning methods

The method of teaching is by bringing comprehensive examples from the reality of daily life, far from the vulgarities and meanings familiar to the common people and the general public

loquent The method of learning by repeatedly exercising the tongue with very eloquent words

presentation and competition between students -

Evaluation methods

The method of evaluation is through suspense and attracting moods, then awarding grades of merit, with rewards of grades for encouragement and others for punishment and absolution of the teacher

Emotional and value goals -C

Studying the poetry composition course works to revive the spirit of musical imagination. - \A

.imagination. Poetry composition then becomes a fine art and creative study

other skills related to employability) General and qualifying transferable skills -D

.(and personal development

..The learner of poetry cutting acquires correct poetic meters - \D

he nature of The learner of hair cutting is inspired by a precise understanding of the nature of t - \D

.some problems and their practical treatment

Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Poetic seas, their controls and their divisions	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Sea of confusion	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Shame	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	the sand	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Light	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	The prisoner	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Convergent	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	The remedial one	Teaching and educational staff and researchers	٢	VIII

Behavioral influence	Understanding and memorization	Long	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	Laconic	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Uprooted	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	The one who is leaving	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Present tense	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Prosodic circuits	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Rhyme	Teaching and educational staff and researchers	٢	Fifteenth

Infrastructure	
-Features of prosody and rhyme d. Omar Al Asaad The art of poetic cutting Dr. Safaa Hulusi	Required prescribed books - ١
Hashemi-Balance of Gold by Al Rhythm in Arabic poetry Dr. Mustafa Jamal	(Main references (sources - ٢

Din-Al	
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan	
and developing it by infusing it with the data of prosodic heritage Adhering to the - modern morphological and rhetorical lessons, mixing creative and graphic arts with dry grammatical rules, and adding cultural evidence that serves the individual in his .society	
known grammar footnotes, such -ensive use of wellMaking use of and making ext - Maridiya, adopting the book Meanings of -Khudari and Bahjah al-as Hashiyat al Samarrai as a basis no less than the explanation of Ibn Aqeel -Buildings by Dr. Fadel al m the vocabulary of this comprehensive Mubarak, and including in the curriculu-al . book of Arabic grammar with all its entries, contents, and meanings	

(old book) Course description

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

University of Fallujah	Educational institution
Arabic	department Scientific center/
Old book / second stage	Course name/code
Actual and integrated where necessary	Available attendance forms
٢٠٢٤-٢٠٢٣ Second semester (course)	year /stage /Semester
study hours ٣٠	Number of study hours (total)
٢٠٢٤-٣٠-٥	Date this description was prepared
Course objectives	

The Old Book course aims to learn about the art of speech among the ancient Arabs, the art of speech, rhetoric, literature, and the arts of speech as a whole
 To revive the methods of Arab eloquent writers and analyze their eloquent productions

comes and teaching, learning and evaluation methodsou Course
<p>Cognitive objectives -A .Teaching students to think about ancient authors -\A .Knowledge of scholars of flourishing antiquity -\A</p>
<p>.the course of objectives skills The - B Proficiency in understanding ancient texts, analyzing them, and working on - \B them</p>
Teaching and learning methods
<p>The method of teaching is by bringing comprehensive examples from the reality of - daily life, far from the vulgarities and meanings familiar to the common people and .the general public eloquent The method of learning by repeatedly exercising the tongue with very el - words presentation and competition between students -</p>
Evaluation methods
<p>The method of evaluation is through suspense and attracting moods, then awarding - grades of merit, with rewards of grades for encouragement and others for punishment .and absolution of the teacher</p>
<p>Emotional and value goals -C Studying an ancient book course works to revive the ancient heritage -\A linguistically, grammatically, and literary .</p>
<p>other skills related to employability) General and qualifying transferable skills -D .(and personal development An ancient book course learner acquires the ability to understand and decipher -\D .ancient verses in a way that serves his linguistic ability arn precisely the nature of some The learner of an old book is inspired to le -\D .problems and their practical treatment</p>

Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Reading selections on Arabic sciences and its Amali by –study from Al –Qali and Al–Abu Ali Al Tabyin by –Bayan and Al Jahiz–Al	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization		Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization		Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization		Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization		Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization		Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization		Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization		Teaching and educational staff and researchers	٢	VIII

Behavioral influence	Understanding and memorization		Teaching and educational staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization		Teaching and educational staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization		Teaching and educational staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization		Teaching and educational staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization		Teaching and educational staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization		Teaching and educational staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization		Teaching and educational staff and researchers	۲	Fifteenth

Infrastructure	
Qali-Amali by Abu Ali Al-Al - Jahiz-And clarification and clarification by Al -	Required prescribed books -۱
Studies in Islamic Literature Dr. Sami Makki - Ani-Al	(Main references (sources -۲

Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - website Aloka - Mustafā Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan
Adhering to the ancient heritage and developing it by infusing it with the data of - modern morphological and rhetorical lessons, mixing creative and graphic arts with dry grammatical rules, and adding cultural evidence that serves the individual in his .etysoci known grammar footnotes, such -Making use of and making extensive use of well - Maridiya, adopting the book Meanings of -Khudari and Bahjah al-as Hashiyat al Samarrai as a basis no less than the explanation of Ibn Aqeel -Buildings by Dr. Fadel al k, and including in the curriculum the vocabulary of this comprehensive Mubara-al . book of Arabic grammar with all its entries, contents, and meanings

(the library) Course description

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

University of Fallujah	Educational institution
Arabic	department Scientific center/
Library / second stage	Course name/code
Actual and integrated where necessary	Available attendance forms
٢٠٢٤-٢٠٢٣ Second semester (course)	year /stage /Semester
study hours ٣٠	Number of study hours (total)
٢٠٢٤-٣٠-٥	Date this description was prepared
Course objectives	
The library course aims to learn about Arab and international library systems and	

methods of borrowing and returning

outcomes and teaching, learning and evaluation methods Course

Cognitive objectives -A

.based-Teaching students to think desk -\A

.Knowledge of library scholars, their arts, and their writings -\A

.the course of objectives skills The - B

Proficiency in the art of borrowing books and organizing them in the library - \B

.according to the classification of Dewey and others

Teaching and learning methods

The method of teaching is by bringing comprehensive examples from the reality of -
daily life, far from the vulgarities and meanings familiar to the common people and
.the general public

The method of learning by repeatedly exercising the tongue with very eloquent -
words

presentation and competition between students -

Evaluation methods

The method of evaluation is through suspense and attracting moods, then awarding -
grades of merit, with rewards of grades for encouragement and others for punishment
.and absolution of the teacher

Emotional and value goals -C

Studying the library course teaches thinking about organizing books according to -\C

.dissertations , and educational pamphlets ,their types, periodicals, research, theses

.

other skills related to employability) General and qualifying transferable skills -D

.(and personal development

.The library learner acquires the organization of sources and references -\D

The library learner is inspired to learn accurately and understand the nature of -\D

.ical treatmentsome problems and their pract

Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Introduction to the library and its origins	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	The most prominent Arab libraries	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	The modern library and its catalogues	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Sources of Arab heritage and their value	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Library of the Holy Quran and its Sciences	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Library of the Noble Prophet's Hadith and its Sciences	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Arabic language library	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Language and grammar sources	Teaching and educational staff and researchers	٢	VIII

Behavioral influence	Understanding and memorization	Exchange sources	Teaching and educational staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	Sources of rhetoric and criticism	Teaching and educational staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	Poetry sources	Teaching and educational staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	Sources of proverbs	Teaching and educational staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	Library of notable biographies	Teaching and educational staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	Biographies of grammarians, poets, and prophets	Teaching and educational staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	Library of history, geography and public literature	Teaching and educational staff and researchers	۲	Fifteenth

Infrastructure	
Library and Research Dr. Sami Makki Dr. Adwani-Abdul Wahab Al	Required prescribed books - ۱
The history of libraries in Arab countries by Jawahiri-Khayal Al	
Hashemi-Balance of Gold by Al	(Main references (sources - ۲

Rhythm in Arabic poetry Dr. Mustafa Jamal - Din-Al	
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan

Adhering to the library heritage and developing it by infusing it with modern - library lesson data, mixing creative and graphic arts with dry grammatical rules, and .adding cultural evidence that serves the individual in his society

known grammar footnotes, such -extensive use of well Making use of and making - Maridiya, adopting the book Meanings of -Khudari and Bahjah al-as Hashiyat al Samarrai as a basis no less than the explanation of Ibn Aqeel -Buildings by Dr. Fadel al culum the vocabulary of this comprehensive Mubarak, and including in the curri-al . book of Arabic grammar with all its entries, contents, and meanings

course description Computer

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

University of Fallujah	Educational institution
the department of Arabic language	department /center Scientific
the second stage - (Computer)	Course name/code
actual	Available attendance forms
٢٠٢٤-٢٠٢٣ Second semester (course)	Semester/year
hours of study ٣٠	Number of study hours (total)
٢٠٢٤-٣٠-٥	Date this description was prepared

Course objectives

:The computer course aims to do the following

.Training on electronic devices , especially smart ones -\

outcomes and teaching, learning and evaluation methods Course .ϳ

: objectives Cognitive - A

.Introducing the student to computers -ϳ

.Introducing the student to the most famous generations of computers -ϳ

.Introducing the student to the application of computer principles -ϳ

: Skills Objectives - B

.Discovering hardware and software -ϳ

Speed and ease in completing manual work using the computer, including -ϳ

.cleaning work, moving agricultural and industrial machinery, etc

: goals Emotional and value - C

.Promoting authentic values and ideals in the student -ϳ

Deepening the human conscience and sense through expressive touches -ϳ

.during the presentation of the course material

Teaching and learning methods .10

: the teaching methods Among -

.List the scientific material according to the previously prepared lesson plan -

.Memorizing selected evidence after explaining and analyzing it -

The emotional impact on students' souls and combining this with educational and -

. possible scientific objectives as much as

Evaluation methods .11

.Proper computer application -

.Portfolio robustness test for computational steps -

Stimulating the personal potentials emerging from students' consciences for personal -

.differentiation among them

Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	٢.١. Theoretical Excel	Teaching staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Identify the window	Teaching staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Select cells	Teaching staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	entering info	Teaching staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Alignment and boundaries	Teaching staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Accuracy of numbers and distinguishing jewellery	Teaching staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Autofill and data protection	Teaching staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	PowerPoint and slide design program	Teaching staff and researchers	٢	VIII

	on				
Behavioral influence	Understanding and memorization	Internet types of networks and browsers	Teaching staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	Search engines, search methods, and email	Teaching staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	social media sites	Teaching staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	٢.١. Practical Excel	Teaching staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	٢.١. And PowerPoint	Teaching staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Internet	Teaching staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Details of browsing on websites and speeding it up	Teaching staff and researchers	٢	Fifteenth

Infrastructure .13

Teaching lectures -	References -١
Arab electronic magazine-Lisan al Aloka website - Mustafa Electronic Library-Al	Electronic references, Internet -2 sites

Course development plan .14

.Activating the research aspect of Arab heritage sources, especially literary ones -

English language :Course description

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

University of Fallujah	Educational institution
the department of Arabic language	department /center Scientific
second stage – (English language)	Course name/code
actual	Available attendance forms
٢٠٢٤-٢٠٢٣ Second semester (course)	Semester/year
hours of study ٣٠	Number of study hours (total)
٢٠٢٤-٣٠-٥	Date this description was prepared
Course objectives	
:The computer course aims to do the following .Spelling and letters training .Keeping pace with linguistic development in learning English	

outcomes and teaching, learning and evaluation methods Course .٣

: **objectives Cognitive - A**

- .Introducing the student to the English language
- .Introducing the student to the most popular language styles

: **Skills Objectives – B**

- .Discover language synonyms and opposites

goals Emotional and value – C

- .Enhancing student vocabulary memorization

Teaching and learning methods .10

: **the teaching methods** Among -

- .List the scientific material according to the previously prepared lesson plan -
- .Memorizing selected evidence after explaining and analyzing it -

The emotional impact on students' souls and combining this with educational and -
. scientific objectives as much as possible

Evaluation methods .11

- .Correct and parsed pronunciation of English texts -
- .Testing the strength of memorization and memory for texts and scientific material -

Course structure .12

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	book approach Headaway	Teaching staff and researchers	۲	the first
Behavioral influence	Understanding and memorization		Teaching staff and researchers	۲	the second
Behavioral influence	Understanding and memorization		Teaching staff and researchers	۲	the third
Behavioral influence	Understanding and memorization		Teaching staff and researchers	۲	the fourth
Behavioral influence	Understanding and memorization		Teaching staff and researchers	۲	Fifth
Behavioral influence	Understanding and memorization		Teaching staff and researchers	۲	VI
Behavioral influence	Understanding and memorization		Teaching staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization		Teaching staff and researchers	۲	VIII

	on				
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	Fifteenth

Infrastructure .13

Teaching lectures -	References -١
Foreign language magazines -	Recommended books and -3 scientific journals,) references (...,reports
Arab electronic magazine-Lisan al -	Electronic references, Internet -4

Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	sites
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Course development plan .14

.Activating the research aspect of Arab heritage sources, especially literary ones -

College of Islamic - University of Fallujah

Department of Arabic Language - Sciences

– Description of the third stage course

Chapter One

(grammar) Course description

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

University of Fallujah	Educational institution . ^١
Arabic	department Scientific . ^٢ center/
Grammar	Course name/code . ^٣
Physical, electronic and embedded	Available attendance forms . ^٤
٢٠٢٤-٢٠٢٣ Semester (course) first/third/	year /stage /Semester . ^٥
study hours ^{٤٥}	Number of study hours . ^٦ (total)
٢٠٢٤-٣٠-٥	Date this description was . ^٧ prepared

Course objectives .^٨

The grammar course aims to gain sufficient knowledge of the rules of the Arabic language in a way that protects the tongue from melody that leads to loss of meaning or confusion, es, since meaning or violation of intent, falling into verbal fallacies, and distortion of styl and smooth pronunciation are linked to sound parsing, flow of movements, and their .sequence

outcomes and teaching, learning and evaluation methods Course .^٩

Cognitive objectives -A

Teaching students to think mathematically and logically, which does not conflict -١A
.with the spirit of the Arabic language in terms, meaning, and style

Repeatedly letting students speak eloquent speech that befits the beauty and -٢A

<p>.e noble values and refined morals it containselegance of Arabic and th</p>
<p>.the course of objectives skills The - B This includes grammatical puzzles that expand the paths of thought and consolidate - \B .subjective information Acquiring the skill of deceiving others with grammar and camouflaging others with - \B .more than one concept to achieve some malicious or legitimate purposes</p>
<p>Teaching and learning methods</p>
<p>The method of teaching is by bringing comprehensive examples from the reality of - daily life, far from the vulgarities and meanings familiar to the common people and the .general public The method of learning by repeatedly exercising the tongue with words of great - eloquence and grammatical complexity, leading to mediation in learning the most important rules, the ignorance of which cannot be excused by a bachelor's student .Arabic language majoring in the</p>
<p>Evaluation methods</p>
<p>The method of evaluation is through suspense and attracting moods, then awarding - grades of merit, with rewards of grades for encouragement and others for punishment .and absolution of the teacher</p>
<p>Emotional and value goals -C Studying the grammar course works to revive the values of chivalry, uprightness, - \A and moral epics that were on the rise in the era of grammatical decency and spontaneity in parsing. Once pronunciation is widespread in the broad path of Arabic grammar, that .emotional concern and those authentic feelings are raised One of the values of studying grammar is to imitate the nation's eloquent scholars -\C .who have been immortalized in our linguistic and literary heritage</p>
<p>Teaching and learning methods</p>
<p>Teaching grammar by following the descriptive historical approach and understanding - the linguistic logic of the Arab language, which is distinguished by its beauty and .majesty bic The student learns grammar by concentrating and understanding the spirit of Ara - and its paths, which on the surface may contradict formal logic and refuse to prove its .existence in itself</p>
<p>Evaluation methods</p>

Through oral and written tests and listening to students pronounce words with vowels -
and vowels controlled by the usual grammatical rules or those that change with
.changing intentions and connotations

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

The grammar learner acquires correcting poetic texts and evaluating books, -\D
.research, and eloquent expressions wherever they may be

by understanding the nature of The grammar learner is inspired to learn accurately -\D
some problems similar to some grammatical rules, such as addition and preposition, the
.position of the letter in grammatical work, and so on

Course structure .١٠

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	.Prepositions	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	.add	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Types of addition	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Disagreement regarding the parsing of addition and its types	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	The most correct way to parse the addition	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Implementation of the .source and its name	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	The implementation of .the active participle	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Implementing the active .participle	Teaching and educational staff and researchers	٢	VIII

	n				
Behavioral influence	Understanding and memorization	The suspicious characteristic	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	.Exclamation	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	.I do preference	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Dependents: (adjective	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Emphasis	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Kindness	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	.Allowance	Teaching and educational staff and researchers	٢	Fifteenth

Infrastructure

.١١

.Explanation of Ibn Aqeel -
Samarrai-Meanings of grammar, Dr. Fadel Al -

Required prescribed books -١

.Ashmouni-Explanation of Al - .Samarrai-Meanings of grammar, Dr. Fadel Al - .Wafi, Dr. Abbas Hassan-Nahaw Al-Al - .Rajhi-Applied Grammar, Dr. Abdo Al -	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan .١٢

Adhering to the grammatical heritage and developing it by infusing it with the data of modern grammatical and rhetorical lessons, mixing creative and graphic arts with dry grammatical rules, and adding cultural evidence that serves the individual in his .cietyso

known grammar -Making use of and drawing extensive attention from well - Maridiya, and adopting the -Khudari and Bahjah al-footnotes, such as Hashiyat al Samarrai as a basis no less than the -book Meanings of Grammar by Dr. Fadel al Mubarak, and including in the curriculum the -eel alexplanation of Ibn Aq vocabulary of this comprehensive book of Arabic grammar with all its entries, . contents, and meanings

(Philology) Course Description

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

University of Fallujah	Educational institution .١٠
Arabic	department Scientific .١١ center/
Philology	Course name/code .١٢
Physical, electronic and embedded	Available attendance .١٣ forms
٢٠٢٤-٢٠٢٣ Semester (course) first/third/	year /stage /Semester .١٤
study hours ٣٠	Number of study hours .١٥ (total)
٢٠٢٤-٢٠٢٥	Date this description was .١٦ prepared

Course objectives .١٧

The philology course aims to introduce students to the characteristics and features of the Arabic language, study its phenomena in light of the ancient linguistic heritage and archaeologists have found of documented evidence from its texts, analyze what linguistic symbols in ancient structures and excavations, numbers and types of li inscriptions found in ancient temples and tombstones, and strive to trace their history and stages. Its development from ancient times until the present era, and comparing it ther languages of the same linguistic family based on the classification of languages to o .and knowledge of their distribution tree and the dialects from which they branched

outcomes and teaching, learning and evaluation methods Course .١٨

Cognitive objectives -A

Identifying the linguistic phenomenon that the student may encounter when -١A reading Quranic and literary Arabic texts and writings in other fields such as legal, .social, philosophical and psychological

Comparing the creative and aesthetic aspect between Arabic texts according to -٢A their characteristics and the diversity of their styles, on the one hand, and the characteristics of other languages of the same Semitic family, such as Hebrew and .Assyrian

.the course of objectives skills The - B
 .Discovering ancient linguistic inscriptions and translating them - ١B
 .Identify methods of dealing with manuscripts and analyzing their symbols - ٢B
 Formulating the literary text using the characteristics and phenomena provided - ٣B
 .by the philology course

Teaching and learning methods

memorizing evidence of linguistic phenomena : **teaching methods** Among the -
 .after understanding their idea
 extracting teachings from ancient dialects and : **of learning** Among the methods -
 obsolete Arabic inscriptions of ancient peoples and comparing them with the
 .remaining classical dialects

Evaluation methods

.Correct and parsed pronunciation for students -
 .Testing the strength of memory and memory for linguistic texts and their evidence -

Emotional and value goals -C

Selecting evidence from sacred texts, sayings, and proverbs that nourish the -١C
 .behavioral and moral aspects of students
 Deepening the human conscience and sense through expressive touches within -٢C
 .the presentation of the course material

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

Employing the phonetic study of the language in areas of speech, such as the rise -١D
 and fall of tone in specific places chosen taking into account the listening
 .environment, the degree of confusion, and the positions of speaking
 linguistically prohibited words and knowledge of Employing knowledge of l -٢D
 melody methods in the educational aspect to avoid them and choose appropriate
 .synonyms that are more refined and polite

Course structure .١٣

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Introduction to philology, .defining the term	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	The relationship of .philology to linguistics	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	.Language families	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	.Semitic languages	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	.Arabic dialects	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Arabic painting and its .development	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	.Arabic Voices	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Kisa'i -A'rabi and al-Ibn al) on plants, trees, camels, horses, nomads, homes, and	Teaching and educational staff and researchers	٢	VIII

	on	.(weapons			
Behavioral influence	Understanding and memorization	Linguistic messages: the .linguistic triangle	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	Asma'i's letters, Abu -Al) (Ansari's letters-Zaid Al	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Linguistic and semantic issues: (verbal cognates, opposites, synonymy	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Follow, replace	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	The phenomenon of parsing	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Opinions of ancient and modern scholars regarding .parsing	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	The Arabic dictionary and its methods	Teaching and educational staff and researchers	٢	Fifteenth

Infrastructure .١٤

Philology Dr. Hossam Al Nuaimi -
 Saleh-Philology Dr. Sobhi Al -
 Daman-Philology Dr. Hatem Al -

Required prescribed books -١

<p>Sahbi in the jurisprudence of language by -Al - Ibn Faris -Philology and the Secret of Arabic by Al - Thaalabi Suyuti-Mizhar by Al-Al - Philology Dr. Ali Abdul Wahid Wafi - In Arabic dialects Dr. Ibrahim Anis -</p>	<p>(Main references (sources -٢</p>
<p>Journal of the Linguistic Academy in Cairo -</p>	<p>Recommended books and scientific journals,) references (...,reports</p>
<p>Arab electronic magazine-Lisan al - website Aloka - Mustafa Electronic Library-Al - The Holy People's Electronic Library -</p>	<p>Electronic references, -B ...Internet sites</p>

Course development plan.١٥

- Activating the practical aspect, such as analyzing the symbols of Arabic -
.manuscripts
- Activating the field aspect, such as exploring the effects of linguistic inscriptions, -
.analyzing them, and employing them in forensic cryptography and elsewhere

(Ancient Arabic Criticism) Course Description

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

University of Fallujah	Educational institution .١٩
Arabic	department Scientific .٢٠ center/
the third language - Ancient Arabic criticism	Course name/code .٢١
Actual and integrated where necessary	Available attendance .٢٢ forms
٢٠٢٤-٢٠٢٣ First semester (course)	Semester/year .٢٣
study hours ٣٠	Number of study hours .٢٤ (total)
AD ٢٠٢٤/٣٠/٥	Date this description .٢٥ was prepared

Course objectives .٢٦

The ancient criticism course aims to introduce students to the steps of ancient Arabic criticism and its characteristics in light of the ancient linguistic heritage, the terminology of ancient criticism, their critical methods, the verbal and semantic tool for criticizing texts and their treatments, and proposals for developing the realistic the differences in eras and keeping up with the methods of aspect of it in view of teaching the ancient with modern means that are close to understanding and practical .benefit

outcomes and teaching, learning and evaluation methods Course .٢٧

Cognitive objectives -A

Practice critical analysis in light of ancient critical methods and the uses of ancient Arab -١A
.critics in criticizing texts, especially poetic text and prose text

Introducing students to the terminology of ancient money, its concentrated -٢A
.expressions, and the intense meaning that ancient money had

.the course of objectives skills The - B

.Discovering ancient linguistic inscriptions and translating them - ١B

Formulating the literary text with the characteristics and phenomena provided by the - ٢B

.ancient criticism course

Teaching and learning methods

memorizing evidence of linguistic phenomena after : **teaching methods** Among the -
.understanding their idea

extracting teachings from ancient dialects and obsolete : **of learning** Among the methods -
Arabic inscriptions of ancient peoples and comparing them with the remaining classical
.dialects

Evaluation methods

.Correct and parsed pronunciation for students -

.Testing the strength of memory and memory for linguistic texts and their evidence -

Emotional and value goals -C

Selecting evidence from sacred texts, sayings, and proverbs that nourish the behavioral -\C
.and moral aspects of students

Deepening the human conscience and sense through expressive touches within the -\C
.presentation of the course material

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

Employing the phonetic study of the language in areas of speech, such as the rise and -\D
fall of tone in specific places chosen taking into account the listening environment and
.speaking positions

Employing knowledge of linguistically prohibited words and knowledge of melody -\D
methods in the educational aspect to avoid them and choose appropriate synonyms that are
.more refined and polite

Course structure . ١٦					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Criticism: its definition, substance and components	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Definition of the critic and his duties	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	-Monetary alerts in the pre Islamic era	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Islam's position on poetry and literature	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Critical aspects in the linguistic) Umayyad era (criticism	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	The foundations of comparison between poets	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	The influence of the , environment on the poet the influence of Ibn Abi Ateeq on criticism	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	The impact of the novel and blogging on the critical movement	Teaching and educational staff and researchers	٢	VIII

	on				
Behavioral influence	Understanding and memorization	Literary criticism in the second and third centuries between affective) AH criticism, criticism and (methodological criticism	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	The impact of the Abbasid scientific renaissance on Monetary matters) criticism (Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Manifestations of the maturity of criticism and its The) most important topics issue of pronunciation and (meaning	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Poetic thefts	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	the , Building the poem , poetry column approach Badi' approach-Al	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Printing , workmanship and costuming	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	The philosophical and logical direction of Qudamah bin Jaafar	Teaching and educational staff and researchers	٢	Fifteenth

Infrastructure .١٧

Lectures on the history of criticism among the - Arabs, Dr. Nasser Halawi and Dr. Ibtisam Marhoon

Required prescribed books -١

<p>Saffar-Al The history of literary criticism among the Arabs - . Islamic era to the fourth century AH-from the pre Mr. Taha Ahmed Ibrahim</p>	
<p>Articles in the history of criticism Dr. Daoud - Salloum The history of Arabic literary criticism (poetry - criticism) from the second century until the eighth Dr.. Ihsan Abbas . century AH The History of Literary Criticism among the Arabs, - Abdul Aziz Ateeq .Dr Islamic -The history of Arab criticism from pre - Dr.. Daoud . times until the third century AH Salloum</p>	(Main references (sources -٢
<p>Journal of the Linguistic Academy in Cairo -</p>	Recommended books and scientific journals,) references (...,reports
<p>Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -</p>	Electronic references, -B ...Internet sites

Course development plan .١٨

- Activating the practical aspect, such as analyzing the symbols of Arabic -
.manuscripts
- Activating the field aspect, such as exploring the effects of linguistic inscriptions, -
.analyzing them, and employing them in forensic cryptography and elsewhere

(Abbasid Poetry) se Description Cour

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

University of Fallujah	Educational institution .٢٨
Arabic	department Scientific .٢٩ center/
the third language - Abbasid poetry	Course name/code .٣٠
Actual and integrated where necessary	Available attendance .٣١ forms
٢٠٢٤-٢٠٢٣ Second semester (course)	Semester/year .٣٢
study hours ٣٠	Number of study hours .٣٣ (total)
٢٠٢٤-٣٠-٥	Date this description .٣٤ was prepared

Course objectives .٣٥

The Qur'anic recitations course aims to teach the rulings on recitations, learn about the history of recitations, their narrators, and their linguistic, grammatical, grammatical, and rhetorical directions, define the science of ancient and modern and identify the Arab dialects adopted in frequent and irregular recitations, ,phonetics and Qur'anicity, and the number of each of them in a way that suits their authenticity according to the sayings of scholars supported by legal evidence from the Holy Qur'an .the Prophet's Hadith. The honorable and

outcomes and teaching, learning and evaluation methods Course .٣٦

Cognitive objectives -A

Identifying the linguistic phenomenon that the student may encounter when reading -١A
Quranic and literary Arabic texts and writings in other fields such as legal, social, philosophical .and psychological

Comparing the creative and aesthetic aspect between Arabic texts according to their -٢A
characteristics and the diversity of their styles, on the one hand, and the characteristics of other .languages of the same Semitic family, such as Hebrew and Assyrian

<p>.the course of objectives skills The - B</p> <p>.Discovering ancient linguistic inscriptions and translating them - \B</p> <p>.Identify methods of dealing with manuscripts and analyzing their symbols - \B</p> <p>Formulating the literary text using the characteristics and phenomena provided by the - \B</p> <p>.philology course</p>
<p>Teaching and learning methods</p>
<p>memorizing evidence of linguistic phenomena after : teaching methods Among the -</p> <p>.understanding their idea</p> <p>extracting teachings from ancient dialects and obsolete : of learning Among the methods -</p> <p>Arabic inscriptions of ancient peoples and comparing them with the remaining classical</p> <p>.dialects</p>
<p>Evaluation methods</p>
<p>.Correct and parsed pronunciation for students -</p> <p>.Testing the strength of memory and memory for linguistic texts and their evidence -</p>
<p>Emotional and value goals -C</p> <p>Selecting evidence from sacred texts, sayings, and proverbs that nourish the behavioral -\C</p> <p>.and moral aspects of students</p> <p>Deepening the human conscience and sense through expressive touches within the -\C</p> <p>.presentation of the course material</p>
<p>Teaching and learning methods</p>
<p>The emotional impact on students' souls and combining this with educational and scientific -</p> <p>. objectives as much as possible</p>
<p>Evaluation methods</p>
<p>Stimulating the personal potentials emerging from students' consciences for personal -</p> <p>.differentiation among them</p>
<p>other skills related to employability and) General and qualifying transferable skills -D</p> <p>.(personal development</p> <p>Employing the phonetic study of the language in areas of speech, such as the rise and fall -\D</p> <p>of tone in specific places chosen taking into account the listening environment and speaking</p> <p>.positions</p> <p>d knowledge of melody Employing knowledge of linguistically prohibited words an -\D</p> <p>methods in the educational aspect to avoid them and choose appropriate synonyms that are</p> <p>.more refined and polite</p>

Course structure . ١٩

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	An introduction to the social, economic, intellectual and political era of the Abbasid era and its impact on poetry	Teaching staff and correctors	٢	the first
Behavioral influence	Understanding and memorization	Foreign culture and its impact on Abbasid literature	Teaching staff and correctors	٢	the second
Behavioral influence	Understanding and memorization	Asceticism and promiscuity and their effect on poetry	Teaching staff and correctors	٢	the third
Behavioral influence	Understanding and memorization	Emphasis in poetic themes	Teaching staff and correctors	٢	the fourth
Behavioral influence	Understanding and memorization	The th	Teaching staff and correctors	٢	Fifth
Behavioral influence	Understanding and memorization	Praise	Teaching staff and correctors	٢	VI
Behavioral influence	Understanding and memorization	Satire	Teaching staff and correctors	٢	Seventh
Behavioral	Understanding	spinning	Teaching staff	٢	VIII

influence	ng and memorization		and correctors		
Behavioral influence	Understanding and memorization	Abbasid poets	Teaching staff and correctors	۲	Ninth
Behavioral influence	Understanding and memorization	Bashar bin Burd	Teaching staff and correctors	۲	The tenth
Behavioral influence	Understanding and memorization	Walid-Muslim bin Al	Teaching staff and correctors	۲	eleven
Behavioral influence	Understanding and memorization	Abu Nawas	Teaching staff and correctors	۲	twelfth
Behavioral influence	Understanding and memorization	Atahiya-Abu Al	Teaching staff and correctors	۲	thirteen
Behavioral influence	Understanding and memorization	Khuzai-Dabal Al	Teaching staff and correctors	۲	Fourteenth
Behavioral influence	Understanding and memorization	-Abu Tammam, Al Rumi-Buhturi and Ibn Al	Teaching staff and correctors	۲	Fifteenth

Infrastructure .۲۰

History of poetry in the Abbasid era Dr. -
Youssef Khalif

Required prescribed books -۱

<p>-In Abbasid literature, Muhammad Mahdi Al Basir - Poetry and poets in the Abbasid era Dr. - Mustafa Shaka</p>	<p>(Main references (sources -٢</p>
<p>Journal of the Linguistic Academy in Cairo -</p>	<p>Recommended books and scientific journals,) references (...,reports</p>
<p>Arab electronic magazine-Lisan al Aloka website - Mustafa Electronic Library-Al The Holy People's Electronic Library -</p>	<p>Electronic references, -B ...Internet sites</p>

Course development plan.٢١

<p>Activating the practical aspect, such as analyzing the symbols of Arabic .manuscripts - Activating the field aspect, such as exploring the effects of linguistic inscriptions, .analyzing them, and employing them in forensic cryptography and elsewhere -</p>
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(Abbasid Prose) se Description Cour

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

University of Fallujah	Educational institution .٣٧
Arabic	department Scientific .٣٨ center/
the third language - Abbasid prose	Course name/code .٣٩
Actual and integrated where necessary	Available attendance .٤٠ forms
٢٠٢٤-٢٠٢٣ Second semester (course)	Semester/year .٤١
study hours ٣٠	Number of study hours .٤٢ (total)
٢٠٢٤-٣٠-٥	Date this description .٤٣ was prepared

Course objectives .٤٤

The Qur'anic recitations course aims to teach the rulings on recitations, learn about the history of recitations, their narrators, and their linguistic, grammatical, grammatical, and rhetorical directions, define the science of ancient and modern and identify the Arab dialects adopted in frequent and irregular recitations, ,phonetics and Qur'anicity, and the number of each of them in a way that suits their authenticity according to the sayings of scholars supported by legal evidence from the Holy Qur'an .the Prophet's Hadith. The honorable and

outcomes and teaching, learning and evaluation methods Course .٤٥

Cognitive objectives -A

Identifying the linguistic phenomenon that the student may encounter when reading -١A
Quranic and literary Arabic texts and writings in other fields such as legal, social,
.philosophical and psychological

Comparing the creative and aesthetic aspect between Arabic texts according to their -٢A
characteristics and the diversity of their styles, on the one hand, and the characteristics of
.other languages of the same Semitic family, such as Hebrew and Assyrian

<p>.the course of objectives skills The - B</p> <p>.Discovering ancient linguistic inscriptions and translating them - ١B</p> <p>.Identify methods of dealing with manuscripts and analyzing their symbols - ٢B</p> <p>Formulating the literary text using the characteristics and phenomena provided by - ٣B</p> <p>.the philology course</p>
<p>Teaching and learning methods</p>
<p>memorizing evidence of linguistic phenomena after : teaching methods Among the -</p> <p>.understanding their idea</p> <p>extracting teachings from ancient dialects and : of learning Among the methods -</p> <p>obsolete Arabic inscriptions of ancient peoples and comparing them with the remaining</p> <p>.classical dialects</p>
<p>Evaluation methods</p>
<p>.Correct and parsed pronunciation for students -</p> <p>.Testing the strength of memory and memory for linguistic texts and their evidence -</p>
<p>Emotional and value goals -C</p> <p>Selecting evidence from sacred texts, sayings, and proverbs that nourish the -١C</p> <p>.behavioral and moral aspects of students</p> <p>Deepening the human conscience and sense through expressive touches within the -٢C</p> <p>.presentation of the course material</p>
<p>Teaching and learning methods</p>
<p>The emotional impact on students' souls and combining this with educational and -</p> <p>. scientific objectives as much as possible</p>
<p>Evaluation methods</p>
<p>Stimulating the personal potentials emerging from students' consciences for personal -</p> <p>.differentiation among them</p>
<p>other skills related to employability and) General and qualifying transferable skills -D</p> <p>.(personal development</p> <p>Employing the phonetic study of the language in areas of speech, such as the rise and -١D</p> <p>fall of tone in specific places chosen taking into account the listening environment and</p> <p>.speaking positions</p> <p>d knowledge of melody Employing knowledge of linguistically prohibited words an -٢D</p> <p>methods in the educational aspect to avoid them and choose appropriate synonyms that</p> <p>.are more refined and polite</p>

Course structure .٢٢

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Definition of artistic prose and its controls	Teaching staff and correctors	٢	the first
Behavioral influence	Understanding and memorization	Study of prose arts	Teaching staff and correctors	٢	the second
Behavioral influence	Understanding and memorization	Diwaniya messages	Teaching staff and correctors	٢	the third
Behavioral influence	Understanding and memorization	Brotherhood messages	Teaching staff and correctors	٢	the fourth
Behavioral influence	Understanding and memorization	the speech	Teaching staff and correctors	٢	Fifth
Behavioral influence	Understanding and memorization	Signatures, shrines and stories	Teaching staff and correctors	٢	VI
Behavioral influence	Understanding and memorization	Study the most important books	Teaching staff and correctors	٢	Seventh
Behavioral influence	Understanding and	ibn Almoqafa'a	Teaching staff and correctors	٢	VIII

	memorization				
Behavioral influence	Understanding and memorization	Jahiz-Al	Teaching staff and correctors	٢	Ninth
Behavioral influence	Understanding and memorization	Zayat	Teaching staff and correctors	٢	The tenth
Behavioral influence	Understanding and memorization	Maari-Al	Teaching staff and correctors	٢	eleven
Behavioral influence	Understanding and memorization	The dean's son	Teaching staff and correctors	٢	twelfth
Behavioral influence	Understanding and memorization	Tawhidi-Abu Hayyan Al	Teaching staff and correctors	٢	thirteen
Behavioral influence	Understanding and memorization	The honorable judge	Teaching staff and correctors	٢	Fourteenth
Behavioral influence	Understanding and memorization	-Zaman al-Badi' al Hamdani	Teaching staff and correctors	٢	Fifteenth

Infrastructure .٢٣

-In Abbasid literature, Muhammad Mahdi Al Basir

Required prescribed books -١

Poetry and poets in the Abbasid era Dr. - Mustafa Shaka Arabic Literature in the Abbasid Era Dr. - Nazim Rashid	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan.٢٤

Activating the practical aspect, such as analyzing the symbols of Arabic - .manuscripts
Activating the field aspect, such as exploring the effects of linguistic inscriptions, - .analyzing them, and employing them in forensic cryptography and elsewhere

(Andalusian Literature) Course Description

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

University of Fallujah	Educational institution .٤٦
Arabic	department Scientific .٤٧ center/
the third language - Andalusian literature	Course name/code .٤٨
Actual and integrated where necessary	Available attendance .٤٩ forms
٢٠٢٤-٢٠٢٣ First semester (course)	Semester/year .٥٠
study hours ٣٠	Number of study hours .٥١ (total)
AD ٢٠٢٤/٣٠/٥	Date this description .٥٢ was prepared

Course objectives .٥٣

The ancient criticism course aims to introduce students to the steps of ancient Arabic criticism and its characteristics in light of the ancient linguistic heritage, the terminology of ancient criticism, their critical methods, the verbal and semantic tool for criticizing texts and their treatments, and proposals for developing the realistic in eras and keeping up with the methods of the differences aspect of it in view of teaching the ancient with modern means that are close to understanding and practical .benefit

outcomes and teaching, learning and evaluation methods Course .٥٤

Cognitive objectives -A

Identifying the linguistic phenomenon that the student may encounter when -١A reading Quranic and literary Arabic texts and writings in other fields such as legal, .social, philosophical and psychological

Comparing the creative and aesthetic aspect between Arabic texts according to -٢A their characteristics and the diversity of their styles, on the one hand, and the characteristics of other languages of the same Semitic family, such as Hebrew and .Assyrian

<p>.the course of objectives skills The - B</p> <p>.Discovering ancient linguistic inscriptions and translating them - ١B</p> <p>.Identify methods of dealing with manuscripts and analyzing their symbols - ٢B</p> <p>phenomena provided Formulating the literary text using the characteristics and - ٣B</p> <p>.by the philology course</p>
<p>Teaching and learning methods</p>
<p>memorizing evidence of linguistic phenomena : teaching methods Among the -</p> <p>.after understanding their idea</p> <p>extracting teachings from ancient dialects and : of learning Among the methods -</p> <p>obsolete Arabic inscriptions of ancient peoples and comparing them with the</p> <p>.remaining classical dialects</p>
<p>Evaluation methods</p>
<p>.Correct and parsed pronunciation for students -</p> <p>.Testing the strength of memory and memory for linguistic texts and their evidence -</p>
<p>Emotional and value goals -C</p> <p>Selecting evidence from sacred texts, sayings, and proverbs that nourish the -١C</p> <p>.behavioral and moral aspects of students</p> <p>Deepening the human conscience and sense through expressive touches within -٢C</p> <p>.the presentation of the course material</p>
<p>Teaching and learning methods</p>
<p>The emotional impact on students' souls and combining this with educational and -</p> <p>. scientific objectives as much as possible</p>
<p>Evaluation methods</p>
<p>Stimulating the personal potentials emerging from students' consciences for -</p> <p>.personal differentiation among them</p>
<p>other skills related to employability) General and qualifying transferable skills -D</p> <p>.(and personal development</p> <p>Employing the phonetic study of the language in areas of speech, such as the rise -١D</p> <p>and fall of tone in specific places chosen taking into account the listening environment</p> <p>.and speaking positions</p> <p>d knowledge of Employing knowledge of linguistically prohibited words an -٢D</p> <p>melody methods in the educational aspect to avoid them and choose appropriate</p> <p>.synonyms that are more refined and polite</p>

Course structure .٢٥					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	An introductory introduction to Andalusia and its history	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Definition of Andalusian literature	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Sources of Andalusian literature	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	The era of art and its literary manifestations	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Study of the most important poets and the features of their poetry	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Ajrab Jughuna bin -Abu Al Samah-Al	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Abu Khattar Hussam bin Dirar	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Prose and its features in the Abbasid era	Teaching and educational staff and researchers	٢	VIII

	on				
Behavioral influence	Understanding and memorization	Public speaking	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	Diwaniyah writing	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Messages	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Covenants	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	The most important book	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Khaled bin Yazid	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Umayyah bin Zaid	Teaching and educational staff and researchers	٢	Fifteenth

Infrastructure .٢٦

Andalusian literature from the conquest until the fall of Granada. Upholstered Mustafa Bahjat	- Required prescribed books -١
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<p>Andalusian Literature from the Conquest until the - Fall of the Caliphate Dr. Ahmed Heikal Andalusian Literature Dr. Mustafa Shaka - In Andalusian literature, Dr. The quality of the - stapes</p>	<p>(Main references (sources -٢</p>
<p>Journal of the Linguistic Academy in Cairo -</p>	<p>Recommended books and scientific journals,) references (...,reports</p>
<p>Arab electronic magazine-Lisan al - website Aloka - Mustafa Electronic Library-Al - The Holy People's Electronic Library -</p>	<p>Electronic references, -B ...Internet sites</p>

Course development plan .٢٧

- Activating the practical aspect, such as analyzing the symbols of Arabic -
.manuscripts
- Activating the field aspect, such as exploring the effects of linguistic inscriptions, -
.analyzing them, and employing them in forensic cryptography and elsewhere

(Research Methodology) Course Description

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

University of Fallujah	Educational institution .٥٥
Arabic	department Scientific .٥٦ center/
the third language - Research methodology	Course name/code .٥٧
Actual and integrated where necessary	Available attendance .٥٨ forms
٢٠٢٤-٢٠٢٣ First semester (course)	Semester/year .٥٩
study hours ٣٠	Number of study hours .٦٠ (total)
AD ٢٠٢٤/٣٠/٥	Date this description .٦١ was prepared

Course objectives .٦٢

The ancient criticism course aims to introduce students to the steps of ancient Arabic criticism and its characteristics in light of the ancient linguistic heritage, the s terminology of ancient criticism, their critical methods, the verbal and semantic tool for criticizing texts and their treatments, and proposals for developing the realistic the differences in eras and keeping up with the methods of aspect of it in view of teaching the ancient with modern means that are close to understanding and practical .benefit

outcomes and teaching, learning and evaluation methods Course .٦٣

Cognitive objectives -A

Identifying the linguistic phenomenon that the student may encounter when -١A reading Quranic and literary Arabic texts and writings in other fields such as legal, .social, philosophical and psychological

Arabic texts according to Comparing the creative and aesthetic aspect between -٢A their characteristics and the diversity of their styles, on the one hand, and the characteristics of other languages of the same Semitic family, such as Hebrew and .Assyrian

<p>.the course of objectives skills The - B</p> <p>.Discovering ancient linguistic inscriptions and translating them - ١B</p> <p>.Identify methods of dealing with manuscripts and analyzing their symbols - ٢B</p> <p>Formulating the literary text using the characteristics and phenomena provided - ٣B</p> <p>.by the philology course</p>
<p>Teaching and learning methods</p>
<p>memorizing evidence of linguistic phenomena : teaching methods Among the -</p> <p>.after understanding their idea</p> <p>extracting teachings from ancient dialects and : of learning Among the methods -</p> <p>obsolete Arabic inscriptions of ancient peoples and comparing them with the</p> <p>.remaining classical dialects</p>
<p>Evaluation methods</p>
<p>.Correct and parsed pronunciation for students -</p> <p>.Testing the strength of memory and memory for linguistic texts and their evidence -</p>
<p>Emotional and value goals -C</p> <p>Selecting evidence from sacred texts, sayings, and proverbs that nourish the -١C</p> <p>.behavioral and moral aspects of students</p> <p>Deepening the human conscience and sense through expressive touches within -٢C</p> <p>.the presentation of the course material</p>
<p>Teaching and learning methods</p>
<p>The emotional impact on students' souls and combining this with educational and -</p> <p>. scientific objectives as much as possible</p>
<p>Evaluation methods</p>
<p>Stimulating the personal potentials emerging from students' consciences for -</p> <p>.personal differentiation among them</p>
<p>other skills related to employability) General and qualifying transferable skills -D</p> <p>.(and personal development</p> <p>Employing the phonetic study of the language in areas of speech, such as the rise -١D</p> <p>and fall of tone in specific places chosen taking into account the listening environment</p> <p>.and speaking positions</p> <p>d knowledge of Employing knowledge of linguistically prohibited words an -٢D</p> <p>melody methods in the educational aspect to avoid them and choose appropriate</p> <p>.synonyms that are more refined and polite</p>

Course structure .٢٨					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Definition of research methodology	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Methodology for researching Arabs: definition and explanation	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Definition of research	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	research aims	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Types of research	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Definition of researcher	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Characteristics of the researcher	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Examples of writing scientific research	Teaching and educational staff and researchers	٢	VIII

	on				
Behavioral influence	Understanding and memorization	Choose a topic	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	Research problem	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	research importance	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	The research sample	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	search limits	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Previous studies	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Inventory and information collection	Teaching and educational staff and researchers	٢	Fifteenth

Infrastructure

.٢٩

Damen and -Library and Research Dr. Hatem Al Qaisi-Dr. Nouri Hamoudi Al

Required prescribed books -١

Library and research method Dr. Muhammad Ajaj - Khatib-Al -Literary research methodology Dr. Ali Jawad Al - Taher	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ... Internet sites

Course development plan .٣٠

- Activating the practical aspect, such as analyzing the symbols of Arabic -
.manuscripts
- Activating the field aspect, such as exploring the effects of linguistic inscriptions, -
.analyzing them, and employing them in forensic cryptography and elsewhere

(Grammar Schools) e Description Cours

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

University of Fallujah	Educational institution .٦٤
Arabic	department Scientific .٦٥ center/
the third language - Ancient Arabic criticism	Course name/code .٦٦
Actual and integrated where necessary	Available attendance .٦٧ forms
٢٠٢٤-٢٠٢٣ First semester (course)	Semester/year .٦٨
study hours ٣٠	Number of study hours .٦٩ (total)
AD ٢٠٢٤/٣٠/٥	Date this description .٧٠ was prepared
Course objectives .٧١	
<p>The ancient criticism course aims to introduce students to the steps of ancient Arabic criticism and its characteristics in light of the ancient linguistic heritage, the terminology of ancient criticism, their critical methods, the verbal and semantic tool for criticizing texts and their treatments, and proposals for developing the realistic the differences in eras and keeping up with the methods of aspect of it in view of teaching the ancient with modern means that are close to understanding and practical .benefit</p>	

outcomes and teaching, learning and evaluation methods Course .٧٢
<p>Cognitive objectives -A</p> <p>Identifying the linguistic phenomenon that the student may encounter when -١A reading Quranic and literary Arabic texts and writings in other fields such as legal, .social, philosophical and psychological</p> <p>Arabic texts according to Comparing the creative and aesthetic aspect between -٢A their characteristics and the diversity of their styles, on the one hand, and the characteristics of other languages of the same Semitic family, such as Hebrew and</p>

.Assyrian
.the course of objectives skills The - B .Discovering ancient linguistic inscriptions and translating them - ١B .Identify methods of dealing with manuscripts and analyzing their symbols - ٢B Formulating the literary text using the characteristics and phenomena provided - ٣B .by the philology course
Teaching and learning methods
memorizing evidence of linguistic phenomena : teaching methods Among the - .after understanding their idea extracting teachings from ancient dialects and : of learning Among the methods - obsolete Arabic inscriptions of ancient peoples and comparing them with the .remaining classical dialects
Evaluation methods
.Correct and parsed pronunciation for students - .Testing the strength of memory and memory for linguistic texts and their evidence -
Emotional and value goals -C Selecting evidence from sacred texts, sayings, and proverbs that nourish the -١C .behavioral and moral aspects of students Deepening the human conscience and sense through expressive touches within -٢C .the presentation of the course material
Teaching and learning methods
The emotional impact on students' souls and combining this with educational and - . scientific objectives as much as possible
Evaluation methods
Stimulating the personal potentials emerging from students' consciences for - .personal differentiation among them
other skills related to employability) General and qualifying transferable skills -D (and personal development Employing the phonetic study of the language in areas of speech, such as the rise -١D and fall of tone in specific places chosen taking into account the listening environment .and speaking positions

d knowledge of Employing knowledge of linguistically prohibited words an -rD
melody methods in the educational aspect to avoid them and choose appropriate
.synonyms that are more refined and polite

Course structure .٣١					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	The term grammar is rooted and defined	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Summary of the origins of grammar and its motives	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Du'ali and -Aswad Al-Abu Al his relationship to grammar	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Authenticity of Arabic grammar	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	The concept of grammar school	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	The opinion of the ancients and moderns about the existence of grammar schools	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Visual grammar origins and development	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	A summary of visual grammarians	Teaching and educational staff and researchers	٢	VIII

	on				
Behavioral influence	Understanding and memorization	The development of –grammar at the hands of Al Fafrahidi	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	Definition of Sibawayh	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Sibawayh’s book and its scientific impact	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Visual grammar, its foundations, terminology , and implications	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Kufic grammar origins and development	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	A summary of the early Kufic grammarians	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	The meeting of the two grammatical schools of thought in Baghdad	Teaching and educational staff and researchers	٢	Fifteenth

Infrastructure

.٣٢

Grammar schools d. Shawqi is a guest -
Hadithi-Dr.. Grammar schools d. Khadija Al -

Required prescribed books -١

<p>The history of Arabic literary criticism (poetry criticism) from the second century until the eighth century AH - Dr.. Ihsan Abbas .</p> <p>The History of Literary Criticism among the Arabs, - Abdul Aziz Ateeq .Dr</p> <p>Islamic -The history of Arab criticism from pre - Dr.. Daoud . times until the third century AH Salloum</p>	<p>(Main references (sources -٢</p>
<p>Journal of the Linguistic Academy in Cairo -</p>	<p>Recommended books and scientific journals,) references (...,reports</p>
<p>Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -</p>	<p>Electronic references, -B ...Internet sites</p>

Course development plan .٣٣

Activating the practical aspect, such as analyzing the symbols of Arabic manuscripts -

Activating the field aspect, such as exploring the effects of linguistic inscriptions, -
.analyzing them, and employing them in forensic cryptography and elsewhere

College of Islamic - University of Fallujah

Department of Arabic Language - Sciences

- Description of the third stage course

Chapter II

(grammar) Course description

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

University of Fallujah	Educational institution . ^١
Arabic	department Scientific . ^٢ center/
Grammar	Course name/code . ^٣
Physical, electronic and embedded	Available attendance forms . ^٤
٢٠٢٤-٢٠٢٣ Semester (course) second/third/	year /stage /Semester . ^٥
study hours ^{٤٥}	Number of study hours . ^٦ (total)
٢٠٢٤-٣٠-٥	Date this description was . ^٧ prepared

Course objectives .^٨

The grammar course aims to gain sufficient knowledge of the rules of the Arabic language in a way that protects the tongue from melody that leads to loss of meaning or confusion, es, since meaning or violation of intent, falling into verbal fallacies, and distortion of styl and smooth pronunciation are linked to sound parsing, flow of movements, and their .sequence

outcomes and teaching, learning and evaluation methods Course .^٩

Cognitive objectives -A

Teaching students to think mathematically and logically, which does not conflict -١A
.with the spirit of the Arabic language in terms, meaning, and style

Repeatedly letting students speak eloquent speech that befits the beauty and -٢A

<p>.e noble values and refined morals it containselegance of Arabic and th</p>
<p>.the course of objectives skills The - B This includes grammatical puzzles that expand the paths of thought and consolidate - \B .subjective information Acquiring the skill of deceiving others with grammar and camouflaging others with - \B .more than one concept to achieve some malicious or legitimate purposes</p>
<p>Teaching and learning methods</p>
<p>The method of teaching is by bringing comprehensive examples from the reality of - daily life, far from the vulgarities and meanings familiar to the common people and the .general public f great The method of learning by repeatedly exercising the tongue with words o - eloquence and grammatical complexity, leading to mediation in learning the most important rules, the ignorance of which cannot be excused by a bachelor's student .majoring in the Arabic language</p>
<p>Evaluation methods</p>
<p>The method of evaluation is through suspense and attracting moods, then awarding - grades of merit, with rewards of grades for encouragement and others for punishment .and absolution of the teacher</p>
<p>Emotional and value goals -C Studying the grammar course works to revive the values of chivalry, uprightness, - \A and moral epics that were on the rise in the era of grammatical decency and spontaneity in parsing. Once pronunciation is widespread in the broad path of Arabic grammar, that .emotional concern and those authentic feelings are raised One of the values of studying grammar is to imitate the nation's eloquent scholars -\C .who have been immortalized in our linguistic and literary heritage</p>
<p>other skills related to employability and) skills General and qualifying transferable -D (personal development The grammar learner acquires correcting poetic texts and evaluating books, -\D .research, and eloquent expressions wherever they may be The grammar learner is inspired to learn accurately by understanding the nature of -\D some problems similar to some grammatical rules, such as addition and preposition, the .position of the letter in grammatical work, and so on</p>

Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Exclamation	Teaching and educational staff and researchers	۲	the first
Behavioral influence	Understanding and memorization	I do preference	Teaching and educational staff and researchers	۲	the second
Behavioral influence	Understanding and memorization	Style of praise and blame	Teaching and educational staff and researchers	۲	the third
Behavioral influence	Understanding and memorization	Yes, bad, and the like	Teaching and educational staff and researchers	۲	the fourth
Behavioral influence	Understanding and memorization	Good and bad	Teaching and educational staff and researchers	۲	Fifth
Behavioral influence	Understanding and memorization	Minions	Teaching and educational staff and researchers	۲	VI
Behavioral influence	Understanding and memorization	The adjective	Teaching and educational staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization	Types of adjectives	Teaching and educational staff and researchers	۲	VIII

	n				
Behavioral influence	Understanding and memorization	Parsing the adjective	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	Types of confirmation	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Expression of emphasis	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Types of conjunction	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Expressing kindness	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Types of allowance	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Parsing the substitution	Teaching and educational staff and researchers	٢	Fifteenth

Infrastructure

.١١

.Explanation of Ibn Aqeel -
Samarrai-Meanings of grammar, Dr. Fadel Al -

Required prescribed books -١

.Ashmouni-Explanation of Al - .Samarrai-Meanings of grammar, Dr. Fadel Al - .Wafi, Dr. Abbas Hassan-Nahaw Al-Al - .Rajhi-Applied Grammar, Dr. Abdo Al -	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan .١٢

Adhering to the grammatical heritage and developing it by infusing it with the data of modern grammatical and rhetorical lessons, mixing creative and graphic arts with dry grammatical rules, and adding cultural evidence that serves the individual in his .cietyso

known grammar -Making use of and drawing extensive attention from well -
Maridiya, and adopting the -Khudari and Bahjah al-footnotes, such as Hashiyat al Samarrai as a basis no less than the -book Meanings of Grammar by Dr. Fadel al Mubarak, and including in the curriculum the -eel alexplanation of Ibn Aq vocabulary of this comprehensive book of Arabic grammar with all its entries, . contents, and meanings

(Literature of late ages) Course description

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

University of Fallujah	Educational institution .١
Arabic	department Scientific .٢ center/
the third language - Literature of late ages	Course name/code .٣
Physical and electronic	Available attendance .٤ forms
٢٠٢٤-٢٠٢٣ Second semester (course)	Semester/year .٥
study hours ٣٠	Number of study hours .٦ (total)
٢٠٢٤-٢٠٢٥	Date this description was .٧ prepared

Course objectives .٨

The course on the literature of later eras aims to acquaint the student with the development of the state of literature (poetry and prose) after the fall of the Abbasid AH until the beginning of the modern era, and the ١٠٦٦ state from the year and change that befell this literature, and to become acquainted with the development a products of the most important poets and writers, and the most important works in Arabic prose that were written in that era. As well as examining the most important oped in that era, as well as explaining the impact of the political, poetic arts devel .economic and social circumstances on the direction of literature

outcomes and teaching, learning and evaluation methods Course .٩

cognitive goals The -ج
Understanding the state of literature in that era of our history and the changes that :١A occurred to it, and explaining the features of originality in it
Identifying the features of development and innovation in the literary arts of poetry and -٢A .cially the new poetic arts as well as the various prose artsprose, espe

<p>.the course of objectives skills The - B</p> <p>Researching the collection of books and manuscripts of that era and preparing study plans - ١B</p> <p>.for them</p> <p>.Islamic intellectual legacy of that era-Identifying the Arab - ٢B</p> <p>The ability to critically analyze, formulate, write, analyze texts, and comprehend Arab and ٣B</p> <p>.Islamic intellectual production</p>
<p>Teaching and learning methods</p>
<p>understanding the path of that stage and the mechanism : of education Among the methods -</p> <p>of its literary production, knowing the methods of understanding the text, appreciating it, and</p> <p>.analyzing it, as well as examining the history of literature</p> <p>g poetic texts that represent the product of memorizin : of learning Among the methods -</p> <p>.that stage, as well as reviewing the titles of works in that era and the names of their authors</p>
<p>Evaluation methods</p>
<p>Proper and parsed pronunciation for students, especially in singing poems and reading prose -</p> <p>.such as speeches, etc</p> <p>.Investing in the power of memory and poetry in poetry and prose texts -</p>
<p>Emotional and value goals -C</p> <p>Selecting poetic texts, proverbs and proverbs that nurture the behavioral and moral aspect -١C</p> <p>.of students and enhance their citizenship aspect</p> <p>Deepening the human conscience and sense through textual evidence within the -٢C</p> <p>.lpresentation of the course materia</p>
<p>Following up on students' skills in the ability to pronounce correctly and sing poetry, as - D</p> <p>.well as enhancing teaching skills and literary boldness to learn effective teaching skills</p> <p>Addressing the negative aspects of students' performance, especially the ability to dialogue -٢D</p> <p>.and deduce</p>

(Qur'anic Readings) Course Description

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

University of Fallujah	Educational institution .١٠
Arabic	department Scientific .١١ center/
the third language - Quranic readings	Course name/code .١٢
Actual and integrated where necessary	Available attendance .١٣ forms
٢٠٢٤-٢٠٢٣ Second semester (course)	Semester/year .١٤
study hours ٣٠	Number of study hours .١٥ (total)
٢٠٢٤-٢٠٢٣	Date this description .١٦ was prepared

Course objectives .١٧

The Qur'anic recitations course aims to teach the rulings on recitations, learn about the history of recitations, their narrators, and their linguistic, grammatical, grammatical, and rhetorical directions, define the science of ancient and modern and identify the Arab dialects adopted in frequent and irregular recitations, ,phonetics and Qur'anicity, and the number of each of them in a way that suits their authenticity according to the sayings of scholars supported by legal evidence from the Holy Qur'an .the Prophet's Hadith. The honorable and

outcomes and teaching, learning and evaluation methods Course .١٨

cognitive goals The -١

Identifying the linguistic phenomenon that the student may encounter when reading -١A
Quranic and literary Arabic texts and writings in other fields such as legal, social, philosophical
.and psychological

Arabic texts according to their Comparing the creative and aesthetic aspect between -٢A
characteristics and the diversity of their styles, on the one hand, and the characteristics of other
.languages of the same Semitic family, such as Hebrew and Assyrian

<p>.the course of objectives skills The - B</p> <p>.Discovering ancient linguistic inscriptions and translating them - ١B</p> <p>.Identify methods of dealing with manuscripts and analyzing their symbols - ٢B</p> <p>Formulating the literary text using the characteristics and phenomena provided by the - ٣B</p> <p>.philology course</p>
<p>teaching and learning methodsT</p>
<p>memorizing evidence of linguistic phenomena after : teaching methods Among the -</p> <p>.understanding their idea</p> <p>extracting teachings from ancient dialects and obsolete : of learning Among the methods -</p> <p>Arabic inscriptions of ancient peoples and comparing them with the remaining classical</p> <p>.dialects</p>
<p>Evaluation methods</p>
<p>.Correct and parsed pronunciation for students -</p> <p>.Testing the strength of memory and memory for linguistic texts and their evidence -</p>
<p>Emotional and value goals -C</p> <p>Selecting evidence from sacred texts, sayings, and proverbs that nourish the behavioral and -١C</p> <p>.moral aspects of students</p> <p>Deepening the human conscience and sense through expressive touches within the -٢C</p> <p>.presentation of the course material</p>
<p>other skills related to) qualification skills General and transferable -D Section -*/٩</p> <p>.(employability and personal development</p> <p>Employing the phonetic study of the language in areas of speech, such as the rise and fall -١D</p> <p>of tone in specific places chosen taking into account the listening environment and speaking</p> <p>.positions</p> <p>d knowledge of melody Employing knowledge of linguistically prohibited words an -٢D</p> <p>methods in the educational aspect to avoid them and choose appropriate synonyms that are</p> <p>.more refined and polite</p>

Course structure . ١٣

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Definition of Quranic readings	Teaching staff and correctors	٢	the first
Behavioral influence	Understanding and memorization	An overview of the emergence of readings	Teaching staff and correctors	٢	the second
Behavioral influence	Understanding and memorization	Reasons for different readings	Teaching staff and correctors	٢	the third
Behavioral influence	Understanding and memorization	Manifestations of differences in readings	Teaching staff and correctors	٢	the fourth
Behavioral influence	Understanding and memorization	The authenticity of the readings	Teaching staff and correctors	٢	Fifth
Behavioral influence	Understanding and memorization	The emergence and development of the science of Quranic readings	Teaching staff and correctors	٢	VI
Behavioral influence	Understanding and memorization	Conditions for correct reading	Teaching staff and correctors	٢	Seventh
Behavioral influence	Understanding and	Composition in readings and their most important sources	Teaching staff and correctors	٢	VIII

	memorization				
Behavioral influence	Understanding and memorization	Reading sections	Teaching staff and correctors	٢	Ninth
Behavioral influence	Understanding and memorization	Readers of the Seven Egypts	Teaching staff and correctors	٢	The tenth
Behavioral influence	Understanding and memorization	Studying models of Qur'anic readings and their applications in the Qur'an	Teaching staff and correctors	٢	eleven
Behavioral influence	Understanding and memorization	The relationship between Arabic readings and dialects	Teaching staff and correctors	٢	twelfth
Behavioral influence	Understanding and memorization	The position of grammarians on invoking readings	Teaching staff and correctors	٢	thirteen
Behavioral influence	Understanding and memorization	Studying some linguistic readings in phenomena	Teaching staff and correctors	٢	Fourteenth
Behavioral influence	Understanding and memorization	Studying some grammatical phenomena in readings	Teaching staff and correctors	٢	Fifteenth

Infrastructure .١٤

Lectures on the science of Quranic readings. - Shawka, and -Ahmed Abdel Karim Al . Mr. Dr Samarrai-Prof. Dr. Khalil Ibrahim Al

Required prescribed books -١

<p>The argument in the seven readings. Ibn Khalawayh -</p> <p>The argument for the seven readers. Abu Ali .Al Farsi -</p> <p>Qira'at Abu Zar'ah-Hujjat al -</p> <p>.Jazari-Publishing in the ten readings. Ibn Al -</p> <p>Facilitation in the seven readings. The proximal -</p>	<p>(Main references (sources -</p>
<p>Journal of the Linguistic Academy in Cairo -</p>	<p>Recommended books and scientific journals,) references (...,reports</p>
<p>Arab electronic magazine-Lisan al Aloka website -</p> <p>Mustafa Electronic Library-Al The Holy People's Electronic Library -</p>	<p>Electronic references, -B ...Internet sites</p>

Course development plan.) °

<p>Activating the practical aspect, such as analyzing the symbols of Arabic manuscripts -</p> <p>Activating the field aspect, such as exploring the effects of linguistic inscriptions, -</p> <p>.analyzing them, and employing them in forensic cryptography and elsewhere</p>

Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding, memorization and analysis	Political, social and ..cultural life	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding, memorization and analysis	Poetry and its artistic . characteristics	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding, memorization and analysis	.Purpose: praise	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding, memorization and analysis	.Lamentations	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding, memorization and analysis	Spinning, satire , .description	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding, memorization and analysis	Pride, enthusiasm, and .promiscuity	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding, memorization and analysis	Artistic evaluation of the .poetry of this stage	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding, memorization and analysis	Dubut , -poetic arts : Al .Muwashah-Al	Teaching and educational staff and researchers	٢	VIII
Behavioral influence	Understanding, memorization and analysis	. Zajal, loyalist	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding, memorization and analysis	Kan and Kan, people , item	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding,	-Din al-Poets: Shams al	Teaching and	٢	eleven

l influence	memorization and analysis	Busayri-Kufi, al	educational staff and researchers		
Behavioral influence	Understanding, memorization and analysis	Hilli, Ibn -Din al-Safi al , Mawsili, and an -Zilaq al introduction to the rest of the poets	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding, memorization and analysis	Prose and its types: rhetoric, poetry writing, and other arts	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding, memorization and analysis	Writers: Ibn Nabatah Abbas -Masri, Abu Al-Al Qalqashandi-Al	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding, memorization and analysis	-Bada'i, Al-Youssef Al -Qadir bin Omar Al Baghdadi	Teaching and educational staff and researchers	٢	Fifteenth

Infrastructure .١١

Dr. Nazim Rashid -Literature of Late Ages -	Required prescribed books -١
Dr. Nazim Rashid -Arabic Literature in the Middle Ages - Rashid Dez Shawqi Deif -History of Arabic Literature - History of Arab Literature Dr. George Zidane -	(Main references (sources -٢
Karl Brockelmann -History of Arabic Literature - reviewed journals issued -Research published in peer - by Iraqi and Arab universities in which he wrote about this stage	Recommended books and references (...,scientific journals, reports)
Mustafa Electronic Library-Al - Alexandria University Library website - Research published on the Internet in the literature of - this stage	Electronic references, Internet -B ...sites

Course development plan .١٢

Activating the practical aspect by developing students' literary skills in the art of -
.public speaking and literary ability when trying to deliver lectures

(Old Critical Books) Course Description

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

University of Fallujah	Educational institution .١٩
Arabic	department Scientific .٢٠ center/
the third language - Old monetary books	Course name/code .٢١
Actual and integrated where necessary	Available attendance .٢٢ forms
٢٠٢٤-٢٠٢٣ Second semester (course)	Semester/year .٢٣
study hours ٣٠	Number of study hours .٢٤ (total)
AD ٢٠٢٤/٣٠/٥	Date this description .٢٥ was prepared
Course objectives .٢٦	
<p>The ancient criticism course aims to introduce students to the most important sources of Arabic criticism and its characteristics in light of the ancient linguistic heritage, the ntic tools terminology of ancient criticism, their critical methods, the verbal and sema for criticizing texts and their treatments, and proposals for developing the realistic the differences in eras and keeping up with the methods of aspect of it in view of practical teaching the ancient with modern means that are close to understanding and .benefit</p>	

outcomes and teaching, learning and evaluation methods Course .٢٧
<p>Cognitive objectives -A Identifying the linguistic phenomenon that the student may encounter when reading -١A Quranic and literary Arabic texts and writings in other fields such as legal, social, .philosophical and psychological Arabic texts according to their Comparing the creative and aesthetic aspect between -٢A characteristics and the diversity of their styles, on the one hand, and the characteristics of .other languages of the same Semitic family, such as Hebrew and Assyrian</p>

<p>.the course of objectives skills The - B</p> <p>.Discovering ancient linguistic inscriptions and translating them - ١B</p> <p>.Identify methods of dealing with manuscripts and analyzing their symbols - ٢B</p> <p>Formulating the literary text using the characteristics and phenomena provided by the - ٣B</p> <p>.philology course</p>
<p>Teaching and learning methods</p>
<p>memorizing evidence of linguistic phenomena after : teaching methods Among the -</p> <p>.understanding their idea</p> <p>extracting teachings from ancient dialects and obsolete : of learning Among the methods -</p> <p>Arabic inscriptions of ancient peoples and comparing them with the remaining classical</p> <p>.dialects</p>
<p>Evaluation methods</p>
<p>.Correct and parsed pronunciation for students -</p> <p>.Testing the strength of memory and memory for linguistic texts and their evidence -</p>
<p>Emotional and value goals -C</p> <p>Selecting evidence from sacred texts, sayings, and proverbs that nourish the behavioral -١C</p> <p>.and moral aspects of students</p> <p>Deepening the human conscience and sense through expressive touches within the -٢C</p> <p>.presentation of the course material</p>
<p>other skills related to employability and) General and qualifying transferable skills -D</p> <p>.(personal development</p> <p>ic study of the language in areas of speech, such as the rise and fall Employing the phonet -١D</p> <p>of tone in specific places chosen taking into account the listening environment and speaking</p> <p>.positions</p> <p>y Employing knowledge of linguistically prohibited words and knowledge of melod -٢D</p> <p>methods in the educational aspect to avoid them and choose appropriate synonyms that are</p> <p>.more refined and polite</p>

Course structure . ١٦

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Criticism: its definition, substance and components	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Definition of the critic and his duties	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	-Monetary alerts in the pre Islamic era	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Islam's position on poetry and literature	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Critical aspects in the linguistic) Umayyad era (criticism	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	The foundations of comparison between poets	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	The influence of the the , environment on the poet influence of Ibn Abi Ateeq on criticism	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	The impact of the novel and blogging on the critical movement	Teaching and educational staff and researchers	٢	VIII

	on				
Behavioral influence	Understanding and memorization	Literary criticism in the second) and third centuries AH between affective criticism, criticism and methodological (criticism	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	The impact of the Abbasid scientific renaissance on (Monetary matters) criticism	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Manifestations of the maturity of criticism and its most The issue of) important topics (pronunciation and meaning	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Poetic thefts	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	the poetry , Building the poem Badi' -Al , column approach approach	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Printing , workmanship and costuming	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	The philosophical and logical direction of Qudamah bin Jaafar	Teaching and educational staff and researchers	٢	Fifteenth

Infrastructure .١٧

Lectures on the history of criticism among the Arabs, Dr. Nasser - Saffar-Halawi and Dr. Ibtisam Marhoon Al -The history of literary criticism among the Arabs from the pre -

Required prescribed -١ books

Mr. Taha Ahmed Ibrahim . Islamic era to the fourth century AH	
The history of Arabic literary criticism (poetry criticism) from - Dr.. Ihsan Abbas . the second century until the eighth century AH Abdul .The History of Literary Criticism among the Arabs, Dr - Aziz Ateeq Islamic times until the -icism from preThe history of Arab crit - Dr.. Daoud Salloum . third century AH	Main references -٢ (sources)
Journal of the Linguistic Academy in Cairo -	Recommended books) and references scientific journals, (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic -B references, Internet ...sites

Course development plan .١٨

- Activating the practical aspect, such as analyzing the symbols of Arabic -
.manuscripts
- Activating the field aspect, such as exploring the effects of linguistic inscriptions, -
.analyzing them, and employing them in forensic cryptography and elsewhere

(linguistics) Course description

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

University of Fallujah	Educational institution .٢٨
Arabic	department Scientific .٢٩ center/
General linguistics	Course name/code .٣٠
Physical, electronic and embedded	Available attendance .٣١ forms
٢٠٢٤-٢٠٢٣ Semester (course) second/third/ study hours ٣٠	year /stage /Semester .٣٢
	Number of study hours .٣٣ (total)
٢٠٢٤-٣٠-٥	Date this description was .٣٤ prepared

Course objectives .٣٥

The general linguistics course aims to study human language and analyze it scientifically as a pure science subject to experimentation and laboratory examination to produce results that are objective and sufficiently guaranteed so that they are general linguistics and linked to the rest of the human and applied included in fertilizing general linguistics with -sciences, between benefiting, benefiting and cross the fields of scientific, religious, literary, educational and social life. Political, legal, .ronic and othersselect

outcomes and teaching, learning and evaluation methods Course .٣٦

Cognitive objectives -A

Training students to make decisions after understanding them objectively, away - ١A from whims, fanaticism, and suspicion that are of no use to the truth, and empowering them to think logically, subject to the controls of science characterized by objectivity, omprehensiveness, little or no disagreement, and proper behavior in terms of c considering the various aspects of knowledge and all contexts of the linguistic event from .any point of view. Language levels, especially the semantic level s about the features of other sciences in their common topics with Informing student -٢A

general linguistics, such as the sciences of sound, logic, reasoning, semiotics, discourse analysis, the rhetorical diversity of methods, and so on

Creative innovation and refinement – B

Training speech disorders and delayed speech, especially children, for mental or psychological reasons – B

Training in the skill of persuasion, resistance to (brainwashing), understanding motivations, the ability to make sound deductions and inductions, and suggestive communication – B
promoting ideas and goods with the many skills that language provides

Teaching and learning methods

The method of teaching is through the direct and indirect curriculum, combining the two matters in a way that reflects the skill of the teacher and accustoming the learner to reliance, holding – The method of learning is by giving the learner almost complete self-responsibility, and allowing him in some situations to take on roles that enhance self-confidence and strengthen his personality –

Evaluation methods

The evaluation method is through students competing in containing the largest amount of information, with its head on the one hand, and a combination of it and its management and methods of disposing of it in terms of quantity, quality, time, and place, the other hand on –

Emotional and value goals -C

Emotional goals through fruitful contemplation of the experiences of others without blindly following their intellectual achievements, but rather adding new things to them as much as possible, such as writers, intellectuals, and leaders of generations – C
thinkers and creators in all fields

Value objectives through selecting living examples of symbols of humanity and models of noble morals, led by prophets, messengers, and inspiring people in all times and places – C

other skills related to employability and general and qualifying transferable skills – D
(personal development)

looking aspect of students and limiting and reducing expectations so that they can be brought closer to conviction and decisions can be made – D
Sharpening the forward –
at the appropriate moment

all ways acquired from Dealing with other languages and their speakers in profession – D

.the topics and vocabulary of the General Linguistics course

Course structure

.١٩

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Defining language and speech and distinguishing .between them	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	.Classification of languages	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Laws of linguistic .development	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Levels of linguistic lesson: A. Phonology, B.) Morphology, C. .(Grammar, D. Semantics	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Research methods in The Qur'anic .١) language: The .٢ approach, .(synchronic approach	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Semiology and inference	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	The context of the article, the context of the situation, and sociolinguistics	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Pragmatics (method and (analysis	Teaching and educational staff and researchers	٢	VIII

	on				
Behavioral influence	Understanding and memorization	The relationship of linguistics to other sciences	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	The relationship of linguistics to logic	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Sociolinguistics	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Psycholinguistics	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Geolinguistics	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Legal linguistics	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	The relationship of linguistics to applied sciences	Teaching and educational staff and researchers	٢	Fifteenth

Infrastructure

.٢٠

Linguistics and linguistic research methods, -
 .Dr. Ramadan Abdel Tawab
 Foundations of Linguistics, Marioby , -
 .translated by: Dr. Ahmed Mukhtar Omar

Required prescribed books -١

.Saran-Linguistics, Dr. Mahmoud Al - .Sociolinguistics, Hudson -	
Suyuti-Mizhar fi Linguistic Sciences by Al-Al - Lectures on general linguistics by Ferdinand - . de Saussure	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan .٢١

Increasing the benefit from studying the term with all the sciences and cultures it -
.entails

Delving deeper into the nature of the living languages of the world, Eastern and -
Western, for the purpose of acquiring the largest possible amount of cultures and
knowing their customs, and then the accuracy of human interaction in a manner
.befitting high civilization and harmony among the human race

(Andalusian Literature) Course Description

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

University of Fallujah	Educational institution .٣٧
Arabic	department Scientific .٣٨ center/
the third language - Andalusian literature	Course name/code .٣٩
Actual and integrated where necessary	Available attendance .٤٠ forms
٢٠٢٤-٢٠٢٣ Second semester (course)	Semester/year .٤١
study hours ٣٠	Number of study hours .٤٢ (total)
AD ٢٠٢٤/٣٠/٥	Date this description .٤٣ was prepared

Course objectives .٤٤

The ancient criticism course aims to introduce students to the steps of ancient Arabic criticism and its characteristics in light of the ancient linguistic heritage, the s terminology of ancient criticism, their critical methods, the verbal and semantic tool for criticizing texts and their treatments, and proposals for developing the realistic the differences in eras and keeping up with the methods of aspect of it in view of teaching the ancient with modern means that are close to understanding and practical .benefit

outcomes and teaching, learning and evaluation methods Course .٤٥

Cognitive objectives -A

Identifying the linguistic phenomenon that the student may encounter when -١A reading Quranic and literary Arabic texts and writings in other fields such as legal, .social, philosophical and psychological

Arabic texts according to Comparing the creative and aesthetic aspect between -٢A their characteristics and the diversity of their styles, on the one hand, and the characteristics of other languages of the same Semitic family, such as Hebrew and .Assyrian

<p>.the course of objectives skills The - B</p> <p>.Discovering ancient linguistic inscriptions and translating them - ١B</p> <p>.Identify methods of dealing with manuscripts and analyzing their symbols - ٢B</p> <p>Formulating the literary text using the characteristics and phenomena provided - ٣B</p> <p>.by the philology course</p>
<p>Teaching and learning methods</p>
<p>memorizing evidence of linguistic phenomena : teaching methods Among the -</p> <p>.after understanding their idea</p> <p>extracting teachings from ancient dialects and : of learning Among the methods -</p> <p>obsolete Arabic inscriptions of ancient peoples and comparing them with the</p> <p>.remaining classical dialects</p>
<p>Evaluation methods</p>
<p>.Correct and parsed pronunciation for students -</p> <p>.Testing the strength of memory and memory for linguistic texts and their evidence -</p>
<p>Emotional and value goals -C</p> <p>Selecting evidence from sacred texts, sayings, and proverbs that nourish the -١C</p> <p>.behavioral and moral aspects of students</p> <p>Deepening the human conscience and sense through expressive touches within -٢C</p> <p>.the presentation of the course material</p>
<p>Teaching and learning methods</p>
<p>The emotional impact on students' souls and combining this with educational and -</p> <p>. scientific objectives as much as possible</p>
<p>Evaluation methods</p>
<p>Stimulating the personal potentials emerging from students' consciences for -</p> <p>.personal differentiation among them</p>
<p>other skills related to employability) General and qualifying transferable skills -D</p> <p>.(and personal development</p> <p>Employing the phonetic study of the language in areas of speech, such as the rise -١D</p> <p>and fall of tone in specific places chosen taking into account the listening environment</p> <p>.and speaking positions</p> <p>d knowledge of Employing knowledge of linguistically prohibited words an -٢D</p> <p>melody methods in the educational aspect to avoid them and choose appropriate</p> <p>.synonyms that are more refined and polite</p>

Course structure .٢٢					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	The era of the Caliphate in Andalusia, definition and explanation	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Manifestations of literature in this era and topics of poetry in it	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Study of poets (Youssef bin Ramadi, Ahmed -Harun Al and ,Qastali-bin Darraj Al -Ahmed bin Shahid Al (Andalusi	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Prose in this era and its most important topics, with a study of the message of Disciples and Whirlwinds	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	The era of sects in Andalusia, definition and explanation	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Literature in this era and its most important topics	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Study of the most famous poets Ibn Zaydun, Ibn Mu'tamid -Hamdis , and Al Ibn Abbad	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and	Andalusian scarves: A detailed study with a statement of the	Teaching and educational staff and	٢	VIII

	memorization	most famous scarves	researchers		
Behavioral influence	Understanding and memorization	Prose in this era has its themes and most important aspects	Teaching and educational staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	Study of Ibn Zaydun's prose letters	Teaching and educational staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	The Almoravid era, definition and explanation	Teaching and educational staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	Andalusian literature and the study of poetry topics in it	Teaching and educational staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	-Study of the poet Ibn al Labbanah	Teaching and educational staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	Study of nature poetry in Andalusia	Teaching and educational staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	Prose and its topics with a study of the letters of Ibn Abi Shaqquri-Khasal Al-Al	Teaching and educational staff and researchers	۲	Fifteenth

Infrastructure

.۲۳

Andalusian literature from the conquest until the fall of Granada. Upholstered Mustafa Bahjat

- Required prescribed books - ۱

Andalusian Literature from the Conquest until the Fall of the Caliphate Dr. Ahmed Heikal Andalusian Literature Dr. Mustafa Shaka In Andalusian literature, Dr. The quality of the stapes	(Main references (sources - ٢
Journal of the Linguistic Academy in Cairo	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al Aloka website Mustafa Electronic Library-Al The Holy People's Electronic Library	Electronic references, -B ...Internet sites

Course development plan .٢٤

- Activating the practical aspect, such as analyzing the symbols of Arabic manuscripts.
- Activating the field aspect, such as exploring the effects of linguistic inscriptions, analyzing them, and employing them in forensic cryptography and elsewhere.

(Text Verification) Description Course

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

University of Fallujah	Educational institution .٤٦
Arabic	department Scientific .٤٧ center/
the third language - Text verification	Course name/code .٤٨
Actual and integrated where necessary	Available attendance forms .٤٩
٢٠٢٤-٢٠٢٣ Second semester (course)	Semester/year .٥٠
study hours ٣٠	Number of study hours (total) .٥١
AD ٢٠٢٤/٣٠/٥	Date this description was prepared .٥٢
Course objectives .٥٣	

The ancient criticism course aims to introduce students to the steps of ancient Arabic criticism and its characteristics in light of the ancient linguistic heritage, the terminology of ancient criticism, their critical methods, the verbal and semantic tool for criticizing texts and their treatments, and proposals for developing the realistic the differences in eras and keeping up with the methods of aspect of it in view of teaching the ancient with modern means that are close to understanding and practical .benefit

outcomes and teaching, learning and evaluation methods Course .٥٤

Cognitive objectives -A

Identifying the linguistic phenomenon that the student may encounter when reading -\A Quranic and literary Arabic texts and writings in other fields such as legal, social, .philosophical and psychological

Arabic texts according to their Comparing the creative and aesthetic aspect between -\A characteristics and the diversity of their styles, on the one hand, and the characteristics of .other languages of the same Semitic family, such as Hebrew and Assyrian

.the course of objectives skills The - B

.Discovering ancient linguistic inscriptions and translating them - \B

.Identify methods of dealing with manuscripts and analyzing their symbols - \B

Formulating the literary text using the characteristics and phenomena provided by the - \B .philology course

Teaching and learning methods

memorizing evidence of linguistic phenomena after : **teaching methods** Among the - .understanding their idea

extracting teachings from ancient dialects and obsolete : **of learning** Among the methods - Arabic inscriptions of ancient peoples and comparing them with the remaining classical .dialects

Evaluation methods

.Correct and parsed pronunciation for students -

.Testing the strength of memory and memory for linguistic texts and their evidence -

Emotional and value goals -C

Selecting evidence from sacred texts, sayings, and proverbs that nourish the behavioral -\C .and moral aspects of students

Deepening the human conscience and sense through expressive touches within the -\C .presentation of the course material

Teaching and learning methods

The emotional impact on students' souls and combining this with educational and -
. scientific objectives as much as possible

Evaluation methods

Stimulating the personal potentials emerging from students' consciences for personal -
.differentiation among them

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

Employing the phonetic study of the language in areas of speech, such as the rise and -\D
fall of tone in specific places chosen taking into account the listening environment and
.speaking positions

d knowledge of melody Employing knowledge of linguistically prohibited words an -\D
methods in the educational aspect to avoid them and choose appropriate synonyms that are
.more refined and polite

Course structure .٢٥					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Definition of investigative science	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Writings in the science of investigation	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Definition of manuscript	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Types of Arabic fonts	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	The first written Islamic text	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Types of manuscripts	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Copy the manuscript	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	The rank of copying	Teaching and educational staff and researchers	٢	VIII

	on				
Behavioral influence	Understanding and memorization	Copy checking	Teaching and educational staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	Detailed lines of investigation	Teaching and educational staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	Address realization	Teaching and educational staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	Verify the text, steps, procedures	Teaching and educational staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	The advantage of a successful investigator	Teaching and educational staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	Correction and distortion	Teaching and educational staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	Settings and comments	Teaching and educational staff and researchers	۲	Fifteenth

Infrastructure .۲۶

Editing and publishing texts. Abdul Salam - Muhammad Haroun	Required prescribed books - ۱
-	(Main references (sources - ۲

Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan .٢٧

Activating the practical aspect, such as analyzing the symbols of Arabic -
.manuscripts

Activating the field aspect, such as exploring the effects of linguistic inscriptions, -
.analyzing them, and employing them in forensic cryptography and elsewhere

(Teaching Methods) Course Description

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

University of Fallujah	Educational institution .٥٥
Arabic	department Scientific .٥٦ center/
the third language - Teaching methods	Course name/code .٥٧
Actual and integrated where necessary	Available attendance .٥٨ forms
٢٠٢٤-٢٠٢٣ Second semester (course)	Semester/year .٥٩
study hours ٣٠	Number of study hours .٦٠ (total)
AD ٢٠٢٤/٣٠/٥	Date this description .٦١ was prepared
Course objectives .٦٢	
<p>The ancient criticism course aims to introduce students to the steps of ancient Arabic criticism and its characteristics in light of the ancient linguistic heritage, the terminology of ancient criticism, their critical methods, the verbal and semantic tool for criticizing texts and their treatments, and proposals for developing the realistic the differences in eras and keeping up with the methods of aspect of it in view of teaching the ancient with modern means that are close to understanding and practical .benefit</p>	

outcomes and teaching, learning and evaluation methods Course .٦٣

Cognitive objectives -A

Identifying the linguistic phenomenon that the student may encounter when reading -١A
Quranic and literary Arabic texts and writings in other fields such as legal, social,
.philosophical and psychological

Arabic texts according to their Comparing the creative and aesthetic aspect between -٢A
characteristics and the diversity of their styles, on the one hand, and the characteristics of
.other languages of the same Semitic family, such as Hebrew and Assyrian

<p>.the course of objectives skills The - B</p> <p>.Discovering ancient linguistic inscriptions and translating them - \B</p> <p>.Identify methods of dealing with manuscripts and analyzing their symbols - \B</p> <p>Formulating the literary text using the characteristics and phenomena provided by the - \B</p> <p>.philology course</p>
<p>Teaching and learning methods</p>
<p>memorizing evidence of linguistic phenomena after : teaching methods Among the -</p> <p>.understanding their idea</p> <p>extracting teachings from ancient dialects and obsolete : of learning Among the methods -</p> <p>Arabic inscriptions of ancient peoples and comparing them with the remaining classical</p> <p>.dialects</p>
<p>Evaluation methods</p>
<p>.Correct and parsed pronunciation for students -</p> <p>.Testing the strength of memory and memory for linguistic texts and their evidence -</p>
<p>Emotional and value goals -C</p> <p>Selecting evidence from sacred texts, sayings, and proverbs that nourish the behavioral -\C</p> <p>.and moral aspects of students</p> <p>Deepening the human conscience and sense through expressive touches within the -\C</p> <p>.presentation of the course material</p>
<p>other skills related to employability and) General and qualifying transferable skills -D</p> <p>.(personal development</p> <p>ic study of the language in areas of speech, such as the rise and Employing the phonet -\D</p> <p>fall of tone in specific places chosen taking into account the listening environment and</p> <p>.speaking positions</p> <p>y Employing knowledge of linguistically prohibited words and knowledge of melod -\D</p> <p>methods in the educational aspect to avoid them and choose appropriate synonyms that are</p> <p>.more refined and polite</p>

Course structure .٢٨					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	An overview of teaching methods	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	The importance of language	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Linguistic queen	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Features of a successful teacher	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Learning and teaching	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Science and knowledge	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Scientific flux theory	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Prepare a lesson plan	Teaching and educational staff and researchers	٢	VIII

	on				
Behavioral influence	Understanding and memorization	Foundations of delivering a scientific lesson	Teaching and educational staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	Grade adjusting factors	Teaching and educational staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	Encouragement and intimidation in teaching	Teaching and educational staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	Daily and monthly examinations	Teaching and educational staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	Grading controls	Teaching and educational staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	Basic alphabetic foundations of education	Teaching and educational staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	He studied reading and its two types: aloud and silent reading	Teaching and educational staff and researchers	۲	Fifteenth

Infrastructure

.۲۹

Editing and publishing texts. Abdul Salam -
Muhammad Haroun

Required prescribed books - ۱

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(Main references (sources - ۲

Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan .٣٠

Activating the practical aspect, such as analyzing the symbols of Arabic -
.manuscripts

Activating the field aspect, such as exploring the effects of linguistic inscriptions, -
.analyzing them, and employing them in forensic cryptography and elsewhere

**- College of Islamic Sciences - University of Fallujah
Department of Arabic Language**

**Chapter – Description of the fourth stage course
One**

√ Grammar – Course description

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

University of Fallujah	institution Educational .١
Arabic	department Scientific .٢ center/
the fourth language - √Grammar	Course name/code .٣
Actual and integrated where necessary	Available attendance .٤ forms
٢٠٢٤-٢٠٢٣ First semester (course)	Semester/year .٥
study hours ٤٥	Number of study hours .٦ (total)
AD ٢٠٢٤/٣٠/٥	Date this description was .٧ prepared

Course objectives .٨

aims to introduce students to the characteristics of (√The course (Grammar the structure of Arabic speech, its methods, the mechanisms of composing sentences, their connection, and their relationship to parsing in the Arabic dom, whether at the level of prose use or language in the eras of martyr poetic use, starting from the style of the Holy Qur'an, then the Noble Hadith, then Arab prose and poetry, and revelation. About the features of each style, heritage and studying its phenomena in light of the ancient linguistic documented evidence from its texts, and teaching the student the mechanism of grammatical analysis and linking that to meaning, which is the .goal of parsing

: outcomes and teaching, learning and evaluation methods Course .٩

Cognitive objectives -A

Identifying the grammatical phenomenon that the student may encounter -¹A
when reading Quranic and literary Arabic texts and writings in other fields
.such as legal, social, philosophical, psychological, and others

Adjusting the linguistic style according to the standards of eloquent -²A
.Arabic linguistic use, apart from melody

.the course of objectives skills The - B

.Knowing the melody and processing it - ¹B

Mastering the process of grammatical analysis and knowing the - ²B
.connections of words and the meanings of their structure

Controlling grammatical standards and learning how to teach and - ³B
.research them

: Teaching and learning methods

memorizing the grammatical rule theoretically : **teaching methods** Among the -
.and weaving speech according to its pattern in application

identifying the grammatical topic through its : **learning methods** Among the -
.source and how to benefit from it or refer to it

: ation methodsEvalu

.Knowing the grammatical phenomenon, analyzing it, and using it accordingly -
.Qaeda and identifying its theoretical source-Identifying evidence of Al -

Emotional and value goals -C

Selecting evidence from sacred texts, sayings, and proverbs that -¹C
.nourish the behavioral and moral aspects of students

Deepening the human conscience and feeling through expressive -²C
.touches within the presentation of the course material

other skills related to employability) nd qualifying transferable skillsGeneral a -D
(and personal development

Adapting the grammatical rule according to the eloquent linguistic use in -¹D
.the eras of martyrdom and employing it practically in speech and writing

Knowing the differences in speech styles and the effect of the -²D
.grammatical rule on this, along with mastering its analysis and application

Course structure .) *					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	A detailed introduction to grammatical .methods	Teaching staff and correctors	۳	the first
Behavioral influence	Understanding and memorization	The call method and its .tools	Teaching staff and correctors	۳	the second
Behavioral influence	Understanding and memorization	Types of callers and .their parsing	Teaching staff and correctors	۳	the third
Behavioral influence	Understanding and memorization	.SOS style	Teaching staff and correctors	۳	the fourth
Behavioral influence	Understanding and memorization	.Marbling style	Teaching staff and correctors	۳	Fifth
Behavioral influence	Understanding and memorization	.Specialization style	Teaching staff and correctors	۳	VI
Behavioral influence	Understanding and memorization	Warning and .temptation method	Teaching staff and correctors	۳	Seventh
Behavioral influence	Understanding and memorization	.Nouns of verbs	Teaching staff and correctors	۳	VIII

Behavioral influence	Understanding and memorization	.Names of sounds	Teaching staff and correctors	٣	Ninth
Behavioral influence	Understanding and memorization	It is prohibited to .exchange	Teaching staff and correctors	٣	The tenth
Behavioral influence	Understanding and memorization	Definition of prohibited exchange and its .concept	Teaching staff and correctors	٣	eleven
Behavioral influence	Understanding and memorization	Types of prohibited exchanges and their .examples	Teaching staff and correctors	٣	twelfth
Behavioral influence	Understanding and memorization	Reasons for the prohibited exchange .and its types	Teaching staff and correctors	٣	thirteen
Behavioral influence	Understanding and memorization	The relationship between the crowd and .the prohibited item	Teaching staff and correctors	٣	Fourteenth
Behavioral influence	Understanding and memorization	Applications and .reviews of the material	Teaching staff and correctors	٣	Fifteenth

Infrastructure .١١	
Explanation of Ibn Aqeel, and the meanings of .Samarrai-grammar, Dr. Fadel Al	Required prescribed books -١
.Sibawayh book - .Explanation of Tashil, Ibn Malik - . Ghalayini-Mosque of Arabic Lessons, Al - .Wafi, Dr. Hassan Abbas-Nahaw Al-Al -	(Main references (sources -٢
.Journal of the Iraqi Scientific Academy - .Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references

	(...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan. ١٢	
.Activating the analogue aspect by opening the horizons of sources -	
.Activating the practical aspect by analyzing texts -	

Poetry -Modern Literature :Course Description

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

University of Fallujah	Educational institution .١٠
Arabic	department Scientific .١١ center/
Fourth Language - Poetry -Modern Literature	Course name/code .١٢
Actual and integrated where necessary	Available attendance .١٣ forms
٢٠٢٤-٢٠٢٣ First semester (course)	Semester/year .١٤
study hours ٤٥	Number of study hours .١٥ (total)
AD ٢٠٢٤/٣٠/٥	Date this description .١٦ was prepared
Course objectives .١٧	
Poetry) aims to introduce students to -The course (Modern Literature modern poetic Arabic literature, its manifestations, fields of creativity, its most important poets, patterns of its compositions, aspects of its literatures, its most important paths, development, its relationship with other .the nature of its style, and its implications	

: outcomes and teaching, learning and evaluation methods Course .١٨
Cognitive objectives -A .Identifying modern poetic literature among Arabs -١A .Read the texts of this literature and know its poets -٢A
.the course of objectives skills The - B .Knowledge of Arabic poetry in the modern era - ١B

.Controlling this poetic literature and knowing its study - ٢B

.Mastering creative poetic texts and knowing their paths - ٣B

: Teaching and learning methods

.methods : memorizing selected texts **Teaching** -

getting to know the subject and knowing the : methods include **Learning** -

.mechanisms of its application

: Evaluation methods

.The amount of knowledge of modern Arabic poetry -

.Adjust the mechanism for analyzing these texts -

Emotional and value goals -C

Identifying texts that nourish the behavioral and moral aspects of -١C

.students

Deepening the human conscience and feeling through expressive -٢C

.touches within the presentation of the course material

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

.rabic poetryMastering modern A -١D

Following up on the development in modern Arabic literature in poetic -٢D

.creativity

Course structure .١٣

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Literary life and factors .of the Renaissance	Teaching staff and correctors	٣	the first
Behavioral influence	Understanding and memorization	Arabic poetry in the .th century AD ^{١٩}	Teaching staff and correctors	٣	the second
Behavioral influence	Understanding and memorization	.Old classic	Teaching staff and correctors	٣	the third
Behavioral influence	Understanding and memorization	. Revival group	Teaching staff and correctors	٣	the fourth
Behavioral influence	Understanding and memorization	. Baroudi-Al	Teaching staff and correctors	٣	Fifth
Behavioral influence	Understanding and memorization	.Neoclassical	Teaching staff and correctors	٣	VI
Behavioral influence	Understanding and memorization	.Moderate poets	Teaching staff and correctors	٣	Seventh
Behavioral influence	Understanding and memorization	Rusafi and Hafez -Al .Ibrahim	Teaching staff and correctors	٣	VIII

Behavioral influence	Understanding and memorization	.Ahmad Shawqi	Teaching staff and correctors	٣	Ninth
Behavioral influence	Understanding and memorization	Romanticism and .beyond	Teaching staff and correctors	٣	The tenth
Behavioral influence	Understanding and memorization	Diwan Abdul Rahman .Shukri group	Teaching staff and correctors	٣	eleven
Behavioral influence	Understanding and memorization	Apollo Ibrahim Naji .group	Teaching staff and correctors	٣	twelfth
Behavioral influence	Understanding and memorization	.Diaspora community	Teaching staff and correctors	٣	thirteen
Behavioral influence	Understanding and memorization	-Free poetry Nazik Al .Malaika	Teaching staff and correctors	٣	Fourteenth
Behavioral influence	Understanding and memorization	.Scientific reviews	Teaching staff and correctors	٣	Fifteenth

Infrastructure .١٤	
-Modern Arabic Literature, Dr. Salem Al - .Hamdani, Dr. Faiq Mustafa	Required prescribed books -١
.Modern Literature, Dr. Shawqi is a guest -	(Main references (sources -٢
.Journal of the Iraqi Scientific Academy - .Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al -	Electronic references, -B

Aloka website - Mustafa Electronic Library-AI - The Holy People's Electronic Library -	...Internet sites
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Course development plan. ١٥
.Activating the analogue aspect by opening the horizons of sources - .Activating the practical aspect by analyzing texts -

Comparative Literature - Course Description

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

University of Fallujah	Educational institution .١٩
Arabic	department Scientific .٢٠ center/
Fourth Language – Comparative Literature	Course name/code .٢١
Actual and integrated where necessary	Available attendance .٢٢ forms
٢٠٢٤-٢٠٢٣ First semester (course)	Semester/year .٢٣
study hours ٤٥	Number of study hours .٢٤ (total)
AD ٢٠٢٤/٣٠/٥	Date this description .٢٥ was prepared
Course objectives .٢٦	
The (Comparative Literature) course aims to introduce students to Arabic literature and its relationship to Islamic literature and world literature in terms of influence and influence throughout the literary eras through the openness lamic and Western world and identifying the points of of the Arabs to the Is fertilization and difference while knowing the means of literary -cross .knowledge in each environment and the extent of benefiting from them	

: and teaching, learning and evaluation methods outcomes Course	.٢٧
Cognitive objectives -A	
Identifying the literatures of nations and their relationship to Arabic -١A .literature	
Learn about the influence and impact between Arabic literature and the -٢A .literature of peoples	

<p>.the course of objectives skills The - B</p> <p>.Knowledge of the etiquette of nations - ١B</p> <p>Mastering the process of studying other literatures through Arabic - ٢B</p> <p>.literature</p> <p>.Setting comparative standards and reaching practical results - ٢B</p>
<p>: Teaching and learning methods</p>
<p>.methods : memorizing selected texts Teaching -</p> <p>getting to know the subject and knowing the : methods include Learning -</p> <p>.mechanisms of its application</p>
<p>: Evaluation methods</p>
<p>.fertilization between literatures-The amount of knowledge of cross -</p> <p>.Controlling the academic balance between Arabic literature and other literatures -</p>
<p>Emotional and value goals -C</p> <p>Identifying texts that nourish the behavioral and moral aspects of -١C</p> <p>.students</p> <p>Deepening the human conscience and feeling through expressive -٢C</p> <p>.touches within the presentation of the course material</p>
<p>other skills related to employability) g transferable skillsGeneral and qualifyin -D</p> <p>.(and personal development</p> <p>Standing on solid ground in world literature and knowing its relationship -١D</p> <p>.to Arabic literature</p> <p>ence, Following up on developments in Arabic literature through influ -٢D</p> <p>. fertilization-influence, and cross</p>

Course structure .١٦

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Definition of comparative literature linguistically and terminologically, its origin and the reasons .for its emergence	Teaching staff and correctors	٣	the first
Behavioral influence	Understanding and memorization	Schools of comparative literature .in the world	Teaching staff and correctors	٣	the second
Behavioral influence	Understanding and memorization	The French School: A general definition of it historically and socially .and of its principles	Teaching staff and correctors	٣	the third
Behavioral influence	Understanding and memorization	The Russian School: a general definition of it historically and socially . and its principles	Teaching staff and correctors	٣	the fourth
Behavioral influence	Understanding and memorization	The American School: A general definition of historically and it socially and its . principles	Teaching staff and correctors	٣	Fifth
Behavioral influence	Understanding and memorization	A general definition of .literary genres	Teaching staff and correctors	٣	VI
Behavioral influence	Understanding and memorization	Poetic genres (vertical .(poetry, free poetry	Teaching staff and correctors	٣	Seventh
Behavioral influence	Understanding and	Prose genres (speech, essay, sermon, story,	Teaching staff and correctors	٣	VIII

	memorization	.(and novel			
Behavioral influence	Understanding and memorization	.Public speaking	Teaching staff and correctors	٣	Ninth
Behavioral influence	Understanding and memorization	.Article	Teaching staff and correctors	٣	The tenth
Behavioral influence	Understanding and memorization	.Thought	Teaching staff and correctors	٣	eleven
Behavioral influence	Understanding and memorization	.the story	Teaching staff and correctors	٣	twelfth
Behavioral influence	Understanding and memorization	.the novel	Teaching staff and correctors	٣	thirteen
Behavioral influence	Understanding and memorization	Linguistic techniques that distinguish them .from others	Teaching staff and correctors	٣	Fourteenth
Behavioral influence	Understanding and memorization	Artistic techniques that distinguish Arabic .literature from others	Teaching staff and correctors	٣	Fifteenth

Infrastructure .١٧	
Comparative Literature, Dr. Muhammad - .Ghoneimi Hilal	Required prescribed books -١
The theory of comparative literature and its - Dr. Ahmed -manifestations in the Arab world .Darweesh Introduction to the comparative literary -	(Main references (sources -٢

.lesson, Dr. Ahmed Radwan	
.Journal of the Iraqi Scientific Academy - .Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan. ^ ^
.Activating the analogue aspect by opening the horizons of sources - .Activating the practical aspect by analyzing texts -

Qur'anic expression :Course description

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

University of Fallujah	Educational institution .٢٨
Arabic	department Scientific .٢٩ center/
the fourth language - Quranic expression	Course name/code .٣٠
Actual and integrated where necessary	Available attendance .٣١ forms
٢٠٢٤-٢٠٢٣ First semester (course)	Semester/year .٣٢
study hours ٣٠	Number of study hours .٣٣ (total)
AD ٢٠٢٤/٣٠/٥	Date this description .٣٤ was prepared
Course objectives .٣٥	
The course (Qur'anic Expression) aims to introduce students to the characteristics of the style of the Holy Qur'an, the features of its structure, the nature of its speech structures such as introduction, delay, mention, and the mechanisms of expansion of ,deletion, negation, and affirmation meanings, comparison and difference of words, and accuracy of expression .in it	

: outcomes and teaching, learning and evaluation methods Course	.٣٦
Cognitive objectives -A	
Mastering the Qur'anic usage and the features and miracles of the -١A .systems	
Controlling the linguistic style in the Holy Qur'an and learning about its -٢A .meanings	

<p>.the course of objectives skills The - B</p> <p>.Knowing the nature of the Qur'anic expression style - ١B</p> <p>Mastering the process of linguistic and grammatical analysis of verses - ٢B .of the Holy Qur'an</p> <p>Controlling the language of the Holy Qur'an and knowing the meanings - ٣B .of its words</p>
<p>: Teaching and learning methods</p>
<p>memorizing verses from the Holy Qur'an and : teaching methods Among the - .knowing their analysis according to the Qur'anic expression</p> <p>identifying Qur'anic expression through its : of learning Among the methods - .source and how to benefit from it or refer to it</p>
<p>: Evaluation methods</p>
<p>.Knowledge of the systems of the Holy Verse and the method of analyzing them - .Qaeda and identifying its theoretical source-Identifying evidence of Al -</p>
<p>Emotional and value goals -C</p> <p>Selecting evidence from the texts of the Holy Qur'an that nourish the -١C .behavioral and moral aspects of students</p> <p>Deepening the human conscience and feeling through expressive -٢C .touches within the presentation of the course material</p>
<p>other skills related to employability) General and qualifying transferable skills -D . (and personal development</p> <p>istic and grammatical base according to the Holy Adapting the lingu -١D .Qur'anic expression and employing it practically in pronunciation and writing</p> <p>Knowledge of systems methods and mastery of their analysis and -٢D .application</p>

Course structure .١٩

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Definition of Quranic expression and its characteristics	Teaching staff and correctors	٢	the first
Behavioral influence	Understanding and memorization	The purpose and importance of studying Quranic expression	Teaching staff and correctors	٢	the second
Behavioral influence	Understanding and memorization	Sources for studying Quranic expression	Teaching staff and correctors	٢	the third
Behavioral influence	Understanding and memorization	The relationship between Qur'anic expression and interpretation	Teaching staff and correctors	٢	the fourth
Behavioral influence	Understanding and memorization	Peculiarities of Quranic linguistic use	Teaching staff and correctors	٢	Fifth
Behavioral influence	Understanding and memorization	Advance and delay method	Teaching staff and correctors	٢	VI
Behavioral influence	Understanding and memorization	Deletion and mention method	Teaching staff and correctors	٢	Seventh
Behavioral influence	Understanding and memorization	.Renewal and stability	Teaching staff and correctors	٢	VIII

Behavioral influence	Understanding and memorization	.Expansion of meaning	Teaching staff and correctors	٢	Ninth
Behavioral influence	Understanding and memorization	Verbal and moral .coupling	Teaching staff and correctors	٢	The tenth
Behavioral influence	Understanding and memorization	.Compare two texts	Teaching staff and correctors	٢	eleven
Behavioral influence	Understanding and memorization	.Emphasis style	Teaching staff and correctors	٢	twelfth
Behavioral influence	Understanding and memorization	Definition and .indefiniteness method	Teaching staff and correctors	٢	thirteen
Behavioral influence	Understanding and memorization	Systems theory according to Abdul .Jarjani-Qahir Al	Teaching staff and correctors	٢	Fourteenth
Behavioral influence	Understanding and memorization	Applications and .reviews of the material	Teaching staff and correctors	٢	Fifteenth

Infrastructure .٢٠	
.Samarrai-Quranic expression, Dr. Fadel Al -	Required prescribed books -١
.Sabouni-The elite of interpretations, Al - .Shati-Graphic interpretation, Bint Al -	(Main references (sources -٢
.Journal of the Iraqi Scientific Academy - .Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al -	Electronic references, -B

Aloka website - Mustafa Electronic Library-AI - The Holy People's Electronic Library -	...Internet sites
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Course development plan.٢١
.Activating the analogue aspect by opening the horizons of sources - .Activating the practical aspect by analyzing texts -

Modern Literary Criticism/Poetry - Course Description

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

University of Fallujah	Educational institution .٣٧
Arabic	department Scientific .٣٨ center/
the fourth – Modern literary criticism/poetry language	Course name/code .٣٩
Actual and integrated where necessary	Available attendance .٤٠ forms
٢٠٢٤-٢٠٢٣ First semester (course)	Semester/year .٤١
study hours ٣٠	Number of study hours .٤٢ (total)
AD ٢٠٢٤/٣٠/٥	Date this description .٤٣ was prepared
Course objectives .٤٤	
The course (Modern Literary Criticism/Poetry) aims to introduce students to the characteristics of criticism of Arabic poetry in the modern era, the its philosophical , references methods of modern criticism, its cultural frameworks, and its relationship to the Arab critical heritage, along with identifying its applications to poetic texts and the paths of its development, in its addition to the practical aspect of criticizing the poetic text and exploring i . .contents	

: outcomes and teaching, learning and evaluation methods Course	.٤٥
Cognitive objectives -A	
Reading the poetic text is a critical, conscious reading that starts from -١A the cognitive foundation studied by the student while trying to uncover the text's cultural and creative inputs and outputs in a way that serves the .recipient	
are compatible Controlling knowledge of modern critical standards that -٢A	

.with the development of the poetic text

.the course of objectives skills The - B

.Knowing the mechanisms of criticizing poetic text - ١ B

Controlling the process of critical analysis and knowing the text's hidden - ٢ B
.meanings and goals

Mastering critical standards and learning how to teach and research - ٣ B
.them

: Teaching and learning methods

memorizing the monetary rule theoretically and : **teaching methods** Among the -
.knowing its application

analyzing the poetic text using the tools of : **learning methods** Among the -
.modern literary criticism

: Evaluation methods

.The extent of knowledge and analysis of the monetary phenomenon -
Mastering critical behavior and the extent of knowledge of its modern -
.development

Emotional and value goals -C

and principles Ensuring critical trends that are compatible with our Arab -١ C
.nurturing the behavioral and moral aspects of students

Deepening the human conscience and feeling through expressive -٢ C
.touches within the presentation of the course material

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

Adapting the critical rule according to the chosen poetic text and -١ D
.employing it practically

Being able to read the poetic text correctly and knowing the -٢ D
.mechanisms of its analysis

Course structure .٢٢

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Literary introduction terms (art, beauty, .(literature	Teaching staff and correctors	٢	the first
Behavioral influence	Understanding and memorization	Style means its meaning and elements: form and content, ideas and emotions, imagination .and rhythm	Teaching staff and correctors	٢	the second
Behavioral influence	Understanding and memorization	.Literary doctrines	Teaching staff and correctors	٢	the third
Behavioral influence	Understanding and memorization	The relationship between literature and .society	Teaching staff and correctors	٢	the fourth
Behavioral influence	Understanding and memorization	Literary doctrines in .Arabic literature	Teaching staff and correctors	٢	Fifth
Behavioral influence	Understanding and memorization	Criticism theory: the meaning of criticism, the conditions of the critic, and the .importance of criticism	Teaching staff and correctors	٢	VI
Behavioral influence	Understanding and memorization	Theory of literary genres, types of .poetry	Teaching staff and correctors	٢	Seventh
Behavioral influence	Understanding and	Critical approaches, and the meaning of	Teaching staff and correctors	٢	VIII

	memorization	.curriculum			
Behavioral influence	Understanding and memorization	. Historical method	Teaching staff and correctors	٢	Ninth
Behavioral influence	Understanding and memorization	.Influential approach	Teaching staff and correctors	٢	The tenth
Behavioral influence	Understanding and memorization	Psychological .approach	Teaching staff and correctors	٢	eleven
Behavioral influence	Understanding and memorization	.The social approach	Teaching staff and correctors	٢	twelfth
Behavioral influence	Understanding and memorization	.Structural approach	Teaching staff and correctors	٢	thirteen
Behavioral influence	Understanding and memorization	Stylistic boundaries and concepts, some stylistic phenomena .and applications	Teaching staff and correctors	٢	Fourteenth
Behavioral influence	Understanding and memorization	Applications and .reviews of the material	Teaching staff and correctors	٢	Fifteenth

Infrastructure .٢٣	
In modern literary criticism, principles and .applications. Faiq Mustafa, Dr. Abdul Reda Ali -	Required prescribed books -١
Introduction to modern literary criticism, Dr. .Sulafa Saeb -	(Main references (sources -٢
Modern literary criticism, Dr. Muhammad .Ghoneimi Hilal -	

.Journal of the Iraqi Scientific Academy - .Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - .Mustafa Electronic Library-Al -	Electronic references, -B .Internet sites

Course development plan. ٢٤	
.by opening the horizons of sources Activating the analogue aspect - .Activating the practical aspect by analyzing texts -	

Semantics - Course description

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

University of Fallujah	Educational institution .٤٦
Arabic	department Scientific .٤٧ center/
the fourth language - Semantics	Course name/code .٤٨
Actual and integrated where necessary	Available attendance .٤٩ forms
٢٠٢٤-٢٠٢٣ First semester (course)	Semester/year .٥٠
study hours ٣٠	Number of study hours .٥١ (total)
AD ٢٠٢٤/٣٠/٥	Date this description .٥٢ was prepared
Course objectives .٥٣	
The course (Semantics) aims to introduce students to the meaning of words, the history of the study of meaning, the importance of knowing the meaning in a sentence, the mechanisms of knowing meaning, the types of notation of words, the connotations, the difference between the contextual meaning , and the difference between lexical meaning and .development of semantics among modern scholars	

: outcomes and teaching, learning and evaluation methods Course .٥٤
Cognitive objectives -A
Mastering the science of semantics and the features of the meaning of -١A .words
.Adjusting theories of semantics -٢A

.the course of objectives skills The - B

.Knowing the nature of semantics - ١B

.Mastering the theories of semantics and their applications - ٢B

.Controlling the meaning and means of knowing it - ٣B

: Teaching and learning methods

.memorizing semantic evidence : **teaching methods** Among the -
learning about theories of semantics and the mechanisms of : methods **Learning** -
.their application to texts

: Evaluation methods

.Knowing the meaning and definition of it -

.Adjusting semantic theories -

Emotional and value goals -C

Selecting evidence from the texts of the Holy Qur'an that nourish the -١C
.behavioral and moral aspects of students

Deepening the human conscience and feeling through expressive -٢C
.touches within the presentation of the course material

other skills related to employability) ifying transferable skillsGeneral and qual -D
(and personal development

Adapting the semantic base according to the custom of Arab speech -١D
.and employing it practically in pronunciation and writing

ics and mastering their analysis and Knowing the methods of semant -٢D
.application

Course structure .٢٥

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Definition of semantics, historical and a . introduction	Teaching staff and correctors	٢	the first
Behavioral influence	Understanding and memorization	Types of connotations .in linguistic use	Teaching staff and correctors	٢	the second
Behavioral influence	Understanding and memorization	Semantics, its importance and its .sections	Teaching staff and correctors	٢	the third
Behavioral influence	Understanding and memorization	Semantic unit and .types of meaning	Teaching staff and correctors	٢	the fourth
Behavioral influence	Understanding and memorization	Methods of studying meaning and theories .of semantics	Teaching staff and correctors	٢	Fifth
Behavioral influence	Understanding and memorization	Context: its definition, .theories and pioneers	Teaching staff and correctors	٢	VI
Behavioral influence	Understanding and memorization	.Context patterns	Teaching staff and correctors	٢	Seventh
Behavioral influence	Understanding and memorization	.Semantic field theory	Teaching staff and correctors	٢	VIII

Behavioral influence	Understanding and memorization	Types of semantic fields	Teaching staff and correctors	٢	Ninth
Behavioral influence	Understanding and memorization	Relationships within the lexical field	Teaching staff and correctors	٢	The tenth
Behavioral influence	Understanding and memorization	Attempts by Arabs and Europeans	Teaching staff and correctors	٢	eleven
Behavioral influence	Understanding and memorization	Multiple meaning and its problems	Teaching staff and correctors	٢	twelfth
Behavioral influence	Understanding and memorization	.Verbal common	Teaching staff and correctors	٢	thirteen
Behavioral influence	Understanding and memorization	.Opposites	Teaching staff and correctors	٢	Fourteenth
Behavioral influence	Understanding and memorization	.Tandem	Teaching staff and correctors	٢	Fifteenth

Infrastructure .٢٦	
.Semantics, Dr. Ahmed Mukhtar Omar -	Required prescribed books -١
Daya-Arabic Semantics, Dr. Fayez Al -	(Main references (sources -٢
.Journal of the Iraqi Scientific Academy - .Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website -	Electronic references, -B ...Internet sites

Mustafa Electronic Library-AI - The Holy People's Electronic Library -	
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Course development plan.۲۷

.Activating the analogue aspect by opening the horizons of sources - .Activating the practical aspect by analyzing texts -

Arabic linguistic curricula : Course description

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

University of Fallujah	Educational institution .٥٥
Arabic	department Scientific .٥٦ center/
the fourth language - Arabic linguistic curricula	Course name/code .٥٧
Actual and integrated where necessary	Available attendance .٥٨ forms
٢٠٢٤-٢٠٢٣ First semester (course)	Semester/year .٥٩
study hours ٣٠	Number of study hours .٦٠ (total)
AD ٢٠٢٤/٣٠/٥	Date this description .٦١ was prepared
Course objectives .٦٢	
The course (Arabic Linguistic Curricula) aims to introduce students to the Arabic linguistic lesson since the dawn of its inception, the collection and codification of the language, along with learning about its history, its first development, the methods of writing, teaching, and scientific layer and its research, the openness of this lesson to the East and West, the relationship of the linguistic lesson to other sciences, the stage before the Book of he stage after Sibawayh, and the stage of the Book of Sibawayh. Then t .Sibawayh's book and the theories of the Arabic linguistic lesson	

: outcomes and teaching, learning and evaluation methods Course	.٦٣
Cognitive objectives -A	
Examining the history of the Arabic linguistic lesson and knowing the -١A motives for its emergence and development, its importance, and the .mechanisms of its care for the classical Arabic language	
Getting to know the curricula of Arabic linguists and their methods of -٢A .writing, teaching, research and study	

.the course of objectives skills The - B

.Knowing the history of the Arabic linguistic lesson - ١B

.Controlling the course of linguistic composition and its mechanisms - ٢B

.Mastering the Arabic linguistic curricula and their application paths - ٣B

: Teaching and learning methods

memorizing scientific theorizing about the history : **teaching methods** Among the -

.of the Arabic linguistic lesson and understanding it with its examples

reviewing the understanding of this scientific : **learning methods** Among the -

.heritage

: Evaluation methods

.The extent of mastery of the history of the Arabic linguistic lesson -

.Knowing the mechanisms of Arabic language study and controlling its curricula -

Emotional and value goals -C

Paying attention to the history of the Arabic language lesson and -١C

.nurturing the behavioral and moral aspects of the students

Deepening the human conscience and feeling through expressive -٢C

.touches within the presentation of the course material

other skills related to employability) neral and qualifying transferable skillsGe -D

.(and personal development

.reading it-Scientific interaction with this legacy in terms of re -١D

Paying attention to the paths of the Arabic linguistic lesson since its -٢D

.nceptioni

Course structure .٢٨					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	An introductory introduction to the linguistic and Arabic .curricula	Teaching staff and correctors	٢	the first
Behavioral influence	Understanding and memorization	The scientific and intellectual life of the -Arabs in the pre .Islamic era	Teaching staff and correctors	٢	the second
Behavioral influence	Understanding and memorization	The emergence of linguistic sciences, its motives and its tributaries during the .first century AH	Teaching staff and correctors	٢	the third
Behavioral influence	Understanding and memorization	Arabic language sciences and factors of differentiation and .separation	Teaching staff and correctors	٢	the fourth
Behavioral influence	Understanding and memorization	The relationship of Arabic linguistic sciences with other .nations	Teaching staff and correctors	٢	Fifth
Behavioral influence	Understanding and memorization	The relationship of Arabic language sciences to logic and .philosophy	Teaching staff and correctors	٢	VI
Behavioral influence	Understanding and memorization	Islamic sciences and linguistic sciences are subject to influence .and influence	Teaching staff and correctors	٢	Seventh
Behavioral influence	Understanding and memorization	Methods of composition in the Arabic language and its study before the	Teaching staff and correctors	٢	VIII

		.book of Sibawayh			
Behavioral influence	Understanding and memorization	Methods of composition in the Arabic language and its study after the book .of Sibawayh	Teaching staff and correctors	٢	Ninth
Behavioral influence	Understanding and memorization	Theories of linguistic .study, factor theory	Teaching staff and correctors	٢	The tenth
Behavioral influence	Understanding and memorization	Graphic theory .Jahiz-according to Al	Teaching staff and correctors	٢	eleven
Behavioral influence	Understanding and memorization	Systems theory according to Abdul .Jarjani-Qahir Al	Teaching staff and correctors	٢	twelfth
Behavioral influence	Understanding and memorization	Sakaki 's -Al comprehensive theory .	Teaching staff and correctors	٢	thirteen
Behavioral influence	Understanding and memorization	The theory of progression according .to Ibn Khaldun	Teaching staff and correctors	٢	Fourteenth
Behavioral influence	Understanding and memorization	Linguistic sciences cooperate in building .personality	Teaching staff and correctors	٢	Fifteenth

Infrastructure .٢٩

Linguistic thinking in Arab civilization, Dr. - . Masdi-Abdul Salam Al	Required prescribed books -١
Teaching Arabic language, presentation and - .Makarem-analysis, Dr. Ali Abu Al Linguistic research among the Arabs, Dr. - .Ahmed Mukhtar Omar	(Main references (sources -٢

.Journal of the Iraqi Scientific Academy - .Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan.٣٠	
.analogue aspect by opening the horizons of sources Activating the -	
.Activating the practical application aspect through review and understanding -	

**- College of Islamic Sciences - University of Fallujah
Department of Arabic Language**

Chapter II - Description of the fourth stage course

Grammar - Course Description

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

University of Fallujah	Educational institution .^١
Arabic	department Scientific .^٢ center/
the fourth language - ^٨ Grammar	Course name/code .^٣
Actual and integrated where necessary	Available attendance .^٤ forms
٢٠٢٤-٢٠٢٣Second semester (course) /	Semester/year .^٥
study hours ^{٤٠}	Number of study hours .^٦ (total)
AD ٢٠٢٤/٣٠/٥	Date this description was .^٧ prepared
Course objectives .^٨	
aims to introduce students to the characteristics of (^٨ The course (Grammar the structure of Arabic speech, its methods and mechanisms, the parsing of the present tense verb in terms of its nominative, accusative, jussive, and assertive subjunctive tools, the -e nonconstruction, knowledge of th mechanisms of controlling number and ways of using it, methods of .metonymy for numbers, the style of the story and the method of its parsing	

: outcomes and teaching, learning and evaluation methods Course .^٩

Cognitive objectives -A

Identifying the grammatical phenomenon that the student may encounter -¹A
when reading Quranic and literary Arabic texts and writings in other fields
.such as legal, social, philosophical, psychological, and others

Adjusting the linguistic style according to the standards of eloquent -²A
.Arabic linguistic use, apart from melody

.the course of objectives skills The - B

.Knowing the melody and processing it - ¹B

Mastering the process of grammatical analysis and knowing the - ²B
.connections of words and the meanings of their structure

Controlling grammatical standards and learning how to teach and - ³B
.research them

: Teaching and learning methods

memorizing the grammatical rule theoretically : **teaching methods** Among the -
.and weaving speech according to its pattern in application

identifying the grammatical topic through its : **learning methods** Among the -
.source and how to benefit from it or refer to it

: ation methodsEvalu

.Knowing the grammatical phenomenon, analyzing it, and using it accordingly -
.Qaeda and identifying its theoretical source-Identifying evidence of Al -

Emotional and value goals -C

Selecting evidence from sacred texts, sayings, and proverbs that -¹C
.nourish the behavioral and moral aspects of students

Deepening the human conscience and feeling through expressive -²C
.touches within the presentation of the course material

other skills related to employability) nd qualifying transferable skillsGeneral a -D
(and personal development

Adapting the grammatical rule according to the eloquent linguistic use in -¹D
.the eras of martyrdom and employing it practically in speech and writing

Knowing the differences in speech styles and the effect of the -²D
.grammatical rule on this, along with mastering its analysis and application

Course structure .) *					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Present tense verb definition and .explanation	Teaching staff and correctors	۳	the first
Behavioral influence	Understanding and memorization	Raise the present .tense verb	Teaching staff and correctors	۳	the second
Behavioral influence	Understanding and memorization	Accusative present .tense verb	Teaching staff and correctors	۳	the third
Behavioral influence	Understanding and memorization	.Present tense verb	Teaching staff and correctors	۳	the fourth
Behavioral influence	Understanding and memorization	The imperative .conditional tools	Teaching staff and correctors	۳	Fifth
Behavioral influence	Understanding and memorization	assertive -Non .subjunctive tools	Teaching staff and correctors	۳	VI
Behavioral influence	Understanding and memorization	Number and number .metonyms	Teaching staff and correctors	۳	Seventh
Behavioral influence	Understanding and memorization	.Story style	Teaching staff and correctors	۳	VIII

Behavioral influence	Understanding and memorization	Application and .viewing	Teaching staff and correctors	٣	Ninth
Behavioral influence	Understanding and memorization	Application and .viewing	Teaching staff and correctors	٣	The tenth
Behavioral influence	Understanding and memorization	Application and .viewing	Teaching staff and correctors	٣	eleven
Behavioral influence	Understanding and memorization	Application and .viewing	Teaching staff and correctors	٣	twelfth
Behavioral influence	Understanding and memorization	Application and .viewing	Teaching staff and correctors	٣	thirteen
Behavioral influence	Understanding and memorization	Application and .viewing	Teaching staff and correctors	٣	Fourteenth
Behavioral influence	Understanding and memorization	Application and .viewing	Teaching staff and correctors	٣	Fifteenth

Infrastructure .١١	
Explanation of Ibn Aqeel, and the meanings of .Samarrai-grammar, Dr. Fadel Al	Required prescribed books -١
.Sibawayh book - .Explanation of Tashil, Ibn Malik - . Ghalayini-Mosque of Arabic Lessons, Al - .Wafi, Dr. Hassan Abbas-Nahaw Al-Al -	(Main references (sources -٢
.Journal of the Iraqi Scientific Academy - .Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references

	(...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan. ١٢	
.Activating the analogue aspect by opening the horizons of sources -	
.Activating the practical aspect by analyzing texts -	

Prose -Modern Literature – Course description

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

University of Fallujah	Educational institution .١٠
Arabic	department Scientific .١١ center/
Fourth Language - Prose -Modern Literature	Course name/code .١٢
Actual and integrated where necessary	Available attendance .١٣ forms
٢٠٢٤-٢٠٢٣Second semester (course) /	Semester/year .١٤
study hours ٤٥	Number of study hours .١٥ (total)
AD ٢٠٢٤/٣٠/٥	Date this description .١٦ was prepared
Course objectives .١٧	
Prose) aims to introduce students to -The course (Modern Literature modern Arabic prose literature, its manifestations, areas of creativity, its most important creators, its styles, aspects of its development, its most important paths, the nature of its relationship with other literatures, its .style, and its implications	

: outcomes and teaching, learning and evaluation methods Course .١٨	
Cognitive objectives -A	
.Identifying modern prose literature among Arabs -١A	
.Access to the texts of this literature and their creators -٢A	
.the course of objectives skills The - B	
.Knowledge of Arabic prose in the modern era - ١B	
.Understanding this prose literature and knowing its study - ٢B	

.Mastering creative poetic texts and knowing their paths - ٣B

: Teaching and learning methods

.methods : memorizing selected texts **Teaching** -
getting to know the subject and knowing the : methods include **Learning** -
.mechanisms of its application

: Evaluation methods

.The extent of knowledge of modern Arabic prose -
.Adjust the mechanism for analyzing these texts -

Emotional and value goals -C

Identifying texts that nourish the behavioral and moral aspects of -١C
.students

Deepening the human conscience and feeling through expressive -٢C
.touches within the presentation of the course material

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

.rabic proseMastering modern A -١D

Following up on the development in modern Arabic literature in prose -٢D
.creativity

Course structure .١٣

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	The development of Arabic prose, its factors and .manifestations	Teaching staff and correctors	٣	the first
Behavioral influence	Understanding and memorization	Factors in the development of .modern Arabic prose	Teaching staff and correctors	٣	the second
Behavioral influence	Understanding and memorization	Aspects of the development of .modern Arabic prose	Teaching staff and correctors	٣	the third
Behavioral influence	Understanding and memorization	.Article	Teaching staff and correctors	٣	the fourth
Behavioral influence	Understanding and memorization	.short story	Teaching staff and correctors	٣	Fifth
Behavioral influence	Understanding and memorization	.The play	Teaching staff and correctors	٣	VI
Behavioral influence	Understanding and memorization	.the novel	Teaching staff and correctors	٣	Seventh
Behavioral influence	Understanding and memorization	Selected examples of .modern Arabic prose	Teaching staff and correctors	٣	VIII

Behavioral influence	Understanding and memorization	.Apply and watch	Teaching staff and correctors	٣	Ninth
Behavioral influence	Understanding and memorization	.Apply and watch	Teaching staff and correctors	٣	The tenth
Behavioral influence	Understanding and memorization	.Apply and watch	Teaching staff and correctors	٣	eleven
Behavioral influence	Understanding and memorization	.Apply and watch	Teaching staff and correctors	٣	twelfth
Behavioral influence	Understanding and memorization	.Apply and watch	Teaching staff and correctors	٣	thirteen
Behavioral influence	Understanding and memorization	.Apply and watch	Teaching staff and correctors	٣	Fourteenth
Behavioral influence	Understanding and memorization	.Apply and watch	Teaching staff and correctors	٣	Fifteenth

Infrastructure .١٤	
-Modern Arabic Literature, Dr. Salem Al - .Hamdani, Dr. Faiq Mustafa	Required prescribed books -١
.Modern Literature, Dr. Shawqi is a guest -	(Main references (sources -٢
.Journal of the Iraqi Scientific Academy - .Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al -	Electronic references, -B

Aloka website - Mustafa Electronic Library-AI - The Holy People's Electronic Library -	...Internet sites
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Course development plan. ١٥
.Activating the analogue aspect by opening the horizons of sources - .Activating the practical aspect by analyzing texts -

prose -Modern literary criticism – Course description

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

University of Fallujah	Educational institution .١٩
Arabic	department Scientific .٢٠ center/
the fourth – Modern literary criticism/prose language	Course name/code .٢١
Actual and integrated where necessary	Available attendance .٢٢ forms
٢٠٢٤-٢٠٢٣Second semester (course) /	Semester/year .٢٣
study hours ٣٠	Number of study hours .٢٤ (total)
AD ٢٠٢٤/٣٠/٥	Date this description .٢٥ was prepared
Course objectives .٢٦	
The course (Modern Literary Criticism / Prose) aims to introduce students to the characteristics of Arabic prose criticism in the modern era, the methods its philosophical frameworks, , references of modern criticism, its cultural and its relationship to the Arab critical heritage, along with identifying its applications to prose texts and the paths of its development, in addition to . .ntsthe practical aspect of prose text criticism and exploring its conte	

: outcomes and teaching, learning and evaluation methods Course	.٢٧
Cognitive objectives -A	
Reading the prose text is a critical, conscious reading that starts from -١A the cognitive foundation studied by the student while trying to uncover the text's cultural and creative inputs and outputs in a way that serves the .recipient	
are compatible Controlling knowledge of modern critical standards that -٢A .with the development of prose text	

<p>.the course of objectives skills The - B</p> <p>.Knowing the mechanisms of criticizing prose text - ١B</p> <p>Controlling the process of critical analysis and knowing the text's hidden - ٢B</p> <p>.meanings and goals</p> <p>Mastering critical standards and learning how to teach and research - ٣B</p> <p>.them</p>
<p>: Teaching and learning methods</p>
<p>memorizing the monetary rule theoretically and : teaching methods Among the -</p> <p>.knowing its application</p> <p>analyzing prose text using the tools of modern : learning methods Among the -</p> <p>.literary criticism</p>
<p>: Evaluation methods</p>
<p>.The extent of knowledge and analysis of the monetary phenomenon -</p> <p>Mastering critical behavior and the extent of knowledge of its modern -</p> <p>.development</p>
<p>Emotional and value goals -C</p> <p>and principles Ensuring critical trends that are compatible with our Arab -١C</p> <p>.nurturing the behavioral and moral aspects of students</p> <p>Deepening the human conscience and feeling through expressive -٢C</p> <p>.touches within the presentation of the course material</p>
<p>employability other skills related to) General and qualifying transferable skills -D</p> <p>.(and personal development</p> <p>Adapting the critical rule according to the chosen prose text and -١D</p> <p>.employing it practically</p> <p>Being able to read prose text correctly and know the mechanisms of its -٢D</p> <p>.analysis</p>

Course structure .١٦

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Original story and .critical articles	Teaching staff and correctors	٢	the first
Behavioral influence	Understanding and memorization	The novel, its elements, and critical .standards	Teaching staff and correctors	٢	the second
Behavioral influence	Understanding and memorization	The play's main .elements	Teaching staff and correctors	٢	the third
Behavioral influence	Understanding and memorization	Narrative and .narration	Teaching staff and correctors	٢	the fourth
Behavioral influence	Understanding and memorization	.Reading and receiving	Teaching staff and correctors	٢	Fifth
Behavioral influence	Understanding and memorization	Analysis of a storyteller's play The . three days	Teaching staff and correctors	٢	VI
Behavioral influence	Understanding and memorization	An analytical pause on the story of the sun .and lighthouses	Teaching staff and correctors	٢	Seventh
Behavioral influence	Understanding and memorization	Critical approaches, and the meaning of .curriculum	Teaching staff and correctors	٢	VIII

Behavioral influence	Understanding and memorization	.Apply and watch	Teaching staff and correctors	٢	Ninth
Behavioral influence	Understanding and memorization	.Apply and watch	Teaching staff and correctors	٢	The tenth
Behavioral influence	Understanding and memorization	.Apply and watch	Teaching staff and correctors	٢	eleven
Behavioral influence	Understanding and memorization	.Apply and watch	Teaching staff and correctors	٢	twelfth
Behavioral influence	Understanding and memorization	.Apply and watch	Teaching staff and correctors	٢	thirteen
Behavioral influence	Understanding and memorization	.Apply and watch	Teaching staff and correctors	٢	Fourteenth
Behavioral influence	Understanding and memorization	.Apply and watch	Teaching staff and correctors	٢	Fifteenth

Infrastructure .١٧	
In modern literary criticism, principles and applications. Faiq Mustafa, Dr. Abdul Reda Ali -	Required prescribed books -١
Introduction to modern literary criticism, Dr. Sulafa Saeb - Modern literary criticism, Dr. Muhammad Ghoneimi Hilal -	(Main references (sources -٢
.Journal of the Iraqi Scientific Academy - .Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references

	(...,reports
Arab electronic magazine-Lisan al - Aloka website - .Mustafa Electronic Library-Al -	Electronic references, -B .Internet sites

Course development plan. ١٨	
.Activating the analogue aspect by opening the horizons of sources - .Activating the practical aspect by analyzing texts -	

Western linguistic approaches – Course description

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

University of Fallujah	Educational institution .٢٨
Arabic	department Scientific .٢٩ center/
the fourth language - Western linguistic curricula	Course name/code .٣٠
Actual and integrated where necessary	Available attendance .٣١ forms
٢٠٢٤-٢٠٢٣Second semester (course) /	Semester/year .٣٢
study hours ٣٠	Number of study hours .٣٣ (total)
AD ٢٠٢٤/٣٠/٥	Date this description .٣٤ was prepared
Course objectives .٣٥	
The course (Western Linguistic Curricula) aims to introduce students to the Western linguistic lesson since its inception in Europe, while learning about its history and research into it, modern linguistic theories, linguistic research .linguistic schools methods, and modern	

: outcomes and teaching, learning and evaluation methods Course	.٣٦
Cognitive objectives -A	
Examining the history of the Western linguistic study and knowing the -١A motives for its emergence and development, its importance, and the .mechanisms of its care for the language	
Identifying the curricula of linguists and their methods of writing, -٢A .teaching, and research	

.the course of objectives skills The - B

.Knowing the history of Western linguistic studies - ١B

.Controlling the course of linguistic composition and its mechanisms - ٢B

.Mastering Western linguistic curricula and their application paths - ٣B

: Teaching and learning methods

memorizing scientific theorizing about the history : **teaching methods** Among the -

.of the linguistic lesson and understanding it with its examples

reviewing the understanding of this scientific : **learning methods** Among the -

.heritage

: Evaluation methods

.The extent of mastery of the history of the Western linguistic lesson -

Knowing the mechanisms of Western language learning and controlling its -

.curricula

Emotional and value goals -C

Paying attention to the history of the Western linguistic lesson and -١C

.nurturing the behavioral and moral aspects of students

Deepening the human conscience and feeling through expressive -٢C

.touches within the presentation of the course material

other skills related to employability) eral and qualifying transferable skillsGen -D

.(and personal development

.reading it-Scientific interaction with linguistics and re -١D

Paying attention to the paths of Western linguistic study since its -٢D

.inception

Course structure . 19

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Definition of linguistics as language and .terminology	Teaching staff and correctors	2	the first
Behavioral influence	Understanding and memorization	Features of the scientific study of .language	Teaching staff and correctors	2	the second
Behavioral influence	Understanding and memorization	The most important characteristics of .linguistics	Teaching staff and correctors	2	the third
Behavioral influence	Understanding and memorization	historical dimension of linguistics and the .opinions of scholars	Teaching staff and correctors	2	the fourth
Behavioral influence	Understanding and memorization	The Sanskrit language and its importance in .study	Teaching staff and correctors	2	Fifth
Behavioral influence	Understanding and memorization	Arabs get to know the modern linguistic .lesson	Teaching staff and correctors	2	VI
Behavioral influence	Understanding and memorization	Modern linguistic approaches and their .types	Teaching staff and correctors	2	Seventh
Behavioral influence	Understanding and memorization	Modern linguistic schools and their .types	Teaching staff and correctors	2	VIII

Behavioral influence	Understanding and memorization	. View and apply	Teaching staff and correctors	٢	Ninth
Behavioral influence	Understanding and memorization	. View and apply	Teaching staff and correctors	٢	The tenth
Behavioral influence	Understanding and memorization	. View and apply	Teaching staff and correctors	٢	eleven
Behavioral influence	Understanding and memorization	. View and apply	Teaching staff and correctors	٢	twelfth
Behavioral influence	Understanding and memorization	. View and apply	Teaching staff and correctors	٢	thirteen
Behavioral influence	Understanding and memorization	. View and apply	Teaching staff and correctors	٢	Fourteenth
Behavioral influence	Understanding and memorization	. View and apply	Teaching staff and correctors	٢	Fifteenth

Infrastructure .٢٠	
Principles of Linguistics, Dr. Ahmed - .Mohamed Qaddour	Required prescribed books -١
Introduction to Linguistics, Dr. Muhammad - .Muhammad Ali Younis	(Main references (sources -٢
Investigations in Linguistics and Linguistics, - .Obaidi-Dr. Rashid Al	
.Journal of the Iraqi Scientific Academy - .Journal of the Linguistic Academy in Cairo -	Recommended books and journals , scientific) references

	(...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B Internet sites

Course development plan.٢١	
.Activating the analogue aspect by opening the horizons of sources -	
.Activating the practical application aspect through review and understanding -	

**Department of Arabic - College of Islamic Sciences - University of Fallujah
Language**

first semester - Course description for the first stage

(grammar) Course description

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

University of Fallujah	Educational institution . ١)
Arabic	department Scientific . ٢) center/
Grammar	Course name/code . ٣)
Actual and integrated where necessary	Available attendance forms . ٤)
٢٠٢٤-٢٠٢٣ First semester (course) / first stage / study hours ٤٥	year /stage /Semester . ٥) Number of study hours . ٦) (total)
٢٠٢٤-٣٠-٥	Date this description was . ٧) prepared

Course objectives . ٨)

The grammar course aims to gain sufficient knowledge of the rules of the Arabic language in a way that protects the tongue from melody that leads to loss of meaning es, or confusion, or violation of intent, falling into verbal fallacies, and distortion of styl since meaning and smooth pronunciation are linked to sound parsing, flow of .movements, and their sequence

outcomes and teaching, learning and evaluation methods Course . ٩)

Cognitive objectives -A

Teaching students to think grammatically that does not conflict with the spirit of - ١A
.the Arabic language in terms, meaning, and style

Repeatedly letting students speak eloquent speech that befits the beauty and - ٢A
.elegance of Arabic and the noble values and refined morals it contains

.the course of objectives skills The - B

This includes grammatical puzzles that expand the paths of thought and - ١B
.consolidate subjective information

Acquiring the skill of deceiving others with grammar and camouflaging others - ٢B
.purposes with more than one concept to achieve some malicious or legitimate

Teaching and learning methods

The method of teaching is by bringing comprehensive examples from the reality of daily life, far from the vulgarities and meanings familiar to the common people and the general public -

The method of learning by repeatedly exercising the tongue with words of great eloquence and grammatical complexity, leading to mediation in learning the most important rules, the ignorance of which cannot be excused by a bachelor's student .Arabic language majoring in the -

Evaluation methods

The method of evaluation is through suspense and attracting moods, then awarding grades of merit, with rewards of grades for encouragement and others for punishment .and absolution of the teacher -

Emotional and value goals -C

Studying the grammar course works to revive the values of chivalry, uprightness, and moral epics that were on the rise in the era of grammatical decency and spontaneity in parsing. Once pronunciation is widespread in the broad path of Arabic .emotional concern and those authentic feelings are raised grammar, that - \A

One of the values of studying grammar is to imitate the nation's eloquent scholars .who have been immortalized in our linguistic and literary heritage - \C

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

The grammar learner acquires correcting poetic texts and evaluating books, .research, and eloquent expressions wherever they may be - \D

The grammar learner is inspired to learn accurately by understanding the nature of some problems similar to some grammatical rules, such as addition and preposition, .the position of the letter in grammatical work, and so on - \D

Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	.Prepositions	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	.add	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Types of addition	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Disagreement regarding the parsing of addition and its types	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	The most correct way to parse the addition	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Implementation of the .source and its name	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	The implementation of .the active participle	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Implementing the active .participle	Teaching and educational staff and researchers	٢	VIII
Behavioral influence	Understanding and memorization	The suspicious characteristic	Teaching and educational staff and researchers	٢	Ninth

	n				
Behavioral influence	Understanding and memorization	.Exclamation	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	.I do preference	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Dependents: (adjective	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Emphasis	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Kindness	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Allowance	Teaching and educational staff and researchers	٢	Fifteenth

Infrastructure .١١	
.Explanation of Ibn Aqeel - Samarrai-Meanings of grammar, Dr. Fadel Al -	Required prescribed books -١
.Ashmouni-Explanation of Al - .Samarrai-Meanings of grammar, Dr. Fadel Al - .Wafi, Dr. Abbas Hassan-Nahaw Al-Al - .Rajhi-Applied Grammar, Dr. Abdo Al -	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al -	Electronic references, -B ...Internet sites

Course development plan .١٢

Adhering to the grammatical heritage and developing it by infusing it with the data -
of modern grammatical and rhetorical lessons, mixing creative and graphic arts with
dry grammatical rules, and adding cultural evidence that serves the individual in his
.cietyso

known grammar -Making use of and drawing extensive attention from well -
Maridiya, and adopting the -Khudari and Bahjah al-footnotes, such as Hashiyat al
Samarrai as a basis no less than the -book Meanings of Grammar by Dr. Fadel al
Mubarak, and including in the curriculum the -eel alexplanation of Ibn Aq
vocabulary of this comprehensive book of Arabic grammar with all its entries,
. contents, and meanings

(Exchange) Course description

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

University of Fallujah	Educational institution - ١
Arabic	department Scientific - ٢ center/
Drainage first stage	Course name/code - ٣
Actual and integrated where necessary	Available attendance forms - ٤
٢٠٢٤-٢٠٢٣ First semester (course)	year /stage /Semester - ٥
study hours ٣٠	Number of study hours - ٦ (total)
٢٠٢٤-٣٠-٥	Date this description was - ٧ prepared

Course objectives - ٨

The morphology course aims to gain full knowledge of the rules of morphology, weights, verbal forms, meanings of constructions, the reasons for the Arabs' use of words in certain forms, and to learn more about abstract nouns and verbs in three, and six, and to enrich students with a large number of examples of eloquent ,four, five Arab vocabulary, and to know the frequent ones, the irregular, and the measured ones, and the reasons for that logically and in the light of What is familiar with the .he Arabs in their rhetorical usesmethods of t

outcomes and teaching, learning and evaluation methods Course - ٩

Cognitive objectives -A

Memorizing Arabic morphological formulas and knowing the reasons and the - ١A
.idea of origin and branch

Returning each word to its weight, form, branches, and implications according - ٢A
.to usage and intent

.the course of objectives skills The - B

Morphological puzzles that expand the paths of thought and consolidate - ١B
.information about the subject

Acquiring the skill of deceiving others and camouflaging others with more than - ٢B
.one concept to achieve some malicious or legitimate purpose

Teaching and learning methods

The method of teaching is by bringing comprehensive examples from the reality of -
daily life, far from the vulgarities and meanings familiar to the common people and

<p>.the general public</p> <p>f great The method of learning by repeatedly exercising the tongue with words o -</p> <p>eloquence and grammatical complexity, leading to mediation in learning the most</p> <p>important rules, the ignorance of which cannot be excused by a bachelor's student</p> <p>.majoring in the Arabic language</p>
<p>Evaluation methods</p>
<p>The method of evaluation is through suspense and attracting moods, then awarding -</p> <p>grades of merit, with rewards of grades for encouragement and others for punishment</p> <p>.and absolution of the teacher</p>
<p>Emotional and value goals -C</p> <p>Studying the morphology course confirms the principle of thinking about the -١C</p> <p>meanings implied by Arabic words, including the values, morals, and sounds that</p> <p>.appeal to the mind and imagination</p> <p>ample of the One of the values of studying morphology is to follow the ex -٢C</p> <p>eloquent people of the nation who have been immortalized by our linguistic and</p> <p>.literary heritage</p>
<p>other skills related to employability) General and qualifying transferable skills -D</p> <p>.(and personal development</p> <p>The learner of morphology acquires correcting poetic texts and evaluating books, -١D</p> <p>.research, and eloquent expressions wherever they may be</p> <p>The learner of morphology is inspired to learn precisely by understanding the -٢D</p> <p>ome morphological rules, such as addition and nature of some problems similar to s</p> <p>.preposition, the position of the letter in morphological work, and so on</p>

Course structure .١٣					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	The origins of morphology	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Definition of exchange	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	The significance of studying morphology	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Word sections	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Exchange balance	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	The verb and its sign	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Adverbs of correct and incorrect verbs	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Abstract and more	Teaching and educational staff and researchers	٢	VIII
Behavioral influence	Understanding and memorization	Apop naked threesome and more	Teaching and educational staff and researchers	٢	Ninth

	n				
Behavioral influence	Understanding and memorization	Bare quad doors and more	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	How to formulate verbs	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Meanings of the letters of the increase	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Meanings of buildings	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Examples and morphological models	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Uses of doors	Teaching and educational staff and researchers	٢	Fifteenth

Infrastructure .١٤	
.Shafia-Radi on Al-Explanation of Al - Shadha custom in the art of morphology -	Required prescribed books -١
.Ashmouni-Explanation of Al - Refinement in exchange - .Wafi, Dr. Abbas Hassan-Sarf Al-Al - .Rajhi-Applied Morphology, Dr. Abdo Al -	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al -	Electronic references, -B ...Internet sites

Course development plan .١٥

Adhering to the morphological heritage and developing it by infusing it with the data of modern morphological and rhetorical lessons, mixing creative and graphic arts with dry grammatical rules, and adding cultural evidence that serves the individual in his society.

known grammar footnotes, such as -Making use of and making extensive use of well - Maridiya, adopting the book Meanings of Buildings -Khudari and Bahjah al-Hashiyat al Mubarak, -Samarrai as a basis no less than the explanation of Ibn Aqeel al-by Dr. Fadel al and including in the curriculum the vocabulary of this comprehensive book of Arabic grammar with all its entries, contents, and meanings

(Islamic prose-pre) Course description

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

University of Fallujah	Educational institution .١٠
the department of Arabic language	department Scientific .١١ center/
stage first the - (Islamic prose-Pre)	Course name/code .١٢
Actual and integrated where necessary	Available attendance forms .١٣
٢٠٢٤-٢٠٢٣ First semester (course)	Semester/year .١٤
hours of study ٣٠	Number of study hours (total) .١٥
AD ٢٠٢٤-٣٠-٥	Date this description was prepared .١٦

Course objectives .١٧

:Islamic prose course aims to do the following-
 ١- The pre foundation Instilling in the student a spirit of pride in the Arab heritage as subsequently built Islamic state was upon which the civilization of the Arab
 ٢- The student's awareness of the nature of the Arabian Peninsula and the carried by and moral values relationship of this nature to the system of artistic artistic prose in this period
 ٣- Familiarizing the student with pre Islamic artistic prose by identifying its most important evidence, and its most famous speakers

outcomes and teaching, learning and evaluation methods Course .١٨

: objectives Cognitive - A

.Islamic artistic prose–Introducing the student to pre .١

Introducing the student to the artistic prose evidence that he encounters when .٢

.reading ancient Arabic texts in Arab heritage sources

–Introducing the student to the mechanism of analyzing and appreciating pre .٣

.Islamic artistic prose texts

: Skills Objectives – B

Islamic artistic prose texts and studying them from sources of –Discovering pre .١

.Arab heritage

.Islamic artistic prose texts and judging them–Appreciating and analyzing pre .٢

re Its use in teaching the Arabic language subject in the grammar or literatu .٣

.lesson for primary and secondary studies

goals Emotional and value – C

.Promoting authentic values and ideals in the student .١

Deepening the human conscience and sense through expressive touches .٢

.within the presentation of the course material

Teaching and learning methods .10

: **the teaching methods** Among -

.List the scientific material according to the previously prepared lesson plan -

.Memorizing selected evidence after explaining and analyzing it -

The emotional impact on students' souls and combining this with educational and -

. scientific objectives as much as possible

Evaluation methods .11

.Proper and parsed pronunciation of prose texts -

.Testing the strength of memorization and memory for texts and scientific material -

Stimulating the personal potentials emerging from students' consciences for personal -

.differentiation among them

Course structure .12

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	The development of the concept of the word literature, and the .definition of the term	Teaching staff and researchers	۲	the first
Behavioral influence	Understanding and memorization	An introduction to the term history, defining the term... and dividing .literary eras	Teaching staff and researchers	۲	the second
Behavioral influence	Understanding and memorization	The concept of the word ignorant, and defining the . term	Teaching staff and researchers	۲	the third
Behavioral influence	Understanding and memorization	Definition of prose and artistic prose and its most prominent features	Teaching staff and researchers	۲	the fourth
Behavioral influence	Understanding and memorization	His narration	Teaching staff and researchers	۲	Fifth
Behavioral influence	Understanding and memorization	confiscation	Teaching staff and researchers	۲	VI
Behavioral influence	Understanding and memorization	His arts/proverbs	Teaching staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization	His arts/governance	Teaching staff and researchers	۲	VIII
Behavioral influence	Understanding and	His arts/sermon	Teaching staff and researchers	۲	Ninth

	memorization				
Behavioral influence	Understanding and memorization	His arts/sermon	Teaching staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	His Arts/Wills	Teaching staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	His arts/song of the soothsayers	Teaching staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	His arts/historical story	Teaching staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	His arts/social story	Teaching staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	His arts/folk stories	Teaching staff and researchers	۲	Fifteenth

Infrastructure .13

Islamic –History of Arabic Literature/The Pre Era Dr. Shawqi is a guest Dr. Islam History of Arabic literature before Qaisi-Nouri Al Islamic era Dr. Hashem –Prose in the pre Manna	References -۱
Books of proverbs - Books of interpretations and explanations - Books on biographies, history and countries - Books on Arabic language, literature and	Sources -۲

culture	
Arab literature and heritage magazines in general -	Recommended books and -3 scientific journals,) references (...,reports
Arab electronic magazine-Lisan al Aloka website - Mustafa Electronic Library-Al The Holy People's Electronic Library -	Electronic references, Internet -4 sites

Course development plan .14
.Activating the research aspect of Arab heritage sources, especially literary ones -

Rhetorical concepts :Course description

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

University of Fallujah	Educational institution .١٩
the department of Arabic language	department /center Scientific .٢٠
stage first the - (Rhetorical concepts)	Course name/code .٢١
actual	Available attendance forms .٢٢
٢٠٢٤-٢٠٢٣ Second semester (course)	Semester/year .٢٣
hours of study ٣٠	Number of study hours .٢٤ (total)
٢٠٢٤-٣٠-٥	Date this description was .٢٥ prepared

Course objectives .٢٦
:The Rhetorical Concepts course aims to do the following Taste the rhetoric of the Arabs, know their linguistics, their rhetorical behavior, the .٤ rhetoric of the Holy Qur'an, the Noble Hadith, the sayings of the Arabs, literature and ..proverbs -carried by pre and moral values Familiarizing the student with the system of artistic .٥ .Islamic poetry

: objectives Cognitive - A

- .Introducing the student to Arab rhetoric . ٤
- rhetoricians and writers such as Ibn Introducing the student to the most famous . ٥
- Muqaffa, Taha Hussein and others-al
- Introducing the student to the arts of Arabic rhetoric and its evidence of prose . ٦
- .and poetry

: Skills Objectives – B

- Discovering the pearls of Arabic rhetoric in light of the contexts of speech . ٤
- .and the reasons for their eloquent use
- .Examine and analyze texts rhetorically and artistically . ٥
- Inspired by the arts of rhetoric and enjoying its aesthetics in light of the texts . ٦
- . of rhetoricians and the words of preachers

goals Emotional and value – C

- .Promoting authentic values and ideals in the student . ٣
- Deepening the human conscience and sense through expressive touches . ٤
- .during the presentation of the course material

Teaching and learning methods .10

: the teaching methods Among -

- .List the scientific material according to the previously prepared lesson plan -
- .Memorizing selected evidence after explaining and analyzing it -
- The emotional impact on students' souls and combining this with educational and -
- . scientific objectives as much as possible

Evaluation methods .11

- .Correct and parsed pronunciation of poetic texts -
- .s and scientific materialTesting the strength of memorization and memory for text -
- Stimulating the personal potentials emerging from students' consciences for personal -
- .differentiation among them

Course structure .12

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Rhetoric is a language and a term	Teaching staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Eloquence	Teaching staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Style	Teaching staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	The emergence of rhetorical taste among the Arabs	Teaching staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Definition of rhetoric	Teaching staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	The most important sources of rhetoric	Teaching staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Influences on the emergence of rhetoric	Teaching staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Critical and rhetorical Islamic –aspects of pre times	Teaching staff and researchers	٢	VIII
Behavioral influence	Understanding and	The eloquence of the Holy Qur'an	Teaching staff and researchers	٢	Ninth

	memorization				
Behavioral influence	Understanding and memorization	The eloquence of the honorable place	Teaching staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Purposes of studying rhetoric	Teaching staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	The development of rhetoric and the independence of rhetoric	Teaching staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Types of rhetorical sciences, meanings, clear and wonderful	Teaching staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Literary orientation in the study of rhetoric, the most important scholars of the Arab school and its examples	Teaching staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	The philosophical orientation in the study of rhetoric, the most important scholars of the Arab school, with -non examples	Teaching staff and researchers	٢	Fifteenth

Infrastructure .13

Rhetoric and Application Dr. Ahmed is - wanted and his friend Arabic Rhetoric Dr. Shawqi is a guest -	References - ١
Poetry collections - Poetry collections - Various other sources -	Sources - ٢

Arab literature and heritage magazines in general -	Recommended books and -3 scientific journals,) references (...,reports
Arab electronic magazine-Lisan al Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, Internet -4 sites

Course development plan .14

.Activating the research aspect of Arab heritage sources, especially literary ones -

recitation and memorization :Course description

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

University of Fallujah	Educational institution .٢٨
the department of Arabic language	department Scientific .٢٩ center/
stage first the - (Recitation and memorization)	Course name/code .٣٠
actual	Available attendance .٣١ forms
٢٠٢٤-٢٠٢٣ First semester (course)	Semester/year .٣٢
hours of study ٣٠	Number of study hours .٣٣ (total)
٢٠٢٤-٣٠-٥	Date this description .٣٤ was prepared

Course objectives .٣٥

:The recitation and memorization course aims to do the following

Applying the provisions of Qur'anic recitation and its pronunciation and vocal -١ sections in order to achieve optimal implementation of the recitation of the .word of God Almighty

Continuous practice of reciting the Holy Qur'an by listening to qualified -٢ known scholars-ers certified by the nation's wellreci

Memorizing many Qur'anic texts to preserve memory and enlighten the mind -٣

.Citing texts of the Holy Qur'an in daily life situations -٤

outcomes and teaching, learning and evaluation methods Course .٣٦

: objectives Cognitive - A

.Introducing the student to the sciences of the Holy Qur'an .٧

.Introducing the student to the topics of the Holy Qur'an .٨

Qur'anic rulings Introducing the student to the mechanism of deducing .٩ through elaborate scientific methods

: Skills Objectives - B

Discover reading skills and learn about the most important topics of Qur'anic -١ .sciences

.Qur'anic text after studying its science, history, and sections Savor the -٢

and enlightening ideas through studying the sciences of the Quranic meanings -٣

.Holy Qur'an

goals Emotional and value – C

.Promoting authentic values and ideals in the student –o

Deepening the human conscience and sense through expressive touches during –٦
.the presentation of the course material

Teaching and learning methods .10

: **the teaching methods** Among –

.List the scientific material according to the previously prepared lesson plan –

.Memorization of applied evidence for recitation and memorization –

The emotional impact on students' souls and combining this with educational and –
. s possible scientific objectives as much a

Evaluation methods .11

. Quranic texts Correct and parsed pronunciation of –

.Testing the strength of memorization and memory for texts and scientific material –

Stimulating the personal potentials emerging from students' consciences for personal –
.differentiation among them

Course structure .12

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	History of the Qur'an	Teaching staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Revelation definition	Teaching staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	The revelation of the Qur'an	Teaching staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Compact and similar	Teaching staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Methods of the Qur'an	Teaching staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	The copyist and the copyist	Teaching staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	The copyist and the copyist	Teaching staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	The copyist and the copyist	Teaching staff and researchers	٢	VIII
Behavioral influence	Understanding and	The copyist and the copyist	Teaching staff and researchers	٢	Ninth

	memorization				
Behavioral influence	Understanding and memorization	Quranic readings	Teaching staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	Arrangement of the fence	Teaching staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	Order of verses	Teaching staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	Quranic calligraphy	Teaching staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	Types of sleepers	Teaching staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	Methods of interpretation of the century	Teaching staff and researchers	۲	Fifteenth

Infrastructure .13

Suyuti-Itqan by Al-Al - Investigations in the Sciences of the Qur'an by - Qattan-Manna Al	References -۱
Qarn by -Hassan in Tajweed Al-Fawaid Al-Al - Suwaidi-Muhammad Hafeez Al	Sources -۲
Arab literature and heritage magazines in - general	Recommended books and -3 scientific journals,) references (...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al -	Electronic references, Internet -4 sites

Course development plan .14

.Activating the research aspect of Arab heritage sources, especially literary ones -

Translated literary texts Course description

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

University of Fallujah	Educational institution .٣٧
the department of Arabic language	department Scientific .٣٨ center/
stage First – (Translated literary texts)	Course name/code .٣٩
actual	Available attendance .٤٠ forms
٢٠٢٤-٢٠٢٣ First semester (course)	Semester/year .٤١
hours of study ٣٠	Number of study hours .٤٢ (total)
٢٠٢٤-٣٠-٥	Date this description .٤٣ was prepared
Course objectives .٤٤	
:The translated literary texts course aims to do the following .Tongue exercise for learning a foreign language -١ Learn about the balance between languages, especially between the mother -٢ .tongue and a secondary language such as English	

outcomes and teaching, learning and evaluation methods Course .٤٥

: objectives Cognitive - A

.Introducing the student to translated literary texts -١

Introducing the student to traditional texts of the English language, especially -٢

.Wilde , and others those of Shakespeare, Oscar

Introducing the student to the culture of English literature and the customs of -٣

the peoples of this language in a way that ensures a vivid and deep

.understanding of the connotations of the English language

: Skills Objectives – B

.Discovering and studying English texts from Arab heritage sources -١

.Saving, analyzing and judging English texts -٢

Adopting the English language in writing literary genres such as stories, -٣

.wisdom, plays, etc

goals Emotional and value – C

.Promoting authentic values and ideals in the student -١

traditions Deepening the human conscience and sense through tasting foreign -٢

.

Teaching and learning methods .10

: **the teaching methods** Among -

.List the scientific material according to the previously prepared lesson plan -

Memorizing English literary examples of poetry and prose after explaining and -
.analyzing them

The emotional impact on students' souls and combining this with educational and -
. scientific objectives as much as possible

Evaluation methods .11

.Correct and parsed pronunciation of poetic texts -

.s and scientific material Testing the strength of memorization and memory for text -

Stimulating the personal potentials emerging from students' consciences for personal -
.differentiation among them

12
Course structure .

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Definition in English	Teaching staff and researchers	۲	the first
Behavioral influence	Understanding and memorization	Characteristics of the English language	Teaching staff and researchers	۲	the second
Behavioral influence	Understanding and memorization	The benefit of studying English	Teaching staff and researchers	۲	the third
Behavioral influence	Understanding and memorization	Initial review of letters, their spelling, and writing	Teaching staff and researchers	۲	the fourth
Behavioral influence	Understanding and memorization	the subject	Teaching staff and researchers	۲	Fifth
Behavioral influence	Understanding and memorization	Auxiliary verb	Teaching staff and researchers	۲	VI
Behavioral influence	Understanding and memorization	Verb conjugation	Teaching staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization	Negation	Teaching staff and researchers	۲	VIII
Behavioral influence	Understanding and	Interrogative	Teaching staff and researchers	۲	Ninth

	memorization				
Behavioral influence	Understanding and memorization	Actual tenses	Teaching staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Conditional statement	Teaching staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Plural	Teaching staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Comparison	Teaching staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Indefiniteness and knowledge	Teaching staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	How to formulate an English sentence	Teaching staff and researchers	٢	Fifteenth

Infrastructure .١٣	
Lectures teaching material -	References -١
Arab literature and heritage magazines in general -	Recommended books and -٢ scientific journals,) references (...,reports
Arab electronic magazine-Lisan al Aloka website - Mustafa Electronic Library-Al The Holy People's Electronic Library -	Electronic references, Internet -٣ sites

Course development plan .14

.Activating the research aspect of Arab heritage sources, especially literary ones -